**Outline of Teaching Intervention – weekly tasks/classroom activities**

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|  | Monday |
| Week #1  (29/08 – 02/09) | **New Student Orientation Week (O-Week)** |
| Week #2  (05/08 – 09/09)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – A2  Units: 1 – 2 – 3  Learning Objectives:  - Understand listening & self-regulated strategies  - Understand ‘metacognition’ and ‘self-efficacy’ and their roles in listening outcomes  - Understanding a personal introduction  - Recognizing positive and negative contractions  - Listening for specific information  - Listening to sentence stress  - Track Listening Strategic Plan | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (Awareness Raising) (8:00 – 8: 25)**  - Strat with an activity to raise students’ awareness about strategies (e.g., play an audio in L1 with unknown words and try to guess the meaning from the context)  **- Introduce L2 listening strategies and share the ‘list of listening strategies’**  **Modelling & Explaining ‘Metacognition’ and ‘Self-Efficacy’ (8:25 – 9:00)**  - Modelling: the teacher will demonstrate the strategy use to the students by answering comprehension questions of a listening passage while verbalizing the listening comprehension process.  - Explaining the term ‘Metacognition’ and how it’s related to L2 listening.  - Introduce listening strategies and explain their relationship to affective factors and listening outcomes (Why are we learning about the strategies?). The teacher has to be explicit about the purpose of these strategies to help students increase their self-efficacy and consequently their motivation. The concept of ‘self-efficacy’ will be explained to students in intermediate-level language.  - Distribute the List of Listening Strategies and Guide for Listening  **Warm-up (9:00 – 9:15)**  - Explain to students the aim behind this activity (task analysis and goal setting)  - Introduce students to the new listening topic by activating their schemata / contextualization  - Guide students through the pre-listening strategies: Planning/Predicting/Advance Organization  - Refer students to the strategy list and explain to them other strategies they can deploy  - Ask students to follow the Guide for Listening and write down their predictions before they listen.  **Understanding a Personal Introduction & Recognizing Positive and Negative Contractions (9:15 – 9:35)**  - The teacher will help students understand a personal introduction and how to share personal information. Also, a micro skill is introduced to help students recognize the use of positive and negative contractions in the speech. For example, *He’s* English – They *aren’t* relatives.  - 1st listen: students will listen and try to match their predictions with the listening through monitoring (self-observation), problem-solving and evaluation + peer work (they need to check their answers with a partner)  - 2nd listen: Check for missing or incorrect info. Then share the answers in groups before sharing them with the whole class to construct meaning (group discussion)  -3rd listen: students will again check their answers based on class discussion and will also read the transcript while listening (bottom-up process)  **Listening for Specific Information & Listening to Sentence Stress (9:35 – 9:45)**  - Students will be guided to listen to key words to understand specific information from short, recorded passages. The teacher will draw the students’ attention that key words in the spoken passage will most likely be stressed, so we can hear them clearly.  **Track Ss’ Listening Strategic Plan (Group Activity)** **(9:45 – 10:00)**  - Students will be asked to participate in a ‘Track your Listening Strategic Plan’ activity. In this activity, the teacher will share a Google spreadsheet with the students, which contains their names and strategies names. The teacher will ask them to complete a listening activity in pairs then tick the strategies they’ve deployed and add any additional comments they would like to share. Later, the teacher shares the spreadsheet with the whole group to discuss their strategy use.  **Link:** [Listening Strategies Spreadsheet](https://docs.google.com/spreadsheets/d/1iD6E8ilhO5sPBC34BizGq345sirIrQxY-Z6N8pHGe8I/edit" \l "gid=0) |
