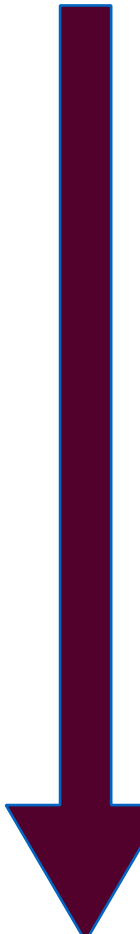# Framework for Listening and Reading
(receptive skills)
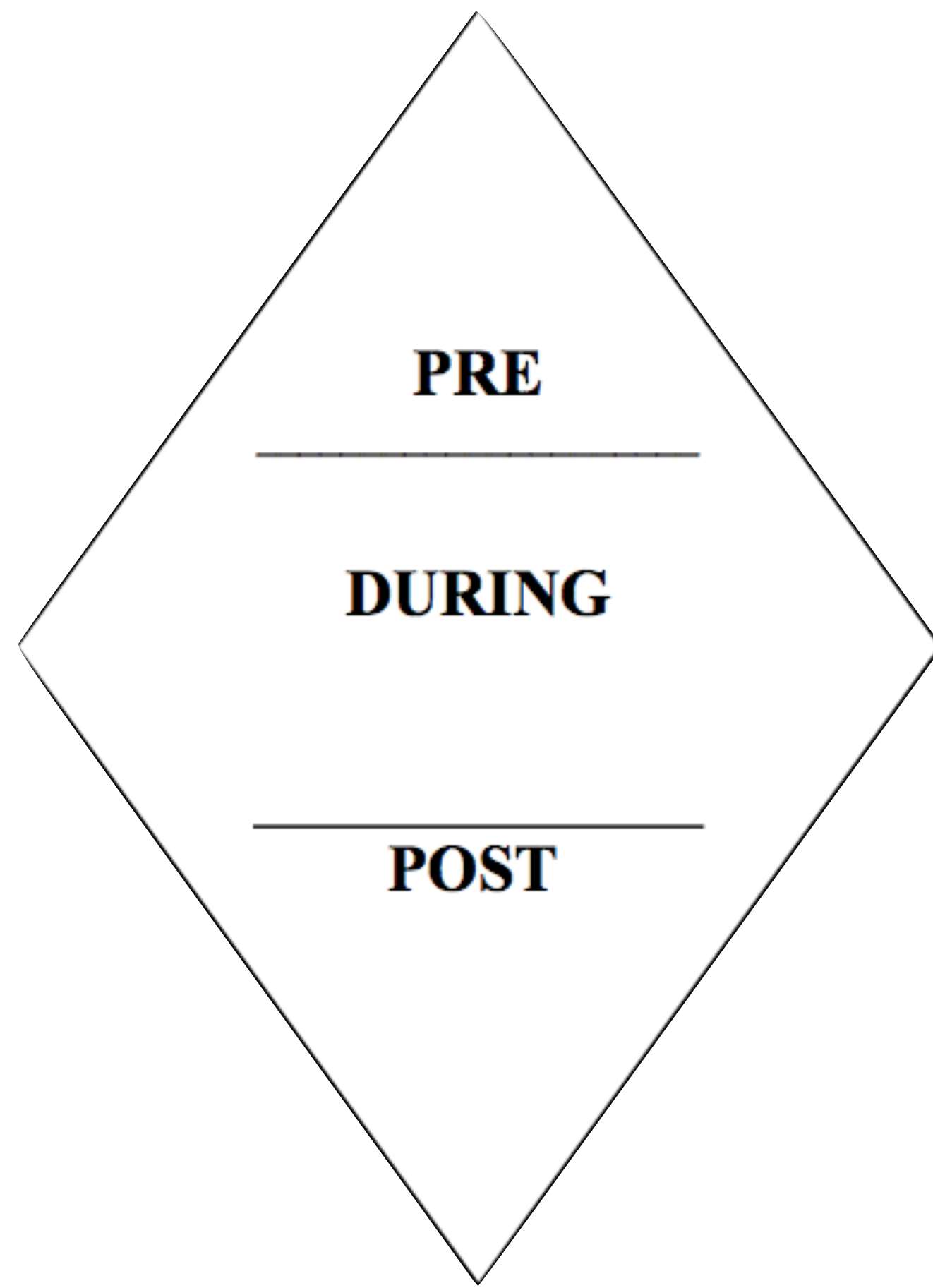
In planning terms, L+R are similar.
A receptive skills lesson can have 3 stages:

1. Before L/R (<u>Pre</u> stage)

2. During L/R (<u>During</u> stage) <— comprehension
checking here

3. After L/R (<u>Post</u> stage)

** for comprehension, not phonics

PDP: Pre-During-Post
Framework for Listening and Reading lesson planning

PRE

DURING

POST

'Pre' stage before L/R.

2-3 steps

'During' tasks while L/R.

3-4 steps

'Post' stage after L/R.

1-2 steps

What do we need to do **before** we use a listening/reading material in a lesson?

- Generate interest

- FOWTAK

- Personalize - Connect the topic with the learner

- Set the context

- Activate background knowledge

- Pre-teach vocabulary

- Provide a purpose for listening (e.g. predicting, gist…)

DURING

- give many opportunities to L/R

- give different tasks each time

- start easy and progress to difficult

- start with general idea and move to details

- give tasks that show learner comprehension

- "Listen/Read and ..." (what can we put here ...?)

