LISTENING: DAY ONE (2 hours): suggested lesson plan
PART I: LISTENING IN THE WORLD AND IN LANGUAGE LEARNING

Class 1 (2 hrs)	**Introduction to Listening** • Reasons we listen, how we listen, listening aims • Intro to listening • Bottom-up / Top Down processing • Listening KWL form	*T Resource: How to Teach Listening (JJ Wilson)* **www.esl-lab.com** website is used Handouts: 1) *Ear trumpet* 2) *Listening KWL form* *3/4) Listening Aims worksheet and matching sheet,* *5) Listening Lesson Format Example* **Intro to Listening PPT (see wiki)* Laminates for matching activities in folder 1

1) Icebreaker: "Whisper." Make two single-file lines facing the whiteboard. The P(s) nearest the board is the front of the line. The teacher stands at the back. Have the last two Ps (i.e. back of the lines) approach you to hear a whispered phrase. The Ps then return to their respective lines, whisper (and relay) the phrase, one ear at a time, to the front. The first P at the front to recite the phrase correctly earns the team a star (on the board). Model this once with a simple word or phrase (e.g. World Wide Web).

Suggested phrases: Can you can a can of clams; Black background, brown background; Purple, people, picking, pink, pears; Rob ran rings around the Roman ruins; Willy's real rear wheel; Green glass globes glow greenly.

Conclude and ask: *What were you listening for, specific information or the general idea* (gist).
The listening aim, in this case, was specific information.

2) KWL: Teaching Listening—have Ps complete and turn in the first two columns

3) Introduce the 'Listening mind map' (see wiki/folder 1) and, **in small groups, have Ps fill in the slots**. After a few minutes, have the Ss transfer the information from their maps to a larger one you've drawn on the board(s).

Review the map and **lead a discussion** to the two general reasons we listen:
> *1. Gather information*
> *2. Pleasure*

You might also note the following reasons for developing English listening skills beyond the classroom:
> **Access to the world** – As many Ps may know, the Internet is predominately in English. What may not been known is that the great majority of news information comes from the UK (Reuters) and the US (APTN). There are also the media giants BBC and CNN, respectively.
> **Pleasure** – As Ps will surely know, English heavily influences global pop culture through films, music, and slang.
> **Travel/Tourism** – English has essentially become a tool for international travel and tourism. Ask Ps if anyone has personally experienced the need for English during travel.
> **Work purposes and academic requirements** – English is the international language of the seas, the air, medicine, science and technology. Moreover, world conferences often take place in English.

Note the examples of these on the map (TV, radio, news, teachers, conversation, etc.).

Ask Ps how they feel listening and speaking skills relate/are developed. Do we use them together, etc.

PART II: LISTENING IN THE CLASSROOM

> In this section, Ps will be introduced to the idea of top-down and bottom-up approaches for processing information. Most activities rely on the www.esl-lab.com website, a reoccurring resource in this course. Thus, log on to the site and be sure that the sound is sufficient. Also, have the PPT set up and ready to present.
> **PART II HANDOUT/MATERIALS (Wiki=W):** Listening Lessons PPT (W); Listening Lesson Format Example (W); Listening Aims (W).

4) Get the attention and say: *Seven puppy dogs ran to the girl.*
Then ask:

<div align="center">

How many dogs? *Was the girl in danger?*
</div>

> The answers to these questions help us demonstrate **Bottom Up** and **Top Down** information processing.
> **To answer:** *How many dogs?* Ss process information from the **Bottom Up,** for which they need <u>practice</u> developing knowledge of pronunciation, vocabulary, and grammar.
> **To answer:** *Was the girl in danger?* Ss would need general knowledge of a situation, such as knowing that puppies are typically harmless. Rather than practice, a top-down approach <u>takes time</u> (i.e. experience) and includes understanding attitudes, context, and tone.

5) TRY IT! Listen to one of the following clips from www.esl-lab.com for the answers, and briefly discuss them as a class:

> **1. Emergency call** – Located at www.esl-lab.com under the Medium column
> **2. Daily schedule** -- Located at www.esl-lab.com under the Easy column

6) START THE PPT (wiki) AND DISCUSS SLIDES 1 – 8
7) SLIDE 8/ ACTIVITY ONE: Listening Lesson Format Example (see folder1 for laminates/handouts). Ps are asked to put the lesson in order based on EIF model and what they know about warm-up, etc.