| Week #3  (12/09 – 16/09)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – A2  Units: 4 – 5  Learning Objectives:  - Understand listening & self-regulated strategies  - Set listening goals  - Predict before listen  - Engage in pair-work discussion to understand the meaning of the passage  - Understanding a lecture about an unusual town  - Hearing different vowel sounds  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 25)**  - Introduce the lesson by asking students about the importance of listening strategies and how they would improve the listening process.  - The teacher will give a basic review of one of the strategies at the beginning of each lesson to keep the know-how of strategies fresh in the minds of students  - At this level, students are advised to implement one or more listening strategies at the same time during the next listening activity.  - Ask students to use the List of Listening Strategies and distribute new Guide for Listening worksheets.  - Help Ss set listening goals for themselves. The teacher can share Listening Goal-Setting worksheets and ask Ss to describe actionable steps to get to their goal.  **Review & Modelling (8:25 – 8:40)**  **-** Review last week’s strategies to check students’ understanding and to obtain feedback on student learning.  - Modelling: the teacher will demonstrate the strategy use to the students by trying to predict the listening topic after looking at the pictures/titles/headings from the book and going over the questions.  **Warm-up & Making Predictions (8:40 – 9:00)**  **-** Explain to Ss the role of predictions in helping to construct meaning of the listening passage.  - Teach Ss how to use information from the book (headings, titles or pictures) and use their own personal experiences to anticipate what they are about to listen to.  **Pair-Work Discussion (9:00 – 9:25)**  - Divide Ss into pairs and ask them to work with their partners to look at the picture and discuss the questions (Student’s Book, p. 47).  - Ask students to follow the Guide for Listening and write down their predictions before they listen.  **Understanding a lecture about an unusual town & hearing different vowels (9:25 – 9:50)**  - Students will be taught to listen to key words (stressed) and try to complete the missing words from the listening activity. A micro skill will be explained related to hearing different vowel sounds and how to distinguish between them.  - 1st listen: students will listen and try to match their predictions with the listening through monitoring (self-observation), problem-solving and evaluation + peer work (they need to check their answers with a partner)  - 2nd listen: Check for missing or incorrect info. Then share the answers in groups before sharing them with the whole class to construct meaning (group discussion)  -3rd listen: students will again check their answers based on class discussion and will also read the transcript while listening (bottom-up process)  **Reflection and Goal Setting** **(9:50 – 10:00)**  - Students will evaluate their performance, strategy use, and judge their overall execution of the listening task. They will set goals for the next listening based on their self-evaluation.  - The teacher will observe and evaluate students’ performance during the listening stages. Feedback (verbal persuasion) will be provided especially to less skilled listeners. |
| Week #4  (19/09 – 23/09)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – A2  Units: 6 – 7  Learning Objectives:  - Understand listening & self-regulated strategies  - Present simple and past simple verbs – hearing the difference  - Re-tell information you hear  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction: Facilitating Effective Discussion of Strategy Use (8:00 – 8: 15)**  - Begin the lesson by asking Ss to share some of the listening difficulties they may have encountered during the last two weeks. Ask them to reflect on their answers on the Guide for Listening sheets and to comment on which listening strategies were more feasible than others and how did they evaluate their listening performance and set goals for listening in the future.  - Choose one of the listening problems and ask Ss to work in pairs and encourage them to articulate their problem-solving process with each other.  - Encourage Ss to share their different approaches to the listening problem with the whole class while working their listening problems out loud.  **Present Simple and Past Simple Verbs – Hearing the Difference (8:15 – 8:30)**  - Ss will be taught the difference between past and present verbs and how to listen to the ending of the verb to decide its tense. For example, /t/, /d/, and /ɪd/ sounds.  **Re-tell Information you Hear (8:30 – 9:00)**  - The teacher will explain to Ss that when re-telling information, the Ss need to pay attention to re-telling the main idea of the passage. Also, Ss need to be notified not to repeat everything they hear (only the important key points).  - Ss will complete the listening exercises on pages 92-93.  **The Listening Process (9:00 – 9:45)**  - Ss will be asked to listen to the passages from the student’s book following the same listening cycle from previous lectures (1st, 2nd and 3rd listening stages) and complete the exercises.  **Reflection and Goal Setting** **(9:45 – 10:00)**  - Students will evaluate their performance, strategy use, and judge their overall execution of the listening task. They will set goals for the next listening based on their self-evaluation.  - The teacher will observe and evaluate students’ performance during the listening stages. Feedback (verbal persuasion) will be provided especially to less skilled listeners. |
