

SEALC Listening Materials Development Workshop Series Agenda
September 18–20, 2026 • National University of Singapore
April 16–18, 2027 • University of Pennsylvania

Please note that all the times are in Singapore Time (SGT).

Day 1: September 18, 2026

Morning: Getting to know your group; Understanding authentic texts

08:30–9:15 Welcome & Introductions

- Introduction of workshop facilitators
- Digital materials: how to access
- Workshop Overview: Agenda, Goals, Format
- *Activity*: Icebreakers/ meet group members
 - one activity to mix with the larger group
 - one activity for teambuilding within language

9:15–9:35 What is listening and why does it matter in the language classroom?

- *Mini-Lecture*
 - How is the listening construct defined?
 - How is listening different from reading?
 - How should we think about the relationship between assessing listening and classroom instruction? (constructive alignment)

09:35–10:45 Identifying and leveling authentic listening texts

- Authentic listening materials
 - *Brainstorm*: Discuss current use of authentic materials
 - *Mini-lecture*: Authentic Texts
 - What is an authentic text?
 - Why should authentic materials be used?
 - Where can we find authentic materials?
 - *Activity*
- Leveling listening materials
 - *Activity*: Sorting activity in pairs (review): Sorting ACTFL Intermediate and Advanced levels
 - *Mini-lecture*: Intermediate and Advanced characteristics for listening texts
 - How do we make sure a listening text is appropriate for the classroom?
 - How should we scaffold or adapt authentic materials for classroom use?

10:45–11:00 Break

11:00–12:00 Materials & Learner Needs

- Matching authentic listening texts to learner needs
 - *Brainstorm*: what features of a listening text do we consider when matching to our students' needs?
 - Sources of appropriate listening texts
 - *Activity*: Group Co-Constructed Resource: Padlet for Authentic Listening Materials

- Group sharing and discussion of general resources & genres

12:00–13:00 Lunch

Afternoon: Working with the lesson model

13:00–14:00 Introducing the Listening Lesson Model & Listening Materials Development Template

- Sample Listening Mini-Lesson
- *Mini-Lecture*: Why the listening lesson model works
- *Group work* and discussion
 - o Familiarize yourself with listening functions
 - o Review the Listening Design Template document (electronic or printed)
 - o Developing outcomes (begin with the end in mind)
 - o Identify elements of pre-listening, during-listening, and post listening tasks and activities
- *Activity*: Match pedagogical tasks to lesson stages

14:00–14:30 Pre-listening tasks

- *Group Work*: Using the lesson template, develop stages of a listening lesson with group
 - o As a large group, examine the model lesson based on an English listening text
 - o Cycling from small groups to whole group, develop ideas for activities for the pre-listening stage, and follow with discussion of strengths and areas for improvement.

14:30–14:45 Break

14:45–15:30 During-listening tasks

- *Group Work*: Using the lesson template, develop stages of a lesson together
 - o Cycling from small groups to whole group, develop ideas for activities for the during-listening stage, and follow with discussion of strengths and areas for improvement.

15:30–16:15 Post-listening tasks

- *Group Work*: Using a simple lesson template, develop stages of a listening lesson together
 - o Cycling from small groups to whole group, develop ideas for activities for the post-listening stage, and follow with discussion of strengths and areas for improvement.

16:15–16:30 Daily Wrap-up

- Brief recap/reflection, intention setting, homework assignment

DAY 1 HOMEWORK

- Select texts for your students: 2 listening texts at Intermediate level
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Day 2: September 19, 2026

Morning: Developing lessons at the Intermediate level

08:30–9:00 Review Intermediate listening text criteria

- Share homework results in groups (Intermediate listening texts)
- *Activity:* Evaluate texts with checklist

09:00–10:15 Review lesson model and begin group work

- *Group Work:* work with the lesson model to create a lesson using ONE of your selected Intermediate-level listening texts
 - Start with the outcomes
 - Make at least one activity for each step of each phase (pre, during, and post-listening)
 - Groups will develop one full Intermediate-level lesson today and will **be ready by 15:00 to share** final results

10:15–10:30 Break

10:30–10:45 Check-in

- Sharing, resolving questions and issues

10:45 AM – 11:40

- *Group Work:* continue lesson development

11:40 AM – 12:00 Check-in

- Progress report, how is everything going?

12:00–13:00 Lunch

Afternoon: Complete lesson development and peer feedback

13:00–13:30 Evaluating Lessons

- *Mini-Lecture:* Evaluating lessons and providing actionable feedback
 - Checklist
- *Activity*

13:30–14:00 Check-in

- Group presentation instructions
- Brief whole group check-in, resolving questions and issues

14:00–14:45

- *Group work:* Continue development work, fill in missing spots so you can share the whole lesson

14:45–15:00 Break

15:00–16:45 Group presentations

- Whole group session: groups present their work and receive feedback

16:15–17:00 Daily Wrap-up

- Recap/reflection, intention setting, homework assignment

DAY 2 HOMEWORK

- If you do not have a lesson completed, finish it

- Share lesson draft and ask a colleague to complete the lesson
 - Select 2 Advanced-level texts for your students
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Day 3: September 20, 2026

Morning: Developing a lesson at the Advanced level

08:30–9:15 Review Advanced listening text criteria

- Share homework results in groups (Advanced listening texts)
 - Evaluate texts with checklist
- *Activity*: Review what you learned about using the template

9:15–10:15

- Check-in, intention setting for the day
- *Group Work*: Work with the lesson template to create a lesson using ONE Advanced-level listening text
 - start with the outcomes
 - make at least one activity for each step of each phase (pre, during, and post-listening)
 - Groups will develop one full Advanced-level lesson today and will **be ready by 14:30 to share** final results

10:15–10:30 Break

10:30–10:45 Check-in

- Sharing, resolving questions and issues

10:30 AM –11:40 AM

- *Group Work*: Continue lesson development

11:40 AM – 12:00 PM Check-in

- Progress report, how is everything going?

12:00–13:00 Lunch

Afternoon: wrap up development, get feedback, and look ahead

13:00–13:15 Considerations for Formative Assessment

- Mini- Lecture

13:15–13:45

- *Group Work*: Continue development work, fill in missing spots so you can share the whole lesson

13:45–14:00 Break

14:00–16:30 Group Presentations

- Whole Group Session: Selected groups present their work and receive feedback

16:30–17:00 Wrap-up and look ahead to next workshop, review responsibilities

- Share submission process for CLaSIC
- Post-workshop evaluation survey