PDP framework
(Please answer in **full sentences** and **in your own words**)

1) What are the four skills we teach in English? Which of those skills can we teach using the PDP framework?

2) Describe what PDP stands for. Demonstrate your understanding of the framework by summarizing what happens in each of the three stages of the lesson.

What is PDP?

PDP is a framework that can be used to teach the receptive skills – listening and reading.   In regards to reading, it helps in building learners' reading skills as well as their reading comprehension.

The first **"P"** in **PDP** refers to the **"PRE"** reading/listening stage in a lesson.   This is the stage of the lesson **before** (i.e.: "PRE") the learners read or listen to the text.   Activities in this stage attempt to do things such as: activating schema, assessing students' background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students' interest in the topic.   The purpose of doing these kinds of pre-reading/listening activities is to help set the learners up for a successful reading/listening.

The **"D"** in **PDP** stands for the **"DURING"** reading/listening stage in a lesson.   This is the stage of the lesson that happens **while** (i.e.: "DURING") the learners actually interact with (read/listen) the text.   In this stage, learners are provided with several activities that allow them to have multiple exposures to the text. The activities are given to the learners before they read/listen.   These activities should incorporate different reading/listening techniques.   The purpose of providing learners with many chances to read/listen to the text with a variety of different activities is to improve their reading/listening skills and help them to comprehend the text (as this is the main purpose/objective of reading/listening). Activities in this stage are sequenced and scaffolded in such a manner that learners are provided with the support they need to fully understand a given text.   Activities and tasks should be staged in a step-by-step manner from **general to specific**, **easy to difficult**, and **concrete to abstract**.   By the end of this stage, students should be able to fully comprehend the text.   Therefore, the last activity of this stage should be one in which students show a comprehensive understanding of the text.

The second **"P"** in **PDP** relates to the "**POST**" reading/listening stage in a lesson.   This stage happens **after** (i.e.: "POST") the learners have read/listened to the text and have shown comprehension of it.   The POST stage is not a necessary stage in a receptive skill lesson, i.e., the student learning objective is achieved at the end of the **DURING**.   Thus, it is an extra stage – the "icing on the cake" so to speak.   Activities in this stage focus on building/integrating other skills by using and expanding on the content/theme/topic of the text. POST stage activities also help the learners make sense of what they have learned. POST activities usually encourage learners to connect/apply the content/theme/topic to their lives and to personalize the content/theme/topic by allowing the learners to creatively use what they know and/or have learned.

The illustration on the following page depicts the PDP framework in the shape of a diamond.   This shape represents the amount of time that should be used for each stage.   The PRE and POST stages are the shortest and the DURING stage is the longest.   This means that the DURING stage in the most important because it is the stage in which learners use the skill (i.e., reading/listening) which is the focus of the lesson.
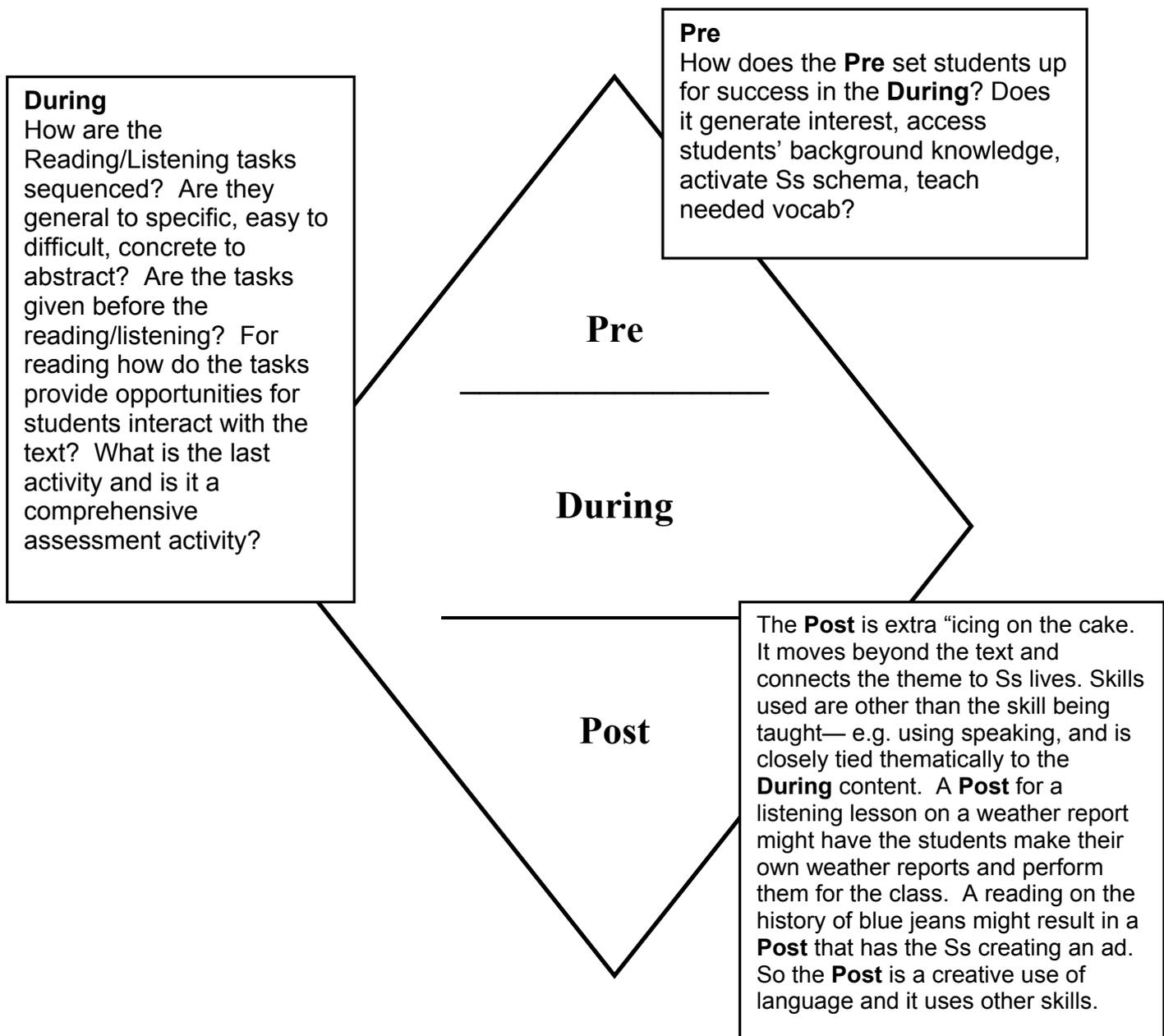
PDP Framework