Activities DURING listening

Listen and point to the right word/picture
Listen and move your body or an object
Listen and raise your hand or clap
Listen and show your fingers
Listen and mime/act
Listen and follow directions
Listen and draw or color a picture
Listen and make something
Listen and circle the right picture or word
Listen and match the pictures, words or sentences
Listen and sequence the pictures, words or sentences
Listen and find the mistakes or false answers
Listen and choose the correct answer
Listen and mark true or false
Listen for stress or intonation
Listen and translate
Listen and fill in the blanks
Listen and complete a graphic organizer

POST / AFTER

- introduce other language skills (L, S, R, W)

- apply TL to new situation or context

- focus on grammar

- focus on creativity

- connect language with the world
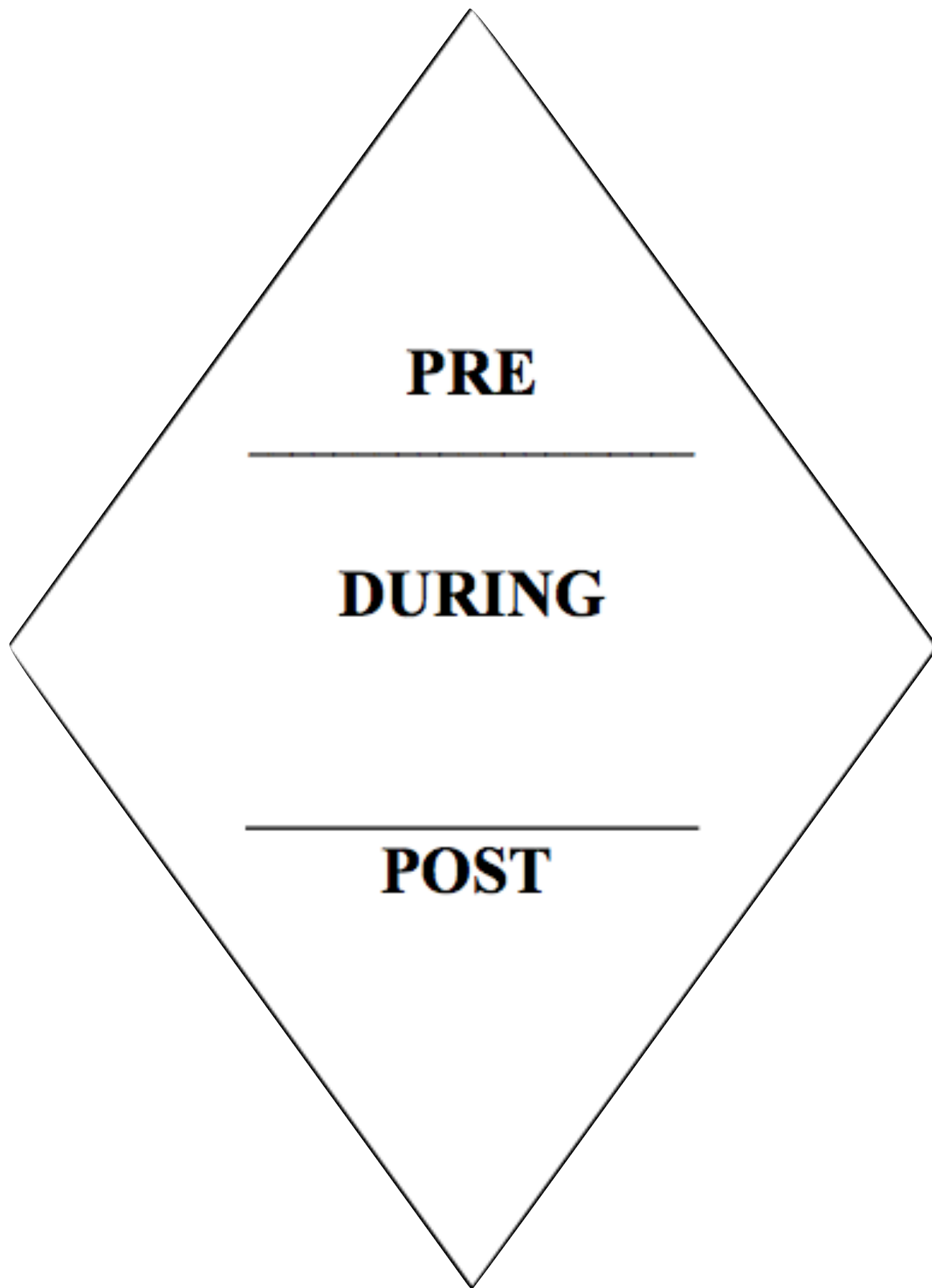
- connect language with the student

Activities AFTER

- role play, debate or discussion (speaking)

- retell the story (summarize)

- create a new ending (creative)

- reading or writing tasks (new skills)

- sing a song (young learners)

- make a poster or presentation (creative)

PDP: Pre-During-Post

Framework for Listening and Reading lesson planning

PRE
———————
DURING
———————
POST

'Pre' stage before L/R.
- Generate interest
- Assess/activate background knowledge
- Pre-teach key vocabulary
- Predict

'During' tasks while L/R.
- multiple exposures
- varied tasks/skills
- sequenced/scaffolded
- leads to full comprehension

'Post' stage after L/R.
- expanding content/theme/topic
- connect/personalize information
- extend language study
- new skills focus