

Appendix D. General Differentiation Principles: Examples for Listening/Speaking

	Lower Level (CEFR B2)	Higher Level (CEFR B2+/C1)
Video Selection CEFR checker sites (w/transcript): • Road to Grammar Text Analysis • Vocab Kitchen Profiler	Anchor video: Urban: Inside the Mind of a Master Procrastinator [B2]	
	Peill: Addicted to Distraction [B2]	Crowell: Three Reasons Why You Aren't Doing What You Say You Will Do [B2+]
Listening Comprehension & Note-Taking: Basic Approach	• Shorter listening sources (portions of longer talks/lectures) • Less complexity (fewer main points or less complex content) • Scaffolded structure, abbreviated language/ symbols • Comprehension	• Longer listening sources (full talks/lectures) • More complexity (more main points or more complex content) • Discovery - students add most structure, abbreviated language/symbols • Comprehension
Listening Comprehension & Independent Listening	• Greater instructor guidance on selection of independent listening sources • Greater instructor guidance on response structure	• Less or no instructor guidance on selection of independent listening sources
Presentations	• Requirements: ~10 mins in length, with content reduced in amount and/or complexity; no style requirement for references in presentation slides	• Requirements: ~15 mins in length with content greater in amount and/or complexity; APA style required for references in presentation slides
Interactive Listening & Speaking	• Reduced range and fewer instances of functional discussion expressions	• Wider range and more instances of functional discussion expressions
Vocabulary - Selection for Study & Review	• Instructor selection of relevant vocabulary • More instructor guidance on review and study material	• Student selection of relevant vocabulary • Less instructor guidance on review and study material
Vocabulary - Quizzes	• Fewer vocabulary selections on quizzes; use of target vocabulary is less complex	• Greater number of vocabulary selections on quizzes: use of target vocabulary is more complex/demanding
Source Documentation	• Students cite sources only in individual presentation slides (no oral reference)	• Students paraphrase and credit sources as integral part of presentation (orally and in slides)