PRE

DURING

POST
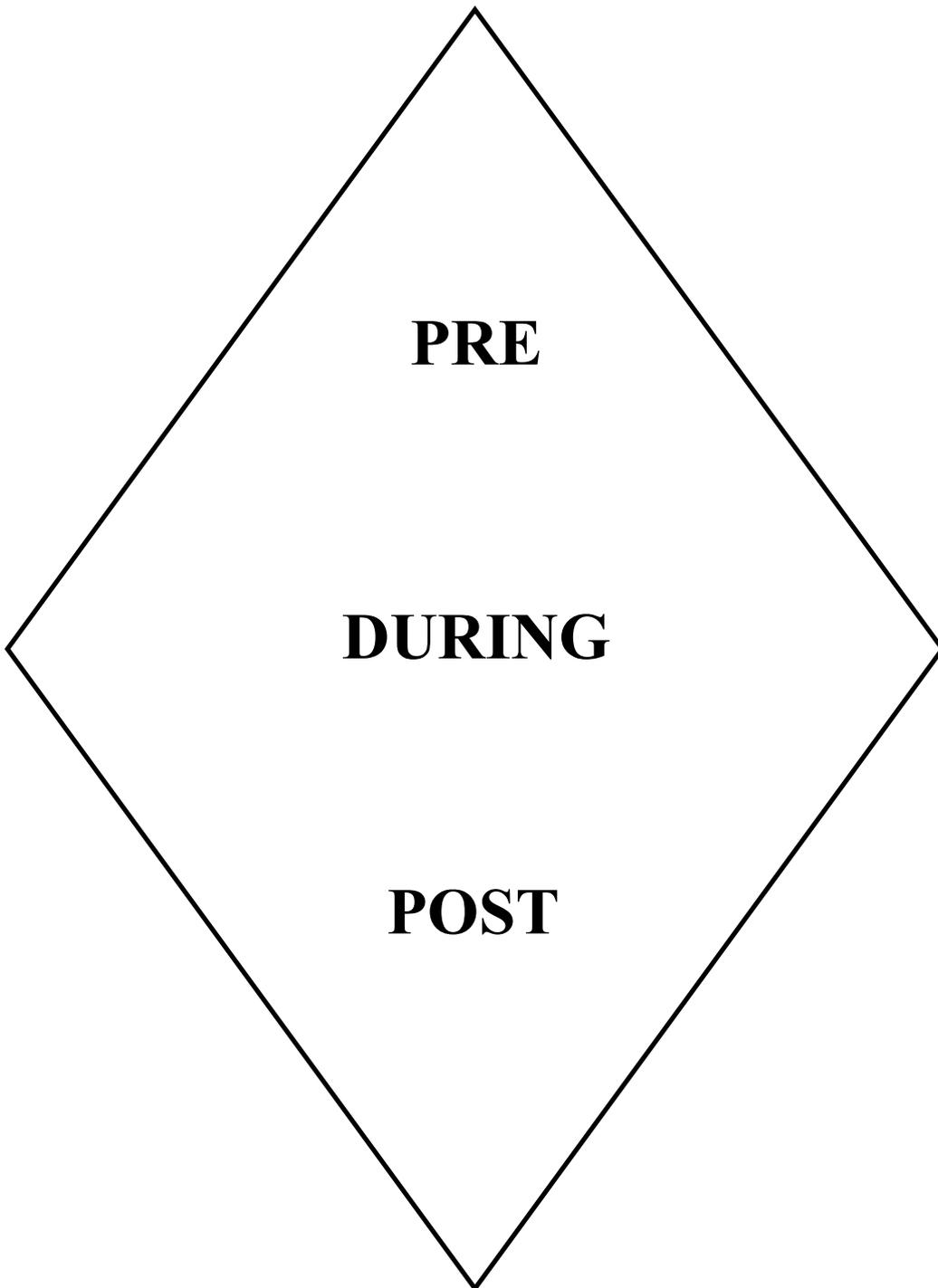
PDP analysis

Questions to think about after teaching a listening/reading lesson:
What in the lesson contributed to the success/failure of the achievement of the student learning objective (SLO)?

State if the SLO was met or not and why you think so—what evidence do you have? Then state what in each of the lesson parts—Pre and During stages in a PDP--led to the SLO being met or not met in the last task in the During.

Pre
How does the **Pre** set students up for success in the **During**? Does it generate interest, access students' background knowledge, activate Ss schema, teach needed vocab?

During
How are the Reading/Listening tasks sequenced? Are they general to specific, easy to difficult, concrete to abstract? Are the tasks given before the reading/listening? For reading how do the tasks provide opportunities for students interact with the text? What is the last activity and is it a comprehensive assessment activity?

Pre

During

Post

The **Post** is extra "icing on the cake. It moves beyond the text and connects the theme to Ss lives. Skills used are other than the skill being taught— e.g. using speaking, and is closely tied thematically to the **During** content. A **Post** for a listening lesson on a weather report might have the students make their own weather reports and perform them for the class. A reading on the history of blue jeans might result in a **Post** that has the Ss creating an ad. So the **Post** is a creative use of language and it uses other skills.

Teaching listening

WHY LISTEN?
- to engage in social rituals
- to exchange information
- to exert control
- to share feelings
- to enjoy yourself

WHAT ARE SOME OF THE MOST COMMON LISTENING SITUATIONS?
- listening to live conversations
- listening to announcements (at airports, railway stations, bus stations, etc)
- listening to/watching the news, the weather forecast on the radio/TV
- listening to the radio/watching TV for entertainment watching a play/movie
- listening to records (songs, etc)
- following a lesson (at school)
- attending a lecture
- listening on the telephone
- following instructions
- listening to someone giving a speech/a public address

WHAT SHOULD TEACHER'S OBJECTIVES INCLUDE?
- exposing students to a range of listening experiences
- making listening **purposeful** for the students
- helping students understand what listening entails and how they might approach it
- building up students' confidence in their own listening ability

HOW DOES ONE SUCCEED WITH LISTENING WORK?
1) Make sure instructions are clear; students have to understand very clearly what they are expected to do.
2) Make sure that each time a listening text is heard, even for the second or third time, the students have a specific **purpose** for listening; give them a task.
3) Do plenty of pre-listening work.
4) Encourage students not to worry if they don't understand every word;; a task can be completed even when they miss some of the words.
5) Never use a recorded listening text without having listened to it yourself.
6) Test equipment beforehand.