> **Review** the lesson as a class, mimicking some of the actions described in the sample lesson (e.g. Write 'Grades' on the board). **Note** that the prediction questions in the sample lesson <u>become</u> focus questions. Both types of questions help to engage listeners.
> **Ask the following questions:** *Did the Ss in the sample lesson know what they were listening to? Did they know what they were listening for? Were they active during and after the lesson?* **Explain that in a listening lesson it is important to answer YES to all of these questions.**
> **(Give Ps a copy of the handout as a resource when the task is complete)**

RESUME PPT through SLIDE 11
8) SLIDE 11/ACTIVITY TWO: Ps match 'Listening Aims' with 'Listening Activities' (see folder 1 for laminates/handouts). In this activity, Ps decide which activities on the handout best match the listening aims on the form. In many cases, there is room for debate about what the best answer may be. If a P has an idea that does not match your answer key, have her or him explain their point.
9) SLIDE 12/ACTIVITY THREE: Ps brainstorm "fluency" or post-listening activities that could follow the main listening task.
Use the *Daily Schedule* title from www.esl-lab.com (or choose your own), if necessary, play it a couple of times. Ask the Ps to brainstorm SLOs, and briefly discuss ideas. **Show Ps** that www.esl-lab.com also recommends some post listening task(s).

10) To conclude, have Ps look at Page 43 in the PELT book, the *suggested flow for listening lessons.* Ps need to embrace these basic steps:

> 1. *A warm-up activity that integrates top-down and bottom-up data.*
> 2. *A main task.*
> 3. *A speaking task related to the previous task.*

This strategy corresponds with **PDP**, the lesson plan model used throughout the listening and reading courses in our TESOL program. This will be presented further in day 2.

LISTENING: DAY TWO (2 hours): suggested lesson plan
PART I: PRINCIPLES FOR TEACHING LISTENING

Class 2 (2 hrs)	**Principles for Teaching Listening** **Listening Texts:** authentic v. scripted texts • Text <u>content</u> and <u>delivery</u>	<u>Listening Principle matching (folder 2)</u> <u>Handouts:</u> *1) Principle of Teaching Listening* *2) Authentic v. Scripted Text* *3) What makes a good listening text?* *4) PDP Analysis handout* <u>Wiki Resources:</u> *Audio file: War of the Worlds* *Audio file: Authentic/scripted tasks*

1) Icebreaker: Write the alphabet across the top of the white board.

a b c d e f g h I j k l m n o p q r s t u v w x y z

<u>Number underneath your trainer copy of the alphabet</u>

Have Ps race to respond to the following (spoken) questions/statements:

- What animal names begin with the 1st, 5th, 15th, and 20th letters?

- How many individual letters make up the word Embarrassed?

- What is the 10th letter from the end?

- Name activities that begin with the 3rd, 19th, and 21st letters?

Discuss how this activity exercises listening comprehension and takes an interactive approach to understanding (i.e. bottom-up and top-down).

2) Start with the 'Principles for Teaching Listening' matching activity (see folder 2 for materials) in small groups. Tell the Ps to **guess the answers**, and then **check the answers as a class**.

3) After you have discussed the correct matches, **have Ps develop a chant that represents each principle** (one principle per group, if possible). Use A-3 paper. Ps may refer to the PELT book (p. 26 to 35) to expand their conceptualizations. Once complete, have each group present their chant to the class.
- This activity is AUDITORY
- Ps may balk at first, but encouragement will be motivating and Ps always have fun with the change in tempo!

Other options: Create a visual (Ps are asked to do this in teaching speaking, reading, and sometimes pronunciation, so be aware of variety!)—Use poster-size paper. Have them refer to the PELT book (p. 26 to 35) to expand their conceptualizations. Briefly show (if possible) an example from another TESOL group to get across the idea of scale and creative expression. Once complete, have each group present their representation to the class.

PART II: LISTENING TEXTS

> In this section, Ps will be aware of the importance of Content and Delivery in a listening lesson. The sample audio clip *Orsen Welles' War of the Worlds (see wiki)*.
>
> **PART II HANDOUT/MATERIALS (Wiki=W):** War of the Worlds audio clip (W); *What Makes a Good Recorded Text?* (W).

4) Ask Ps to brainstorm: *What are some terrible things that <u>could</u> happen to humans?* Write all responses on the board. Your target is *space invasion! (or alien invasion).* You may want to draw a space creature to enhance this <u>encounter</u>.

