

Draft/Multiple Listening

About the Strategy Draft/Multiple Listening is a strategy that improves comprehension by listening and re-listening to a text for multiple purposes. The purpose of the first draft listen is to understand the main ideas of the text – what it is about, whose point of view is represented, who the characters are, when/where the text is set – and to become familiar with the language and structure of the text. In second, third, and fourth draft listening, students can overcome any initial confusion, work through the unfamiliarity of the text, and move beyond the literal meaning of the text. Students can listen for vocabulary, text structure, author’s purpose, or author’s craft. It is through draft/multiple listening that students can understand how they made inferences and developed their opinions about the text, as well as made connections within or between texts. This strategy increases and refines students’ comprehension of an aurally presented text.

Implementation of the Strategy

- Select a short aural text or a portion of a longer aural text worthy of listening and re-listening to.
- