

Examining PWP to Plan a Listening Lesson

Instructions: Read the information and complete the tasks below to draft an outline of a listening lesson for a low intermediate level group following the pre, while, post framework.

Task 1: Review the Listening Text

Before you begin planning your lesson, you listen carefully to the audio. Click the link below to open the transcript and play the audio. As you listen, think about the questions below.

- [CLICK HERE](#) to access the listening audio and transcript.
 - What is the text about and how is it organized?
 - What is potentially engaging about this text?
 - What is potentially challenging about this text?

Task 2: Designing Pre-Listening Activities

Read the theory in this section about pre-listening and complete the pre-listening section of the lesson plan outline at the end of this document.

The **pre-listening** stage serves the purpose of preparing students to process the listening text effectively by providing them with necessary context about the text for adequate top-down processing and by stating the purpose for listening. In other words, what are learners expected to do? The following aspects may be addressed in the pre-listening stage.

- **Activate Schema:** Ask a discussion question, do a brainstorm, react to a picture, etc.
- **Pre-Teach Vocabulary (if necessary):** Are there any words or phrases that students don't know that are absolutely essential for them to gain adequate comprehension of the text? If so, quickly teach them. If not, skip this part.
- **Provide Context:** Tell students just enough contextual details about the text for them to make sense of what they hear as if they were in the scene themselves. However, avoid telling them so much that you remove the challenge of listening.
- **Generate Questions:** Have students generate their own questions or predictions about what they will hear. This sets expectations which they can compare with what they actually hear in the text.
- **Provide Reason to Listen:** Give instructions for the first while-listening task students will do and clarify how they will use any handouts or materials they need for the task.

Remember that pre-listening should be the shortest stage of the lesson. Aim for 5 minutes as your maximum length.

Now go to the bottom of this document and add some ideas to the pre-listening section of the lesson plan outline.

Task 3: Designing While-Listening Activities

Read the theory in this section about while-listening and complete the while-listening section of the lesson plan outline at the end of this document.

Listening in a foreign language is already an active, complex mental process so why should we have students do anything else while they listen? The **while-listening** stage serves the following purposes:

- **Help Students Process the Text:** Giving students tasks to complete during the listening can help them process the text in the following ways:
 - Provide a focus, showing students what is important about a given passage
 - Allow them to perceive the text's structure (causes and effects, problems and solutions, etc.)
 - Help them chunk the listening into manageable sections or units of information
 - Provide clues as to how they might respond
 - Keep them concentrating throughout the passage
 - Contribute toward the entertainment factor of the lesson by highlighting points of interest, irony, humor, etc.

- **Show Evidence of Understanding:** Since listening is a mental process, learners need to complete tasks in response to the listening to demonstrate their level of understanding or non-understanding both to themselves and to the teacher. This helps teachers realize the points in which we need to intervene, clarify, or provide further practice.
- **Responding to the Text:** There are two kinds of responses that you can have learners do in the while-listening stage:
 - **Productive Responses:** note-taking, writing answers to questions, correcting errors, completing sentences or writing information in tables, charts, and diagrams
 - **Recognition Responses:** answering multiple-choice or true/false questions, circling words and phrases that are heard, ordering events or items chronologically, matching, choosing pictures, etc.
- **Content Focus Areas:** Here are some additional considerations for while-listening tasks.
 - **Listen for Gist:** Identify the main idea, overall intention of the speaker(s), the shape of the text (i.e. What happened first? Then what? What happened at the end? etc.)
 - **Listen for Detail:** Identify specific important details (names, times, places, quantities, sequence of events, etc.)
 - **Listen and Infer:** Make deductions that go beyond what is actually stated in the text.
 - **Participate Actively:** Transfer the content from one medium to another, i.e. listen and draw, trace a route on a map, complete a chart, etc., or listen and summarize, describe, or categorize aspects of what they hear.
 - **Take Notes:** Note-taking helps students keep a record of what they understand for the purposes of reconstructing the content of the text later with a partner. This is an important but difficult skill to apply while listening so the teacher **MUST PROVIDE A GUIDE** for students in the form of a table, chart, or series of headings that will help prompt them and keep them organized. [CLICK HERE](#) to consider some examples.