5) Tell the Ps that they will listen to a short radio broadcast from a long time ago. (Because it's so old, the sound quality is challenging. However, aspects of the text serve as useful example for what NOT to have in a listening text, as well as many to include.)

- **Start with some "focus" questions:**
  (Write on board)
  Who is talking? (a reporter)
  Who arrives? (the police)
  Why is the white handkerchief tied to a pole? (a sign of peace)
- **Play** the clip (*War of the Worlds*, on wiki) twice and **ask** *What was the situation? (Alien invasion!).* **Answer** the focus questions as a class. Listen again of necessary.
- **Explain** that the clip caused a panic in the US when it first aired on Halloween 1938. *Why the panic?* **Discuss** possible reasons. **Ask** if the same thing could happen today, given modern technology.

- **Make a Sunnyside/Cloudy side chart on the WB for the clip.** Elicit or include the following:
  - **Sunnyside:** CONTENT! The clip (in 1938) was *convincing, gripping, offered new information (e.g. descriptions of aliens), clear and unambiguous, recognized genre (news), appropriate language.*
  - **Cloudy side:** DELIVERY! *The reporter spoke very fast, there was a lot of background noise, unfamiliar vocabulary.*

6) Handout and have Ps discuss *What Makes a Good Recorded Text?* (see wiki/folder 2). At the end of the handout Ps are asked '*How many negative responses to the questions could cause problems with your lesson and why?*'
As a class, emphasize how **just <u>one</u> negative response** could jeopardize a lesson. For example, if Ss are not interested in the content, they may pay little attention. Or, if a dialogue is read by Ss rather than a fluent native speaker, it may be less useful. **Note:** The top five features on the handout are related to **Content**, the bottom five **Delivery**.

7) Introduce concept of PDP (pre-listening, during-listening, post-listening) with <u>PDP Analysis handout</u> (wiki/folder). (There is no need to spend <u>much</u> time with this here, but it is important that Ps begin to hear it.) **Use** the *War of the Worlds* activity to elicit what the <u>Pre-listening</u> and <u>During-listening activities</u> were. Brainstorm engaging Post-listening activities.

PART III: DESCRIBING AND IDENTIFYING LISTENING TEXTS

> In this section, Ps will make distinctions between authentic and scripted texts, both in discussion and in a listening activity.
> **PART III HANDOUT/MATERIALS (Wiki=W):** Authentic vs. Scripted Text handout/matching sheet (W); Authentic vs. Scripted Text audio clips (W).

8) Write *Authenticity* on the board and **ask** for a general definition or synonyms. **Ask:** *Where might we find authentic listening text?* (e.g. TV, radio, movies, actual conversations) *What do we mean by authentic text?* (Text that is <u>not</u> designed for language learning) For example, **ask** *how could the War of the Worlds clip be described, authentic or scripted?*

Matching Activity: Have Ps place/list descriptions under the headings of *Authentic or Scripted* (see Authentic vs. Scripted Text laminates in folder 2). Then **hand out the form** (Authentic vs. Scripted Text) for Ps to have as a personal reference.

> **Note the bottom-line:** *The usefulness of the text type depends on what you want to teach. For example, scripted dialogues typically highlight a grammar point. Authentic dialogues could highlight discourse markers, chunks, and colloquial terms among other things.*

Can be used as Day 3 warm-up if there is little time in Day 2

9) Identifying listening text: Have the Ps listen to the sample texts (see wiki 'Listening Sample Texts'), decide which is authentic or scripted, and note any features that support their decisions. **<u>Be aware</u> that these samples are slightly long and make their point quite quickly—no need to listen all the way through.** After listening, discuss the passages as a group.

Use the following table as an answer key (from How to Teach Listening p. 168).

	Authentic or scripted?	**Features**
Passage 1	authentic	Conversation – normal rate of speed, fillers (um), incomplete sentences, background noise, false starts, hesitations, etc.
Passage 2	scripted	Lecture – perfect sentences, no hesitation, structured, organized, formal phrases, etc.
Passage 3	authentic	Service encounter – normal rate of speed, unstructured, lots of repetition (e.g. cheese sandwich, thanks), background noise, etc.
Passage 4	scripted	Dialogue – perfect sentences, no hesitation, no background noise, etc.
Passage 5	authentic	Teacher instruction – unstructured language, background noise, other voices, etc.

End of lesson.