

**Virtual Course**

# ***Pedagogical and disciplinary knowledge for teaching practice***

***At the secondary education  
level - English Area***

## **Unit 2:**

Pedagogical and disciplinary knowledge to **foster the development of the communicative competencies of English as a foreign language.**

## **Session 1:**

**Strategies for the development of the competency “Communicates orally in English as a foreign language”.**



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## Unit 2

## Pedagogical and disciplinary knowledge to foster the development of the communicative competencies of English as a foreign language.

## Session 1

### Strategies for the development of the competency “Communicates orally in English as a foreign language”.



The National Curriculum of Basic Education considers three competencies for the area of English as a Foreign Language. The first competency is Communicates Orally in English as a Foreign language. It presents the competency and the capacities that have to be developed by school students during all basic education.

The Capacities are as follows:

- Get information from oral texts.
- Infer and interpret information from oral texts.
- Adapt, organize and develop ideas coherently and cohesively.
- Use non-verbal and paraverbal resources strategically.
- Interact with different speakers strategically.
- Reflect and evaluate the form, content, and context of the oral text.

If we revise the two first capacities in detail, we would realize that **get information from oral texts and infer and interpret information from oral texts**, are linked to the listening skills. While **adapt, organize and develop ideas coherently and cohesively, use non-verbal and paraverbal resources strategically**, interact with different speakers strategically, are linked to the speaking skill. **Reflect and evaluate the form, content, and context of the oral text** is related to both listening and speaking skills.

In this fascicle we will examine the strategies for the development of the competency “Communicates orally in English as a foreign language”.

We will learn about the intensive and extensive listening as strategies that help students develop their listening skills, and we will learn some strategies for before, during, and after student’s oral interactions.

Are you ready to start? Here we go!



## Reflection of the pedagogical practice

Let's start by reflecting on the following case.

Paulo wants his fifth graders to practice Extensive listening in the classroom. He brings the audio of a conversation which was taken from a podcast from the Internet. Here is part of the audio he introduced to the class:

Carlos: I don't like traveling by bus.

Delia: Why not?

Carlos: The service is terrible, and I hate traffic jams!

Delia: Well, you can take the train.

Carlos: There are long queues. I can't stand them.

Delia: Then ride your bike or walk.

Carlos: I'm lazy.

Delia: Hahaha. Come on! Stop being negative!

Carlos: Yeah, you are right. I have to work on that.

Taking into account Paulo's purpose, **which of the following instructions is it NOT appropriate to give when starting the activity?**

- "Listen to the conversation and try to identify which topic they are talking about. Remember that details are not important right now."
- "Listen to the conversation and identify the expressions used to give suggestions. Remember they can be phrases, sentences or commands."
- "Listen to the conversation and identify the relationship the speakers have. Remember that the speakers' attitude is important to understand what their relationship is."

Before answering the question, we could reflect on the following aspects:

- What other ways you could make your students practice and develop their listening skills?
- How could you connect a listening activity with a speaking one?
- What could teachers do during the before, during and after students' oral interactions?



## Understanding knowledge

Materials are essential for developing listening skills. When students embark on a foreign language journey, they are immersed in a great number of listening sources. As teachers of English, it is crucial to not only identify these diverse resources but also to master their integration with the most effective strategies and techniques, ensuring our students maximize their listening practice.