| Week #5  (26/09 – 30/09)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – A2  Units: 8 – 9  Learning Objectives:  - Understand listening & self-regulated strategies  - Hearing the difference between present and past simple questions  - Listening to numbers  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 15)**  - Begin the lesson by sharing with Ss some skilled L2 listeners’ statements about their listening strategy use (statements can be derived from the piloting phase). For example, ‘I use skimming and scanning before I listen’. What the participant meant in that statement is that she applied advance organization before the listening process; she read the questions first and highlighted the important key words, then directed her listening accordingly (directed/selective attention).  - Ss can share their ideas of each statement; whether they agree or disagree and explain why.  **Hearing the Difference between Present and Past Simple Questions (8:15 – 8:40)**  - Ss will learn how to differentiate between present and past simple questions by paying attention to the auxiliary verbs (do/does/did). Because these auxiliary verbs have weak sounds; ‘Do you’ may sound like /dəjə/ and ‘Did you’ may sound like /dɪdʒjə /, Ss have to learn how to distinguish between their pronunciations. Also, they can listen to the time expressions, such as: every day / yesterday, to identify the tense of the simple questions.  **Listening to Numbers (8:40 – 9:30)**  - Explain to Ss how to read numbers and how to differentiate between real numbers, fractions, decimals, percentages when listening. Ss should also learn how to read dates, temperature units and ordinal numbers.  - Ss will complete the related listening exercises on pages 120-121.  **Reflection and Goal Setting** **(9:45 – 10:00)**  - Students will evaluate their performance, strategy use, and judge their overall execution of the listening task. They will set goals for the next listening based on their self-evaluation.  - The teacher will observe and evaluate students’ performance during the listening stages. Feedback (verbal persuasion) will be provided especially to less skilled listeners. |
| Week #6  (03/10 – 07/10)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – A2  Units: 10 – 12  Learning Objectives:  - Understand listening & self-regulated strategies  - Using key words to build understanding  - Understanding the gist  - Hearing the difference between past simple and present perfect verb phrases  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 15)**  - The teacher will raise Ss awareness of the role of ‘inferencing’ in listening comprehension. Inferencing is a listening strategy through which Ss can guess the meaning of the passage by analysing textual and contextual information or through activating prior knowledge to compensate for missing information. However, the teacher needs to explain to Ss that inferencing relies upon several factors to be effective.  - The teacher can share her own experience as an L2 listener by telling how she made wrong inferences due to unfamiliar accent when she misheard phrases in L2.  **Warm-up & Using Key Words to Build Understanding (8:15 – 8:30)**  - Ss will learn how to listen to stressed words in order to figure out key words from the listening passages. Moreover, they will learn how to make the link between key words, their knowledge of the language and the topic to understand the whole message.  - Next, Ss will work on the activities on pages (132 & 133).  **Understanding the Gist & The Listening Process (8:30 – 9:30)**  - Ss will be asked to listen to the passages from the student’s book (p. 159) following the same listening cycle from previous lectures (1st, 2nd and 3rd listening stages) and complete the exercises. Ss will be introduced to the meaning of ‘gist’, which the general meaning of the passage. Also, they will be taught how to get the gist of what they hear by focusing on key words and paying attention to the context (extralinguistic inferencing).  **Hearing the Difference between Past Simple and Present Perfect Verb Phrases** **(9:30 – 9:45)**  - Ss will learn to differentiate between past simple and present perfect verb phrases when listening to recordings. They will be guided and be given tips on how to tell the difference; by listening to weak forms (contractions) and time expressions.  **Reflection and Goal Setting** **(9:45 – 10:00)**  - Students will evaluate their performance, strategy use, and judge their overall execution of the listening task. They will set goals for the next listening based on their self-evaluation.  - The teacher will observe and evaluate students’ performance during the listening stages. Feedback (verbal persuasion) will be provided especially to less skilled listeners. |
| Week #7  (10/10 – 14/10)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – B1  Units: 1 – 2  Learning Objectives:  - Understand listening & self-regulated strategies  - Listen for stress to identify key words  - Understanding a radio programme about working in the street  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 30)**  - The lesson will start with a comprehensive group activity to aid open discussion around different learning and revision listening strategies. Through brainstorming different listening strategies and techniques to listen, students will be able to understand a variety of different listening strategies and which strategies are best for them to deploy while listening and be confident in using them.  - Students are encouraged to share the difficulties they faced while deploying these strategies and discuss this with their peers and try to find out ways to overcome these difficulties.  - The teacher will lead and monitor this discussion and give students more insights into how to effectively use listening strategies as well as how to activate metacognitive awareness.  **Listen for Stress to Identify Key Words (8:30 – 9:00)**  - Teacher will explain that the most important words in a talk are usually stressed and are easier to hear than other words.  - 1st listen: students will listen and try to match their predictions with the listening through monitoring (self-observation), problem-solving and evaluation + peer work (they need to check their answers with a partner)  - 2nd listen: Check for missing or incorrect info. Then share the answers in groups before sharing them with the whole class to construct meaning (group discussion)  -3rd listen: students will again check their answers based on class discussion and will also read the transcript while listening (bottom-up process)  **Understanding a Radio Programme about Working in the Street** **(9:00 – 9:45)**  - Ss will be asked to listen to the passages from the student’s book (p. 19) following the same listening cycle from previous lectures (1st, 2nd and 3rd listening stages) and complete the exercises.  **Reflection and Goal Setting** **(9:45 – 10:00)**  - Students will evaluate their performance, strategy use, and judge their overall execution of the listening task. They will set goals for the next listening based on their self-evaluation.  - The teacher will observe and evaluate students’ performance during the listening stages. Feedback (verbal persuasion) will be provided especially to less skilled listeners. |
| Week #8  (17/10 – 21/10)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – B1  Units: 3 – 4  Learning Objectives:  - Understand listening & self-regulated strategies  - Recognize *-t* and *-d* + consonants  - Understanding a podcast about living without the internet  - Recognizing Extra Sounds in Connected Speech  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 15)**  - The lesson will start with a comprehensive group activity to aid open discussion around different learning and revision listening strategies. The teacher will begin by playing a recording from the new lesson and ask Ss to try and answer the comprehension questions. Then, the teacher will ask Ss to think about their thinking by asking ‘Describe how you arrived at your answer’ ‘Think-aloud’  - Then, survey the class by asking ‘How many people agree with deploying listening strategies? Which strategies are more effective than others?’  - The teacher will lead and monitor this discussion and give students more insights into how to effectively use listening strategies as well as how to activate metacognitive awareness.  **Recognize *-t* and *-d* + Consonants** **(8:15 – 8:45)**  **-** The teacher will explain to Ss that when a word ends in *-t* or *-d* and the next word begins with a consonant, we don’t pronounce the *t* or *d*. For example, ‘Lif~~t~~ going up’ sounds like ‘Lif going up’ or in one word ‘frien~~d~~s’ sounds like ‘friens’  - The teacher will read 2-3 examples out loud and will ask Ss to practice the predictable phonetic variants of the remaining examples.  - Ss will complete the listening exercises on pages 38-39.  **Understanding a Podcast about Living without the Internet (8:45 – 9:15)**  - Ss will be asked to listen to the passages from the student’s book (p. 47) following the same listening cycle from previous lectures (1st, 2nd and 3rd listening stages) and complete the exercises.  **Warm-up & Connected Speech (9:15 – 9:30)**  - Explain to Ss that in English, unlike Arabic, words can link together in a continuous stream of sounds, without clear-cut borderlines. This stringing of words together results in connected speech. It also explains why written English is sometimes different from spoken English, which may sometimes cause many listening problems for Ss.  - Ss should be introduced to different types of connected speech (e.g., assimilation, intrusion, catenation, and elision).  **Recognizing Extra Sounds in Connected Speech (9:30 – 9:50)**  - The teacher will explain to Ss that when two vowel sounds meet, an extra sound is inserted which resembles either /w/ or /j/, to mark the transition sound between the two vowels. This process is called ‘intrusion’.  - Teacher will give examples from the Student’s book (e.g., for /w/: d**o a** master’s degree, for /j/: tr**y o**ut a new hobby).  - The teacher will model and drill the phrase as it is said naturally. For example, ‘go on’ sounds like ‘gowon’ and ‘I agree’ sounds like ‘aiyagree’.  - Ss will practice saying these phonetic variants. If they struggle with long phrases, the teacher can use back-chaining; which starts with the last sound or phrase and working towards the whole sound slowly. For example, for the phrase ‘want to add to your life’, you drill ‘toyourlife’ then ‘towadd-toyourlife’ ‘wantowadd-toyourlife’. More phrases can be drilled from Student’s book (p. 52).  - Ss will complete the related listening exercises on page 52.  **Reflection and Goal Setting** **(9:50 – 10:00)**  - Students will evaluate their performance, strategy use, and judge their overall execution of the listening task. They will set goals for the next listening based on their self-evaluation.  - The teacher will observe and evaluate students’ performance during the listening stages. Feedback (verbal persuasion) will be provided especially to less skilled listeners. |
| Week #9  (24/10 – 28/10)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – B1  Units: 5 – 6  Learning Objectives:  - Understand listening & self-regulated strategies  - Understanding words around key words  - Recognizing linkers in fast speech  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 30)**  - The teacher will utilize ‘think-pair-share’ to elicit answers on strategy use and goal-setting for listening development. The teacher will give 2 mins of think time, 2 mins discussion with a partner and then open up the class to discussion.  - The teacher will ask ‘follow-ups’ questions related to listening strategies and goal-setting (e.g., ‘Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?’).  - Develop a creative introduction to the topic to stimulate interest and encourage thinking. The teacher can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.).  **Understanding Words around Key Words (8:30 – 9:00)**  - Since vocabulary knowledge and the familiarity of the topic are essential components of inferencing strategy (Pulido, 2007), the teacher will start the activity by introducing the new vocabulary followed by asking questions related to the new listening topic (lecture about possessions and how we develop ideas about them).  - Next, Ss will work on the activity on page (64), which guides them to listen carefully for key words in longer chunks.  **Recognizing Linkers in Fast Speech (9:00 – 9:30)**  - The teacher will explain to Ss that when we speak quickly, we sometimes don’t pronounce parts of words. This is especially true with very common words, like linkers, and, but, because, so and for example (e.g., ‘but’ sounds like ‘bt’, ‘because’ sounds like ‘cos’, ‘for example’ sounds like ‘frexample’, ‘and’ sounds like ‘n’, ‘so’ sounds like ‘s’). Have Ss complete the exercise on page 78.  **The Listening Process (9:30 – 9:50)**  - Ss will be asked to listen to the passages from the student’s book (p. 106) following the same listening cycle from previous lectures (1st, 2nd and 3rd listening stages) and complete the exercises.  **Reflection and Goal Setting** **(9:50 – 10:00)** |