Remember that while-listening is the most important part of the lesson. Focus your attention in designing tasks that will facilitate students' processing of the text. **Now complete the note-taking template below and then go to the bottom of this document and add some ideas to the while-listening section of the lesson plan outline.**

Task 4: Designing Post-Listening Activities

Read the theory in this section about pre-listening and complete the post-listening section of the lesson plan outline at the end of this document.

The **post-listening** stage serves the purpose of summarizing, reconstructing, and reflecting on the listening experience as well as providing the opportunity to clarify misunderstandings, focus on relevant aspects of language, and to allow students to provide a personal response to the text.

- **Checking and Summarizing:** Avoid checking the answers as a whole class immediately after listening. Whole class activities are more threatening than small group activities and they do not allow for as much individual participation as you can get in pairs or small groups.
 - **Share and Compare:** Have students compare their answers or notes. Ask them to discuss questions like "What did you understand?" or "Summarize what you heard." This helps focus on what students succeeded in doing before addressing things where they failed. This means starting with a sense of achievement.
 - **Group Reconstruction:** Have students recall all the relevant details they can remember. Students often enjoy summarizing collaboratively, especially when there are funny or interesting details in the text.
 - **Whole Class Checking:** After students have had a chance to process their experience in small groups, elicit some of their ideas as a whole group.
- **Responding:** Ask open-ended questions that require a personal, critical, or creative response from the learners. Although students need to comprehend the important elements of the text in order to answer these questions, keep in mind that this is not a test. You are using the listening to stimulate critical thinking and meaningful use of the language in spoken or written form:

- **Personal Response:** What did you think about ...?, Can you think of a time when something similar happened to you ...?, Did you like the story ...?, Would you like to try...? Which speaker did you identify with the most...? Etc.
 - **Critical Response:** Do you agree with the speaker when he says ...?, What do you think the speaker's motivations were in saying ...? Do you think the speaker is being truthful when she says...? Etc.
 - **Creative Response:** Imagine the story took place in Costa Rica, how would it be different? Imagine you are the speaker's mother. What would you say in response to ...? Imagine what might happen next in the story. Work with your partner to write the dialogue...
- **Deconstructing the Text:** Take the opportunity as a whole group to exploit the listening text to raise students' awareness about important language or cultural features of the text including: grammar, vocab, cohesive devices, discourse markers, pronunciation, regional accent features, idiomatic expressions, cultural practices or perspectives that differ from students' culture, etc.
 - **Strategy 1:** Play short segments of the audio again and draw students' attention to the features.
 - **Strategy 2:** Use parts of the transcript and have students find, underline, and analyze specific features.
 - **Information Exchange:** If you choose to do a jigsaw listening task where different groups of students listen to separate audios, you can have them take notes and complete some while-listening tasks and then in the post-listening stage get together with new partners and exchange their information.

Remember that post-listening should give students a sense of accomplishment, clarify doubts about the listening, elicit a personal response, and raise awareness about relevant features of natural spoken English. **Now go to the bottom of this document and add some ideas to the post-listening section of the lesson plan outline.**

Note-Taking Template

Title of the dialogue:

Speaker's name	Food combination 1	Food combination 2
Mark		
Eloisa		
Roberto		
Cesar		

Lesson Plan Outline

Pre-Listening

Activities	Justification
● Activating schema: Thought-provoking questions such as what is the weirdest food you've ever eaten? What is your favorite food? What's one of your comfort foods? etc. / Four Corners Jamboard, Food puzzle	● Setting the stage, activating students' prior knowledge, semantic mapping, ● Giving context

While-Listening

Activities	Justification
● Making Predictions: T plays first section of the	● This helps the students' critical thinking

audio where Mark describes weird food combinations and then T asks Ss to predict what the other speaker's weird food combinations could be. • Note taking: Weird food combination grid • Correcting script errors	• Students write what they understand • Verify language use and listening comprehension
Post-Listening	
Activities • Share and compare notes • Personal response	Justification • Checking understanding • .. • ...