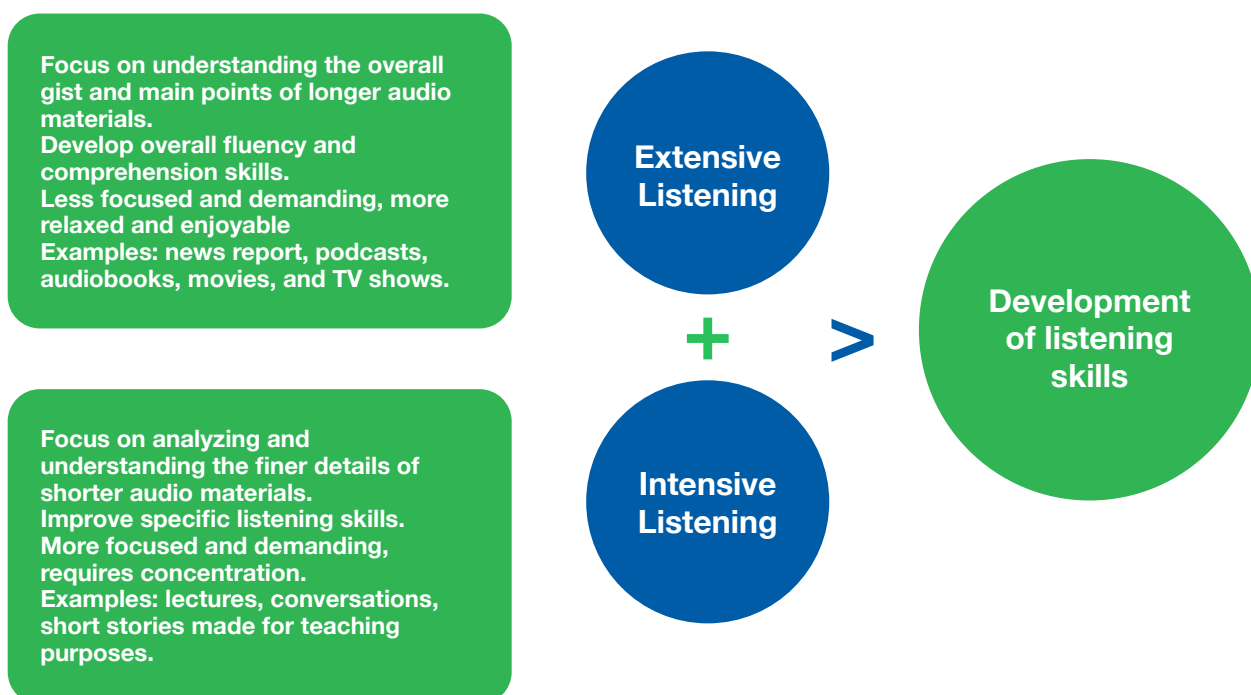
Among the numerous sources and strategies for developing listening skills, two stand out as the most common: Extensive and Intensive listening.

**Extensive listening** involves engaging with longer, pre-existing audio formats like podcasts, audiobooks, movies, or TV shows. These were not designed for teaching purposes, but rather to captivate listeners with their content and narrative. Teachers often provide a diverse selection, allowing students to choose based on their interests. Through this immersion, students develop their ability to grasp the overall gist and key points of longer audio formats, enhancing their fluency, comprehension, and natural listening speed while adapting to various accents and speaking styles.

In contrast, **intensive listening** immerses students in shorter audio materials like lectures, conversations, and news reports. Teachers carefully select these bite-sized pieces, crafted specifically for language learning, to focus on specific topics and skills. Unlike the passive immersion of extensive listening, students actively analyze and dissect these audio texts. They take notes, complete comprehension quizzes, or discuss the content with classmates, all while refining their vocabulary, pronunciation, grammar, and ability to grasp complex subjects. Intensive listening also demands concentration and active participation, making it a more demanding yet targeted way to hone listening skills.

Having examined the characteristics of Intensive and Extensive listening, it is advisable for teachers to expose students to both according to students' interests and learning needs.

**Chart 1. Extensive and Intensive Listening**



Using either Extensive or Intensive listening sources suppose the use of strategies that foster students' listening skills development. Among the strategies we could apply when using **intensive listening** sources are taking notes, repetition, comprehension checks, identify vocabulary or grammar points. In order to understand better, we will present a teaching sequence that can be followed when using intensive listening sources in class.

### Pre- listening:

- Activate prior knowledge: Briefly discuss the topic or context of the audio clip. This might help students make connections and anticipate what they will hear.
- Set listening goals: Be explicit when stating what students should focus on, like specific vocabulary, grammar points, or key ideas.
- Preview or pre-teach key vocabulary: Introduce any unfamiliar words or phrases that might appear in the audio. This provides a foundation for comprehension.
- Predict content and purpose: Ask students to guess what the speaker will talk about and why. This encourages active listening and anticipation.