Listening guidelines

Skill: *LISTENING*

Definition: Listening is actively making meaning from verbal input.

What listening involves:
- getting clues from the environment: facial expressions, gestures, background noise, the setting, the people
- using one's background knowledge about the setting, topic and language (pronunciation and grammar) to make inferences and predictions
- distinguishing which words and groups of words are important and carry the meaning
- understanding and interpreting the meaning of those words and groups of words (which includes pronunciation, colloquial vocabulary, ungrammatical utterances, redundancy)
- usually, some kind of response

A good listening lesson:
1) Has pre-listening activities.
    These should help students use their background knowledge about the setting, topic and language associated with them so that they can anticipate and predict what they will hear.

2) Allows students to know the kind of text and purpose for listening in advance.

3) Gives students a purpose for listening, which can include one or more of the following:
- to get *general* information (e.g. how many movies are playing)
- to get *specific* information (e.g. what time the movies are playing)
- to accomplish a task (e.g. to decide which movie to go to)

4) Requires some kind of response from the listener such as taking notes, answering questions, making a group decision.

5) Uses appropriate material:
- the topic is of interest or value to the students
- it is at the right level
- it offers environmental clues, when possible
- the is visible, when possible
- it is authentic, when possible

6) Gives students more than one chance to listen, each time with a different purpose.

7) Has follow up activities which include the other skills.

Typical materials:

Authentic: radio broadcasts, recordings (e.g. of movie times, airport announcements), videos of TV shows or movies, lectures, phone conversations
Semi-authentic: unrehearsed tapes; role plays with native speakers who speak at normal speed
Prepared: commercially prepared tapes and videos

Typical *pre-listening* activities:
pictures to activate background knowledge; TPR (Total Physical Response); brainstorming what students know about the topic with a word map; showing realia related to the topic such as a menu or a movie schedule

Typical *during-listening* activities:
identify specific words; figure out relationship by listening to tone of voice; listen for specific intonation (statement question); raise hand when hearing certain words; listen to background noise to establish setting and topic; doing a task such as filling out a form, following a map or taking an order; making a decision based on the information; cloze passages; detecting mistakes; guessing; note-taking from a lecture

Typical *post-listening* activities:
Interviewing native speakers; calling for information (e.g. travel agency, movie theatre, car rental agency, restaurant); reading and/or writing about the topic; discussing the topic; listening to another example

Recommended resources:

Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

Dunkel, P. (1996). *Advanced and Intermediate Listening Comprehension*. Heinle & Heinle.

Reading guidelines

Skill: READING

Definition: Reading is actively making meaning from written input.

What reading involves:
- basic literacy; that is, decoding letters to understand words.
- getting clues from text: layout, headings, illustrations.
- using ones' background knowledge about the topic, type of written material (e.g. letter, want ad, poem) and language (vocabulary and grammar) in order to make inferences and predictions.
- using appropriate strategies depending on the type of material and one's purpose in reading it (e.g. scanning the phone book for a number, reading the recipe in detail, skimming a newspaper article).

A good reading lesson:
1. has pre-reading activities to prepare and motivate students to
   - use their background knowledge.
   - anticipate what they will read so they will be successful
   - decide on a reading strategy
2. helps students practice reading skills.
3. helps them learn new vocabulary and information in the L2.
4. uses appropriate material:
   - the topic is of interest or value to the students,
   - it is at the right level, and
   - it is authentic, when possible
5. gives students reading tasks, which can include one or more of the following:
   - to get general information (e.g. how many movies are playing).
   - to get specific information (e.g. what time the movies are playing).
   - to accomplish a task (e.g. to decide which movie to go to).
6. requires some kind of response from the reader such as taking notes, answering questions, and/or making a group decision
7. gives students an opportunity and reason to read the text more than once.
8. there are follow up activities which include the other skills.

Typical *pre-reading* activities:
<u>At the level of basic literacy</u>: matching capital letters with lower case letters, or first letter with a picture; picking out words in the same category (e.g. food); sight words; phonics; connecting spoken language that students know with the corresponding written form; ordering pictures for left-right orientation of English script.

<u>Beginners</u>: teacher elicits what students know about the topic; students brainstorm word maps around the topic; students use a dictionary to look up the meaning of key vocabulary from the text and then put them into categories; students look at and discuss pictures related to the text; students look at headings, layout, and pictures and make predictions about the text.