| Week #10  (31/10 – 04/11)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – B1  Units: 7 – 8  Learning Objectives:  - Understand listening & self-regulated strategies  - Understanding weak forms  - Understanding a speaker from intonation and pauses  - Recognizing connected speech  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 15)**  - Present Layan’s video for observational learning and give feedback.  - Reflect on Ss goal setting from weeks (2 & 3). Ask Ss to completely select their own listening goals and ensure that the goals are specific, measurable, and connected to learning listening. This would help Ss feel a sense of agency and choice over their learning process.  **Understanding Weak Forms (8:15 – 8:30)**  - The teacher will explain that speakers often don’t pronounce small words very clearly when they speak quickly. The teacher will give few examples to Ss and will ask them to guess and identify weak forms: (‘**I’m** in the conference’, ‘Now, **they’ve** become …’). The teacher will explain that weak forms are used with words like *am*, *is* and *are*.  - Ss will complete the weak forms exercise on page 92.  **Understanding a Speaker from Intonation and Pauses (8:30 – 9:00)**  - The teacher should make it clear to Ss that listening for intonation and pauses can help understand the speakers and comprehend their messages.  - The teacher will read two sentences out loud and will ask Ss to guess which sentence indicates that the speaker has more to say, and which one indicates that the speaker has finished talking.  - The teacher explains the correct positions of pauses (at the end of sentences and when the speaker changes topic).  -Ss will complete the exercise on page 103.  **Recognizing Connected Speech (9:00 – 9:45)**  - The teacher will read out loud few phrases and will ask Ss to identify connected speech in them (e.g., ‘went out’ sounds like ‘wentout’, ‘hard exam’ sounds like ‘hardexam’, ‘let’s leave’ sounds like ‘letsleave’).  - The teacher will explain that when a word ends in a consonant and the next word starts with a vowel sound, we usually link the words together when we say them, so they sound like one word.  **The Listening Process**  **-** Ss will be asked to listen to the passages from the student’s book (p. 120-121) following the same listening cycle from previous lectures (1st, 2nd and 3rd listening stages) and complete the exercises.  **Reflection and Goal Setting** **(9:45 – 10:00)** |
| Week #11  (07/11 – 11/11)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – B1  Units: 9 – 10  Learning Objectives:  - Understand listening & self-regulated strategies  - Using meaning and grammar to understand a speaker  - Recognizing sequencers  - Understanding the main point  - Recognizing numbers and statistics  - Reflect & set goals for the next listening  - Track listening strategic plan | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 15)**  - The teacher will start the lesson by reviewing some strategies for listening and will share with Ss (Strategies for Listening during Exams)  **Using Meaning and Grammar to Understand a Speaker (8-15 – 8:45)**  - The teacher will inform Ss that good listeners use meaning and grammar to help when it is difficult to understand someone. Examples and exercises will be covered on pages (118-119).  **Recognizing Sequencers (8:45 – 9:10)**  **-** Introduce the sequencers in spoken English. These are: firstly, secondly, next, then, after that and finally. Explain their roles in introducing the next step in a process or story. Listening to sequencers can help in understanding the steps.  - Complete the exercise on page 120.  **Understanding the Main Point (9:10 – 9: 30)**  - Understanding the gist is crucial to understand the overall ideas of a passage as a whole. It should be made clear to Ss that the main goal of listening is to understand the main idea and not worry too much about the details.  - The teacher will guide Ss to listen to: (a) key and repeated words, (b) reasons and examples, (c) changes of topic.  - Share examples of questions about the gist of a passage (e.g., ‘What is the subject of a passage?’, ‘What is the topic of the passage?’, ‘What is the main idea of the passage?’, What is the purpose of the passage?’)  - Explain to Ss that information to help you understand the gist may be directly stated at the beginning of the passage. However, it may also be necessary to draw a conclusion about the gist based upon information provided throughout the passage.  - Tips for understanding the gist: (a) listen carefully for the beginning of passage to develop an initial idea, (b) then, as you listen to the rest of the passage, adjust your idea of the gist as you consider what the speakers are saying.  - Complete the listening exercises on (p. 131 to 133).  **Recognizing Numbers and Statistics (9:30 – 9:45)**  - The teacher will teach Ss how to listen for key words related to numbers and statistics (e.g., per cent, kilometres, pounds, tonnes, 2018, etc).  - Ss will do the listening exercise on page (135) by reading the sentences first and deciding what kind of statistic is missing from each one (e.g., a distance, a weight, an amount of money, a percentage, a year or a quantity).  **Track Ss’ Listening Strategic Plan (Group Activity) (9:45 – 10:00)**  - Students will be asked to participate in a ‘Track your Listening Strategic Plan’ activity. In this activity, the teacher will share a Google spreadsheet with the students, which contains their ID#s and strategies names. The teacher will ask them to tick the strategies they’ve been frequently using throughout the week and to add any additional comments they would like to share. |