### While – listening

- Use pauses strategically: Pause after key points or transitions to let students to process information and ask questions.
- Model active listening: Show students how to take notes, identify keywords, and make connections between ideas.
- Vary activities: Combine passive listening with interactive tasks like summarizing main points, filling in blanks, or identifying specific sounds.
- Use visuals: Supplement the audio with images, diagrams, or graphic organizers to enhance understanding.

### Post-listening

- Post questions and discuss: Facilitate a conversation about the audio content, encouraging students to share their interpretations and ask questions.
- Consolidate learning: Have students complete follow-up activities like writing summaries, answering comprehension questions, or creating presentations.
- Reflect and evaluate: Ask students to reflect on their listening experience and identify areas for improvement. This promotes self-awareness and metacognitive skills.
- Offer differentiated tasks: Provide varying levels of difficulty and support to cater to individual student needs and learning styles.

### Some other aspects to bear in mind are:

- The use of technology: you could use editing tools to isolate specific sections or create quizzes with audio clips.
- Collaborative work: students can also work in pairs or small groups to discuss what they heard and learned from the audio text.
- Make real-world connections: give students opportunities to connect what they have learned from the audio to the real world, their interests or experiences, this will make the listening experience more meaningful.
- Laughter and sense of humor: add humor games, or interactive activities to keep students engaged and motivated.

By applying these strategies and adapting them to your specific context, you can turn intensive listening into a very powerful tool for developing your students' listening skills and comprehension.

When it comes to use **extensive listening** sources in class, teachers can apply different strategies to keep their students engaged and maximize the benefits of those longer audio formats like podcasts, audiobooks, and movies. In order to understand better, there is a sequence that describes what can be done before, during, and after listening. Take into consideration that the audios can be listened either in class or out of class by the students with or without teacher's intervention.

### Pre- listening:

- Choose wisely: Select materials that align with students' interests and age-appropriate difficulty. Consider offering diverse options and allowing students some choice.
- Set the stage: Briefly introduce the context, genre, and potential learning goals. This helps students activate prior knowledge and focus their attention.
- Offer choices: Allow students to choose content based on their interests, learning goals, or level of difficulty.
- Build background knowledge: For challenging materials, pre-teach key vocabulary or cultural references. This equips them for understanding.
- Technology integration: Use online platforms to create playlists, share resources, or even allow students to make their own listening journeys.

### While – listening

- Multiple listens: Encourage students to listen multiple times, focusing on different aspects like main ideas or general understanding of the audio text.
- Focus on Engagement, not perfection: Do not worry about complete comprehension. It is about immersing themselves in the language and enjoying the experience.
- Pause and Reflect: Encourage students to pause and reflect on what they have heard. What did they understand? What surprised them?
- Model active listening: Briefly share your own reflections or reactions. This shows them how to process and engage with the audio.

### Post-listening

- Personalize and post questions: Facilitate discussion based on students' interests. Some students might want to analyze the content, while others may connect it to their lives.
- Creative Expression: Encourage students to express their understanding through writing, drawing, role-playing, or other creative activities.
- Authentic Connections: Students can also relate the audio to real-world situations or their own experiences. This deepens understanding and makes learning meaningful.
- Celebrate Progress: Recognize and praise students' efforts and achievements, regardless of their level of comprehension.



It is crucial to understand the importance of Intensive and Extensive listening for the development of students' listening skills. Expose them to both kinds of listening sources, applying the most appropriate strategies before, during, and after listening. Equipped with these strategies, you can confidently guide your students through both intensive and extensive listening activities, empowering them to become masters of the language they hear. By incorporating Intensive and Extensive practice, you will witness your students not only analyze specific details but also absorb the nuances of natural language, building fluency and confidence that spills over into all aspects of their communication. Remember, the key to unlocking your students' listening potential lies in understanding the power of both intensive and extensive listening. Implement the strategies and watch your students enjoy the learning journey of English as a foreign language.

