

**Course Topic: Teaching Listening****Course Instructor**

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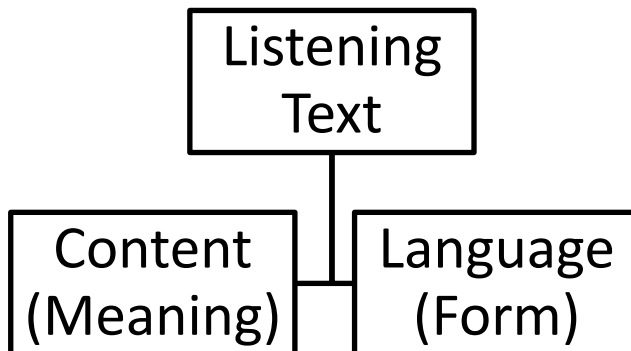
**Course Synopsis**

In this session, we introduce three different lesson patterns to use to fully exploit all of the language learning potential in a listening text. The first lesson pattern exploits the listening text for both meaning and form. The second lesson pattern exploits the content of the listening text for meaning. Finally, the third lesson pattern exploits the language of the listening text for form. With these three lesson patterns in your planning repertoire you can make strategic decisions about how to use a listening text for maximum learning effect with a specific group of students.

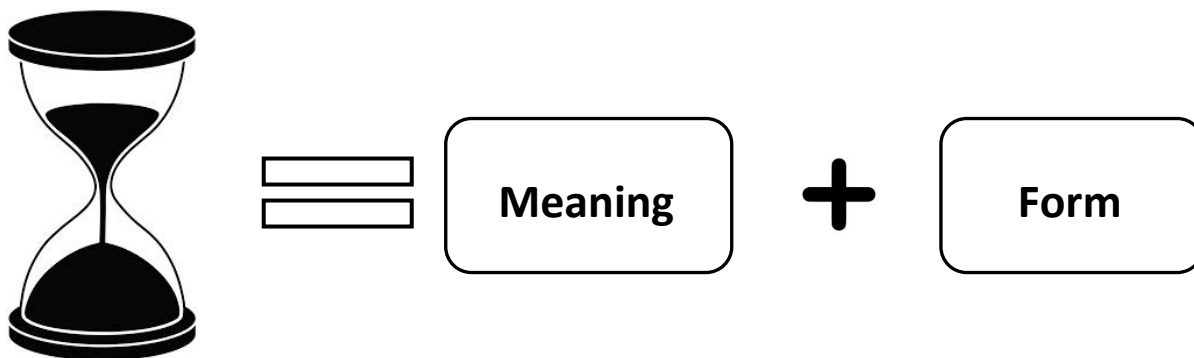
**Course Agenda**

1. What Does it Mean to Fully Exploit a Text?
2. The Hourglass Lesson Pattern
3. The Meaning Lesson Pattern
4. The Form Lesson Pattern

1. What Does it Mean to Fully Exploit a Text?



2. The Hourglass Lesson Pattern



Steps in the Hourglass Lesson Pattern
<b>Warm-Up:</b> The purpose of this step is to introduce the topic of the listening text, set the scene for the listening text, and engage and motivate the students.
<b>Listen for the General Situation or Main Idea:</b> The purpose of this step is to have students extract the main idea from the listening text. At this step, students may establish the scenario, the characters, relationships among the characters, the emotional tone of the text or the main argument of the text.
<b>Listen for Detail:</b> The purpose of this step is to have students listen to the text to extract specific content details to deepen their understanding of the topic or situation.
<b>Listen for Language:</b> The purpose of this step is to have students listen for specific language in the text. This can be pronunciation, vocabulary, grammar or discourse structure.
<b>Analyze Language:</b> The purpose of this step is to analyze the language in the text to pull out rules, patterns, format or word meaning.
<b>Controlled Practice:</b> The purpose of this step is to give students the opportunity to use the language they learned from the listening text in a controlled manner. You want students to achieve accurate use of the language at this stage.
<b>Free Practice:</b> The purpose of this step is to give students the opportunity to use the language they learned from the listening text freely in a real situation. You want students to achieve fluent use of the language at this stage.

**Sample Hourglass Lesson Pattern**

<b>Class Level:</b> High Beginner
<b>Objective:</b> SWBAT (students will be able to) listen for and produce descriptions of habits, using the present simple and adverbs of frequency

Time	Procedure
2 min	<b>Warm-Up:</b> Quickly quiz the class on topics they might talk about with their friends when they are making small talk. Accept all answers. Indicate that one of the topics that we commonly use with small talk in English is our habits, or the things that we like to do on a regular basis.
2 min	<b>Listen for the General Situation or Main Idea:</b> Tell students they will listen to a conversation between two friends. Set the task: “Are the friends talking about last weekend, next weekend, or every weekend? Play the audio until this question is answered and then check that students have the correct answers, either as a class or in pairs.
2 min	<b>Listen for Detail:</b> Have students listen again for which activities Bob does. Confirm in pairs and then as a class. List the activities on the right hand side of the board.
2 min	<b>Listen for Language:</b> Have students listen again for the adverbs of frequency that go with each activity. Confirm in pairs and then as a class. Write the adverbs of frequency on the board next to the correct activity.
5 min	<b>Analyze Language:</b> Ask students to create full sentences from the prompts on the board. Write down the answers the students provide. Underline the verbs and circle the adverbs. Elicit from the class how the present simple is structured in these sentences when using them to talk about habits.
5 min	<b>Controlled Practice:</b> Have students work individually to write 4-5 sentences about their own habits following the same sentence pattern on the board.
10 min	<b>Free Practice:</b> Put students in pairs. Designate one person in the pair as a particular celebrity and the other as a TV interviewer. Have them role play an interview to find out what the celebrity’s habits are on weekends.