| Week #12  (14/11 – 18/11)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – B1  Unit: 11  Learning Objectives:  - Understand listening & self-regulated strategies  - Understanding a radio programme about ideas  - Recognizing frequent expressions  - Reflect & set goals for the next listening | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Warm-up (8:00 – 8: 15)**  - Explain to students the aim behind this activity: task analysis and goal setting  - Introduce students to the new listening topic by activating their schemata / contextualization  - Guide students through the pre-listening strategies: Planning/Predicting/Advance Organization  **Understanding a Radio Programme about Ideas (8:15 – 9:00)**  - Ask Ss to listen to a radio programme where people present an idea which could improve the world and complete the notes on page (143).  - After eliciting some answers, ask Ss to share the listening process and verbalize how did they get the right answers.  - Ask Ss to evaluate their strategy use during listening and what would they do to further improve their next listening performance.  **Recognizing Frequent Expressions (9:00 – 9:45)**  - Explain to Ss that recognizing frequent expressions will help them understand other speakers more easily; using these expressions can also develop their fluency.  - Frequent expressions are usually said as a single unit, and some sounds change or disappear at the end and start of words (e.g., ‘I don’t know’ sounds like ‘I dunno’, ‘I want to’ sounds like ‘I wanna’, ‘have got to’ sounds like ‘gotta’, ‘should have’ sounds like ‘shoulda’).  **Reflection and Goal Setting** **(9:45 – 10:00)** |
| Week #13  (21/11 – 25/11)  Lecture time:  8:00 – 10:00 a.m.  Book: Milestones in English – B1  Unit: 12  Learning Objectives:  - Understand listening & self-regulated strategies  - Understand a podcast about the global workplace  - Reflect & self-evaluate  - Track listening strategic plan | **Listening Intervention**  **Whole Group Strategy Lesson:**  **Introduction (8:00 – 8: 30)**  - The lesson will start with a comprehensive group activity to aid open discussion around different learning and revision listening strategies.  - The teacher will guide Ss to reviews and recap the key learning points in listening throughout the weeks (e.g., the role of self-regulated strategies, listening strategies, setting-goals, self-efficacy and metacognition in L2 listening).  - Moreover, the teacher will review important listening skills. Such as understanding the gist, details, the function, the speaker’s stance, the organization and relationships of the listening passage.  - Ss are encouraged to discuss their strategy use and the difficulties they may have encountered. They are also encouraged to share their listening strategies during the Mid-term exam and how they benefit from deploying listening strategies.  - The teacher will lead and monitor this discussion and give students more insights into how to effectively use listening strategies as well as how to activate metacognitive awareness.  **Understand a Podcast about the Global Workplace (8:30 – 9:15)**  - Set the context for the listening topic by asking Ss to look at the two pictures of workplaces and tell the difference (discuss answers with a partner).  - Ask them to make predictions in relation to workplace (e.g., what skills are needed in a workplace, what are the challenges and advantages of a global workplace? etc).  - Scaffold and provide feedback when needed.  - Ss will listen to the podcast and complete the exercises on page 155.  - After listening, Ss will check their predictions and will take notes while listening to help them with answering the listening comprehension questions.  - Ss will share their answers with partners and have a small discussion before sharing their answers with the whole group.  **Reflection and Self-Evaluate** **(9:15 – 9:45)**  - Ss will be asked to self-evaluate their listening development and to reflect on their strategy use and goal-setting by filling out the Listening Self-Evaluation sheet (see Appendix M)  **Track Ss’ Listening Strategic Plan (Group Activity) (9:45 – 10:00)**  - Students will be asked to participate in a ‘Track your Listening Strategic Plan’ activity. In this activity, the teacher will share a Google spreadsheet with the students, which contains their ID#s and strategies names. The teacher will ask them to tick the strategies they’ve been frequently using throughout the week and to add any additional comments they would like to share. |