### Strategies for before, during, and after students' oral interaction

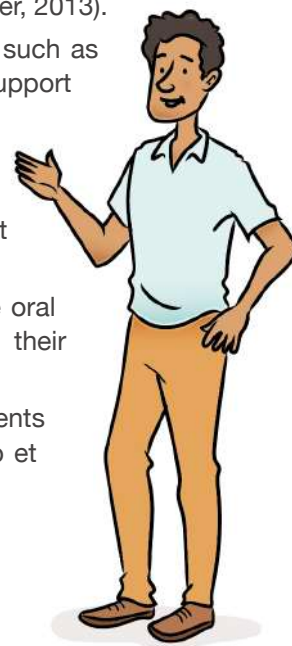
When students are involved in oral interactions they adapt, organize and develop ideas coherently and cohesively, use non-verbal and paraverbal resources strategically, interact with different speakers strategically, and reflect and evaluate the form, content, and context of the oral text. There are different strategies that can be used to foster students' speaking capacities.

The strategies can be classified into the ones that can be used before, during and after students' oral interactions. Also, the strategies can be applied in didactic sequences that respond to different teaching methods.

Among the methods that are aligned to the communicative approach are the task-based learning, project-based learning, flipped learning, etc. We are going to learn some strategies that can be applied in a session aligned to the communicative approach.

Strategies to be used **before** oral interactions:

- Provide clear expectations: Explain clearly the purpose and expected outcomes of the oral interactions. When students are aware of it is expected from them, they engage in the activity (Eggen & Kauchak, 2019).
- Topic selection: Choose relevant, engaging, and motivating topics that are meaningful for students so that they can engage in the activity (Harmer, 2013).
- Structure and scaffolding: Provide clear structures and scaffolding, such as prompts, sentences starters, expressions, or graphic organizers, to support students' thinking and communication (Gibbons, 2002).
- Pre-teach vocabulary: Introduce and teach key vocabulary to assure comprehension and participation. Based on your knowledge about your students' level of English, identify key vocabulary to be pre-taught (Beck et al., 2001).
- Practice and rehearsal: Offer students opportunities to rehearse the oral interaction and build confidence. When students feel confident, their performance improve. (Brown, 2001).
- Activating prior knowledge: When activating prior knowledge students anchor the new information and that facilitates discussion (Marzano et al., 2001).



Strategies to be used **during** oral interactions:

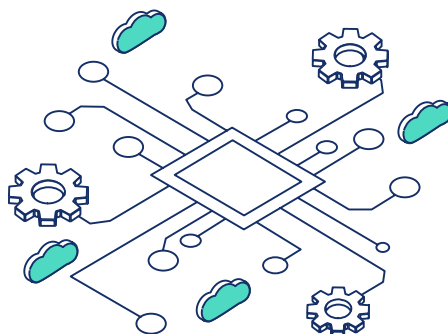
- Active facilitation: Facilitate interaction by posing questions, promoting ideas, and encouraging participation from all students (Fisher et al., 2004).
- Promoting turn-Taking and collaboration: Establish clear rules for turn-taking and encourage students to listen actively and build upon each other's ideas (Wong Fillmore, 2005).
- Variety of activities: Utilize diverse activities like debates, discussions, presentations, and role-plays to cater to different learning styles and keep the interaction engaging (Harmer, 2013).
- Providing feedback: Offer immediate and specific feedback to help students improve communication skills and confidence (Hattie, 2009).
- Ensuring equity and inclusion: Foster an inclusive environment where all students feel valued and have equal opportunities to participate (Gay, 2010).
- Monitoring and adapting: Monitor the students' progress and adjust the interactions as needed to ensure understanding and engagement (Ashman & Conway, 2005).

Strategies to be used **after** oral interactions:

- Reflection and analysis: Encourage students to reflect on their performance and identify areas for improvement (Brookes Publishing, 2023).
- Self and peer assessment: Provide opportunities for self and peer assessment using rubrics or checklists to gain further insights and support self-evaluation (Brookhart, 2013).
- Consolidation and extension: Engage students in activities that reinforce the learned concepts and extend their understanding. This could involve summarizing key points, creating related projects, or engaging in further discussion (Marzano & Pickering, 2005).
- Celebrating success: Recognize and celebrate students' achievements and progress to boost their motivation and encourage continued participation (Brooke Publishing, 2023).