### 3. The Meaning Lesson Pattern <sup>1</sup>

Steps in the Meaning Lesson Pattern	
<b>Warm-Up:</b>	The purpose of this step is to introduce the topic of the listening text, set the scene for the listening text, and engage and motivate the students.
<b>Listen for the General Situation or Main Idea:</b>	The purpose of this step is to have students extract the main idea from the listening text. At this step, students may establish the scenario, the characters, relationships among the characters, the emotional tone of the text or the main argument of the text.
<b>Listen for Detail:</b>	The purpose of this step is to have students listen to the text to extract specific content details to deepen their understanding of the topic or situation.
<b>Free Practice:</b>	The purpose of this step is to give students the opportunity to talk about the topic and information presented in the listening text. You want students to speak fluently on the topic.

#### Sample Meaning Lesson Pattern

<b>Class Level:</b> Intermediate
<b>Objective:</b> SWBAT talk about different cultural practices

Time	Procedure
5 min	<b>Warm-up:</b> Ask students in which countries the following practices are common: bowing when meeting (Japan); men holding hands (The Middle East); using only the right hand to eat (India) etc. Ask students if they have experienced any of these. Ask them which would be the most difficult to get used to.
10 min	<b>Listen for the General Situation or Main Idea:</b> Indicate that students are going to hear a monologue about someone’s trip to the Sudan. Ask them to speculate about what cultural practices they’re going to hear about. Have students listen to the monologue to confirm their predictions about those cultural practices. Confirm the answers as a class.
10 min	<b>Listen for Detail:</b> Have students listen again for the details on the different cultural practices introduced in the text. Have the students write down everything they hear about what you do and don’t do in this particular cultural situation.
20 min	<b>Free Practice:</b> Ask students for examples of when they have made a mistake with a cultural practice. Have students work individually to prepare some advice for visitors to their country with regards to cultural practices. What things should visitors be careful not to do? Once students have prepared some ideas, put them in groups of mixed cultures, and have them share their ideas.

<sup>1</sup> Adapted from Harmer, J. (1998). How to Teach English. Longman.  
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#### 4. The Form Lesson Pattern<sup>2</sup>

Steps in the Form Lesson Pattern
<b>Warm-Up:</b> The purpose of this step is to introduce the language of the listening text, and engage and motivate the students.
<b>Listen for Language:</b> The purpose of this step is to have students listen for specific language in the text. This can be pronunciation, vocabulary, grammar or discourse structure.
<b>Analyze Language:</b> The purpose of this step is to analyze the language in the text to pull out rules, patterns, format or word meaning.
<b>Controlled Practice:</b> The purpose of this step is to give students the opportunity to use the language they learned from the listening text in a controlled manner. You want students to achieve accurate use of the language at this stage.
<b>Free Practice:</b> The purpose of this step is to give students the opportunity to use the language they learned from the listening text freely in a real situation. You want students to achieve fluent use of the language at this stage.

#### Sample Form Lesson Pattern

<b>Class Level:</b> Intermediate
<b>Objective:</b> SWBAT listen for and use past forms in a context of storytelling

Time	Procedure
5 min	<b>Warm-up:</b> Indicate that students are going to listen to a story about someone who went to the Sudan and experienced some interesting cultural challenges. Ask students what verb forms they would expect to hear when they are listening to a story (past forms).
10 min	<b>Listen for Language:</b> Create a table on the board, with the following headings: Past Simple, Past Continuous, Other past forms. Have students listen to the text and take notes on the verb tenses or forms that they hear using the table you've created. Confirm as a class. Have students look at a transcript of the listening text to check their answers.
20 min	<b>Analyze Language:</b> Have students look at each of the verb tenses in turn. Confirm both the form (how it is made) and use (when it is used) of each tense.
10 min	<b>Controlled Practice:</b> Have students write ten sentences about cultural practice mistakes they have made in the past. Have them use the forms presented in the listening text.
20 min	<b>Free Practice:</b> Ask students for examples of when they have made cultural mistakes. Have students get into pairs and tell their partner one of these stories about their experiences.

**Remember:** When we're teaching listening, we want to fully exploit our listening text. These three lesson patterns allow us to do that. We can exploit the text for meaning and form, just meaning or just form. By making these decisions strategically, you can best meet your student learning needs with the listening text you choose and the lesson patterns with which you teach those listening texts.

**Thanks for participating!**  
[www.aceducation.ca](http://www.aceducation.ca)

<sup>2</sup> Adapted from Harmer, J. (1998). How to Teach English. Longman.  
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