

### Activity 3: Description

The third activity was planned for a 4th grade primary school class of twelve students. The English proficiency level of the students is A1.

The formation of this activity was based on the reader that was taught in the 4th grade, Peter Pan. Within the weeks that the reader was taught in class, I decided to create a listening activity related to the story of Peter Pan and Tinkerbell. For the implementation of the activity, ICT use was required.

During the activity, students were asked to listen carefully to an audio playing, narrating the above-mentioned story, which was taken from YouTube ([https://www.youtube.com/results?search\\_query=peter+pan+and+tinkerbell+story](https://www.youtube.com/results?search_query=peter+pan+and+tinkerbell+story)). While the audio played, students had a handout of eight questions related to the story, and for each one of them they had to pick the correct answer between the three options given. After the audio was complete, students had to give their answers in class and briefly explain what they heard. When all the questions were answered, the audio was played again in its initial video form.

The purpose of the activity was to practice the students' listening skills, and make it relevant to the material that was taught by their teacher at that specific time of the school year.

### Activity 3: Self evaluation of descriptors

#### **Methodology: A) Listening**

8 -> I can select texts appropriate to the needs, interests and language level of the learners.

The activity was based on the reader that the students had been doing in class with their teacher, the story of Peter Pan. I estimated that the students would be interested on the topic, as the story that I picked was a bit differentiated to the one that they had been going through, thus they could listen to another version and make comparisons to the original story. Also, the audio provided, was specifically addressed to students of that age, so the language level was appropriate and comprehensible. If there was any unknown vocabulary, it did not affect the process of listening, as students had to select specific information of the audio, in order to fulfill the activity.

8 -> I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.

As the students had been working on that particular story, they were already quite familiar with the plot. I encouraged the students to use their background knowledge on the story, so in case they missed any question by listening to the audio playing, they would circle the answers, recalling that knowledge from the reader. However, I did not take into consideration that the

audio was a bit differentiated version of the story, and the students might have gotten confused with the line that the events followed.

### **Methodology: B) Use of ICT**

8 -> I can select and use ICT materials and activities in the classroom which are appropriate for my learners.

Information and Communication Technology, or ICT, refers to technological tools that are used to communicate and to manage information. For the particular activity, I needed to have access to the internet connection, a computer and an interactive whiteboard, so the students could watch the video towards the end of the activity. The use of ICT was crucial for the implementation of the activity, as the students got to practice their listening skills using an audio made by a native speaker of the English Language, and not by someone they are used to listen to their voice.