There are some **general strategies** that you could take into consideration:

- Focus on authentic communication: Use real-life scenarios, tasks, and activities to provide context and purpose for speaking (Littlewood, 1981).
- Promote fluency and accuracy balance: Encourage learners to communicate effectively without neglecting accuracy in grammar and vocabulary (Skehan, 1998).
- Integrate all four skills: Combine speaking with listening, reading, and writing tasks to reinforce learning and develop holistic communication skills (Brown, 2007).
- Create a supportive and collaborative environment: Foster a positive, safe, and supportive atmosphere where learners feel comfortable taking risks, making mistakes, and learning from each other (Harmer, 2012).



Here there are some **specific strategies**:

- Group discussions and debates: Encourage students to exchange ideas, present arguments, and defend their opinions in a group setting (Thornbury, 2005).
- Role-plays and simulations: Allow students to practice real-life situations and develop communications skills in different contexts (Breen & Candlin, 2001).
- Presentations and public speaking: Provide opportunities for students to prepare and deliver presentations on topics of interest, promoting fluency and confidence (Ur, 1996).
- Interviews and information gaps: Engage students in interviews and information gaps activities to practice asking and answering questions, clarifying information, and negotiating meaning (Long & Porter, 1985).
- Games and activities: Use games and activities like “Find Someone Who” or “Twenty Questions” to make speaking practice more engaging and enjoyable (Harmer, 2012).
- Learner – Centered activities: Give students control over their learning by allowing them to choose topics, design tasks, and collaborate on projects (Richards & Rodgers, 2001).
- Peer feedback and reflection: Encourage students to provide constructive feedback to each other and reflect on their progress to enhance self – awareness and improvement (Brookes Publishing).

There are **some suggestions** to use technology to foster speaking skills:

- Online discussion and forums: Utilize online platforms for asynchronous discussions and communication, allowing students to express themselves at their own pace. Some useful platforms are slack, Google chat, blackboard, canvas, etc.
- Video conferencing and chat rooms: Facilitate real- time communication with native speakers or other learners across the globe to enhance global awareness and practice authentic communication.
- Podcasts and audiobooks: Provide exposure to authentic spoken language and encourage students to imitate pronunciation, intonation, and fluency.



### Key ideas

- Extensive listening is an immersion strategy in language learning that focuses on exposing students to large quantities of comprehensible, authentic audio materials over an extended period. Unlike intensive listening, which involves analyzing and dissecting audio for specific details, extensive listening prioritizes enjoyment and natural language acquisition. It is important because it improves language acquisition, develops listening fluency, boosts vocabulary acquisition, and enhances motivation and enjoyment.
- Unlike its extensive counterpart, intensive dives deep into shorter audio clips with a sharp focus on specific details. Intensive listening is important because it targets skill development, improves analytical skills, boosts understanding of complex topics, and provides focused practice and improves specific skills efficiently and effectively.
- Effective oral interactions in the classroom thrive with thoughtful teacher guidance at every stage. Before interactions begin, teacher can set the stage by preparing clear learning goals, selecting engaging topics, and establishing ground rules. During the interaction teachers can act as facilitators by asking open-ended questions, guiding the flow of conversation, and modeling active listening. After the interaction teachers can solidify learning by debriefing and reflecting, providing constructive feedback, and connection to broader learning.



## Application in practice

Let's recall the case from the beginning of this fascicle.

Paulo wants his fifth graders to practice Extensive listening in the classroom. He brings the audio of a conversation which was taken from a podcast from the Internet. Here is part of the audio he introduced to the class:

Carlos: I don't like traveling by bus.

Delia: Why not?

Carlos: The service is terrible, and I hate traffic jams!

Delia: Well, you can take the train.

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Delia: Then ride your bike or walk.

Carlos: I'm Lazy.

Delia: Hahaha. Come on! Stop being negative!

Carlos: Yeah, you are right. I have to work on that.