<u>Intermediate/advanced</u>: above activities; students generate questions they hope the text will answer; students write about what they know about the topic; students answer questions about the text.

Typical *during-reding* activities:
Students read for specific information; read and retell to a partner (variation: use rods to retell); read text in jigsaw groups and then discuss; match text to pictures; accomplish a task based on the reading (e.g. filling out a form, deciding what to order); play concentration games with new vocabulary; complete sentences form the text; reorder scrambled sentences into paragraphs and then check against original text; make up their own comprehension questions and quiz classmates; make an outline of what they read; show through pictures, graphs, or lists what was in the text.

Typical *post-reading* activities:
Are activities that ask the students to move beyond the text they read by writing a response to the text; discussing the text; listening to something related to the text; making up new endings; telling what happened before the text started.

Recommended resources:

Grellet, Francoise (1981). *Developing Reading Skills.* Cambridge University Press.

Day, R. (1993). *New Ways in Teaching Reading.* TESOL Press.

Silberstein, Sandra (1994). *Techniques in Teaching Reading*. Oxford University Press.

Pre-During-Post framework
for receptive skills lessons

PRE
Goals
- prepare student for listening/reading by contextualizing and/or personalizing to both make it more accessible and more realistic as it is less common to find oneself listening/reading to something totally our of context
- involve students in specific topic
- activate prior knowledge
- provide purpose for listening

Activity Types
- discussion of what they see in the visual or the task
- prediction questions to discuss what they can expect to hear
- questions to activate prior/background/own knowledge of topic
- introduce or elicit general topic through key vocabulary introduction/activation
- matching
- categorizing
- rating
- listing
- adding own known related vocabulary
- discussing own relationship with vocabulary items
- finding items in a visual or graphic organizer (for example the K & W sections of a K/W/L Chart
- fill-in-the-blanks with vocabulary words
- answering questions using vocabulary
- matching questions and responses (e.g. formulaic language, such as greetings, telephone language, talking about opinions, etc.)
- ordering, ranking or sequencing
- write sentences about visual or own information or using given vocabulary words
- finding or producing antonyms/synonyms
- making inferences/deductions from picture to sue vocabulary
- interact personally with the new/activated vocabulary
- completing a chart or table
- "Talk About Yourself" using given phrases and/or vocabulary at a lower level
- rating something
- choosing what applies to you from a list and then discussing it
- listing/brainstorming words that apply to given categories
- discussion questions
- create a picture dictionary
- vocabulary games like charades, taboo, pictionary

DURING
Goals
To comprehend the text through multiple exposures; from general to specific information, easy to difficult tasks and concrete to abstract concepts in order to:

- complete a task
- get new information
- learn something about themselves
- further develop language skills (especially lexis, but also pronunciation and grammar awareness)
- develop strategies for listening/reading more effectively

Examples of tasks for multiple listening and reading

First Listening/Reading (Usually in terms of main ideas, theme and/or topic)

Listening/Reading for:	Example activities:
- gist	- ordering/numbering items of main ideas
- purpose: to persuade, to apologize to invite, ask permission	- making a list of main or significant events
- main idea	- reading or listening for the mood, feeling or tone of the text or passage
- attitudes/emotions: positive, negative, warm, angry	- fill in the blanks for main ideas such as in an outline where the details are provided but not the main ideas
- key words	
- acceptance or refusal of an id3ea or invitation	
- permission granted or refused opinions: good/bad, useful/worthless, lovely/dirty, convenient	- ranking the importance of the main ideas or significant events
- time references: past, present, future, completed, incomplete,	- select the correct response such as what's the best title for this passage
- preferences	- multiple choice
- agreement and disagreement with own previously stated ideas	- label pictures, graph, or graphic organizer
- agreement and disagreement between speakers	- matching picture with description - matching two general pieces of information
- general time: season, period of the day (evening or morning)	- checking off relevant information from a text or picture
- context or setting (outside, move theater, restaurant, home, office, school)	- writing summary statements - (possible but rare) true/false of significant plot events or main ideas
- likes and dislikes	
- identify speech act: greeting, toast, introduction	
- interest level of speaker/listener for topic	
listening for tense/aspect/time	