Taking into account Paulo's purpose, **which of the following instructions is it NOT appropriate to give when starting the activity?**

- "Listen to the conversation and try to identify which topic they are talking about. Remember that details are not important right now."
- "Listen to the conversation and identify the expressions used to give suggestions. Remember they can be phrases, sentences or commands."
- "Listen to the conversation and identify the relationship the speakers have. Remember that the speakers' attitude is important to understand what their relationship is."



Now that you have read and understood the strategies for the development of the competency “Communicates orally in English as a foreign language”, try to choose the best option for teacher Paulo. Let’s check each of them:

Option	Let’s analyze
a. “Listen to the conversation and try to identify which topic they are talking about. Remember that details are not important right now.”	The teacher asks students to identify the topic and tells them that details are not important. According to what we have learned in this fascicle, extensive listening strategies address students’ attention to general understanding of the audio text rather than detailed information. For this reason, <b>this is not the correct instruction.</b>
b. “Listen to the conversation and identify the expressions used to give suggestions. Remember they can be phrases, sentences or commands.”	The teacher asks students to focus on expressions to give suggestions. Even teacher asks to focus on the function of grammar structures, this kind of activities are not suggested to be developed when using extensive listening and least recommended to be done as the first activity. For this reason, <b>this is the right answer.</b>
c. “Listen to the conversation and identify the relationship the speakers have. Remember that the speakers’ attitude is important to understand what their relationship is.”	The teacher asks students to identify the relationship between the speakers. This is general information about the audio text and that is recommended by the strategies when doing Extensive listening practice. Therefore, <b>this is not the correct option.</b>



### Now is your turn!

#### Let’s see this case:

Cesar’s third-grade students have been talking about the best travel destinations. Now, he wants them to use language related to that topic in an oral communicative activity. He has thought of the three following strategies:

- Strategy 1: Ask the students to get in pairs and talk about a place they have visited and that they have enjoyed. Invite some students to share their classmates’ answers with the rest of the class.
- Strategy 2: Ask the students to give an oral presentation on the best places to go on vacation. After the students finish their presentation, the audience asks a couple of questions and the presenter replies those questions.
- Strategy 3: Ask the students to play the roles of a tourist that has just visited Peru and a school newspaper journalist. The journalist asks the tourist what the best places in Peru are and the tourist replies and gives reasons for his choices.

#### Which of the strategies Cesar has thought of is least communicative?

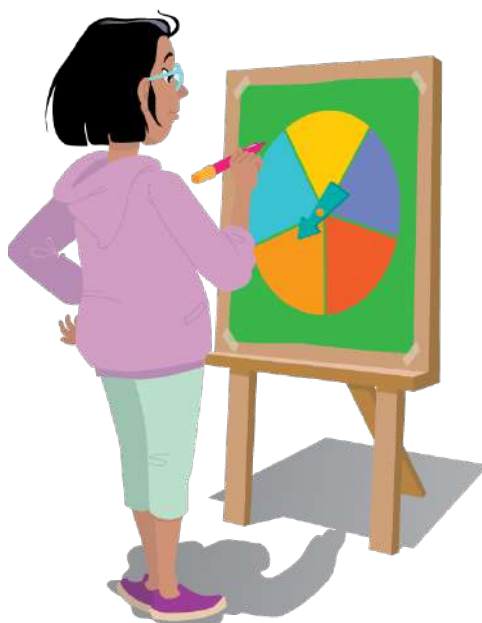
Let’s check:

Option	Feedback
Strategy 1: Ask the students to get in pairs and talk about a place they have visited and that they have enjoyed. Invite some students to share their classmates' answers with the rest of the class.	<b>Try again.</b> Strategy 1, suggests students' interaction in which students internalize what they have learned. It is a good communicative activity.
Strategy 2: Ask the students to give an oral presentation on the best places to go on vacation. After the students finish their presentation, the audience asks a couple of questions and the presenter replies those questions.	<b>Congrats! This is the right answer.</b> Strategy 2 is a communicative activity, but the interaction among students is limited. This is the least communicative activity.
Strategy 3: Ask the students to play the roles of a tourist that has just visited Peru and a school newspaper journalist. The journalist asks the tourist what the best places in Peru are and the tourist replies and gives reasons for his choices.	<b>Try again.</b> Strategy 3 is a good communicative activity since students play the role of a tourist and a school newspaper journalist.

### Let's see the following case:

Tania's fourth -grade students are going to perform a dialogue about Mother's Day celebration in Peru. First, she would like her students to think about what expressions they can use in their dialogues. Taking her purpose into account, **which of the following strategies is it appropriate to carry out?**

- Tell the students to write at least ten sentences related to the topic using simple present tense. Ask the students include some of those sentences in their dialogues.
- Elicit from the students some words in Spanish that they don't know in English, but they need for their dialogues. Write those words on the board, and add their translation in English.
- Write on the board a list of lexical items to talk about celebrations. Ask the students to choose the lexical items that are more suitable for the dialogue and add some words to enrich it.



Let's check the answer:

Option	Feedback
a. Tell the students to write at least ten sentences related to the topic using simple present tense. Ask the students include some of those sentences in their dialogues.	<b>Try again.</b> One of the strategies for the before speaking stage is to provide students with sentence starters. The teacher provides the sentence starters not the students.
b. Elicit from the students some words in Spanish that they don't know in English, but they need for their dialogues. Write those words on the board, and add their translation in English.	<b>Try again.</b> One of the strategies for the before speaking stage is to activate students' prior knowledge using the target language.
c. Write on the board a list of lexical items to talk about celebrations. Ask the students to choose the lexical items that are more suitable for the dialogue and add some words to enrich it.	<b>Congrats! This is the right answer.</b> The teacher is providing students with some prompts to be used in the dialogue

Let's see the following situation:

Marcela wants to involve her students in intensive listening tasks. She will use a short video recipe on how to make spaghetti. She has thought of the following listening tasks:

- Task 1: Tell the students to choose the moment from the video they like the most. Ask them to explain the reason of their choice.
- Task 2: Ask the students to take notes of the ingredients shown in the video. Tell them to include the amounts used to prepare the recipe, too.
- Task 3: Ask the students to give an opinion about the recipe on the video. Ask them to mention if the recipe was easy or difficult and if they would like to prepare it.

Which of the listening tasks above is appropriate to achieve the teacher's purpose?

- a. Task 1
- b. Task 2
- c. Task 3



Let's check the answer:

Option	Feedback
a. Task 1	<b>Try again.</b> The activity described is more appropriate to involve students in an extensive listening practice. According to what we have read before, asking students to choose the moment from the video they liked the most is related to getting a general overview or opinion on the video
b. Task 2	<b>Congrats! This is the right answer.</b> This option is appropriate to achieve the teacher's purpose. According to what we have read about intensive listening, one of the strategies that can be used to practice intensive listening is taking notes. More over students will have to focus on identifying vocabulary from the video.
c. Task 3	<b>Try again.</b> This option describes an activity that can be suitable to practice extensive listening in class. Students state an opinion about what they have listened. They could also do this as a post-listening activity and not as the first activity in a session using intensive listening.

Let's see the following case:

Teresa's students have been talking about their favorite dish. Now, she wants them to participate in a communicative oral activity using that topic. **Which of the following strategies is it more appropriate to carry out?**

- The students write the recipe of their favorite dish in their notebooks. Next, they read it aloud to the whole class. Finally, the teacher invites some volunteers to recall the ingredients mentioned in the recipe.
- The students record a video in which they give instructions to prepare their favorite dish. The teacher asks the students to use simple language for their classmates to understand the instructions given. Finally, the teacher plays some of the videos in class.
- The students ask five peers what their favorite dish is, why they like it and what ingredients it is made of. Then they compare and analyze the answers they got in order to find out similarities and differences. Finally, the students share their finding with the class.



Let's check the answer:

Option	Feedback
a. Task 1	<b>Try again.</b> Even though students read the recipe out loud, this strategy focus on writing more than on speaking.
b. Task 2	<b>Try again.</b> Even though students speak in a video, there is no interaction.
c. Task 3	<b>Congrats! This is the right answer..</b> The students interact to find out about their classmates' favorite dishes and then share their finding with the class.





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