Listening/Reading for Specific Information

Listening/Reading for more	Example activities:
- detail - reasons - affect - tone - implications - inference - examples - determine meaning of vocabulary, phrases from context - identify intonation or stress - determine meaning from intonation or stress distinguish between yes/no and information questions - identify specific parts of speech: prepositions, verb tense, adjective forms, negative prefixes, tag questions - determine meaning of specific parts of speech - recognize spelling or numbers - identify specifics: names, body parts, cities, foods, colors, clothing items, times, jobs, etc. order events - decipher rapid or reduced speech	- filling in cloze - ordering/numbering items - fill in the blanks - ranking - true/false - select the correct response - multiple choice - fill in graph, or graphic organizer label pictures or parts of pictures - matching two pieces of information checking off relevant information from a text or picture - listening for specific words - writing short answers - using context to define new words - short answer - matching - acting out what is happening in the text - labeling - write out (words, numbers, phrases) - check off what you hear or read - list - mark stress or intonation - apply punctuation to tape script - correct errors - changing easy vocabulary words to more difficult vocabulary words that mean the same thing

A list of Comprehensive Assessment Activities: Appropriate for achievement of SLO

- Summary and/or Retelling
- Sequencing sentences to complete a summary
- Sequencing pictures
- Using pictures to retell the text
- Synthesis such as making inferences, drawing conclusion or reading/listening between the lines
- Application of new knowledge; e.g. using what they have learned to identify the technique being used
- Detailed Questions → Detailed questions cover the "who," "what," "where," "when," "why" and "how" of the story or text.
- Discussion and/or Debate

POST Listening/Reading

Goals

- to personalize the TL/Topic/Theme; to expand on the content of the listening or reading text through practical use
- to develop language by integrating listening/reading with other skills

Activity Types

- discussion or writing on the topic or the ideas (e.g. agreeing or disagreeing, comparing, reacting)
- perform a role-play (e.g. the author of the text and talk show host, a character or person in the text and student in the class, made up characters related to the topic but not found in the text
- writing with attention to form and function (e.g. copy the genre of the reading using another topic, revise the text with a different point-of-view, create a different ending or write an expansion of the text, write a letter related to the text, create a move/book or product related to the text.
- listening to a song or watching a video clip that relate to the text and making comparisons in speaking or writing.
- making a poster
- doing any of the above with attention on the lexis and grammar introduced in the text, and with attention to pronunciation if speaking.

Pre-During-Post Checklist
Use this form to check your lesson plans

<u>Clear Learning objectives</u>
Definition: Receptive lessons are ones in which the main learning objective involves the students demonstrating that they have understood a text which would normally be challenging for them because of its language, style, or organization.
❑ uses observable verbs describing student behavior
❑ uses the following pattern in writing the SWBAT:
> by the end of the lesson, student will be able to (SWBAT) … (complete receptive task X) while working with text Y (using …) so that they can then do post text activity Z (speaking or writing).

<u>PRE stage</u> – Students become familiar with the topic, the language and essential vocabulary they will use during the lesson.
❑ Activates schema through use of visuals, topic-related discussion, prediction **in a learner-centered way.**
❑ Provides background and situation related to the text in an interactive and **in a learner-centered way.**
❑ Pre-teaches or introduces key vocabulary and language structures related to the text **in a learner-centered way.**

<u>DURING stage</u> – Students interact directly with the text a number of times, each time with a specific purpose that leads the students to gradually gain a more detailed understanding of the text.
❑ Provides multiple opportunities for student to hear/read the text.
❑ Each listening/reading has an interactive task requiring some kind of response from the students **and students check with peers before responding to the teacher.**
❑ Tasks move from general to specific understanding. From getting the gist/main idea to looking for specific, discrete pieces of information/individual words.
❑ Allows time for students to check comprehension, as questions, clarify vocabulary and move toward deeper understanding of the text.

<u>POST Stage</u> – Students' understanding of the text is reinforced through expanding on the text or personalizing the topic using other language skill areas (speaking or writing).
❑ Requires students to be creative and to expand on the text or personalize the topic using other skills **in a learner-centered way.**
❑ Allows students to reinforce the new vocabulary words/language structures using other skills **in a learner-centered way.**

SLO formula for receptive skill lessons:

By the end of the lesson, SWBAT demonstrate their understanding/comprehension of the _____ (text/passage/story/dialog/conversation/article/etc.), _____ (title of text) **BY** _____ (comprehensive assessment activity)

Example:

By the end of the lesson, SWBAT demonstrate their understanding of the conversation, *"Problems at the Airport"* **BY** describing the inferred conclusions about what each speaker will do.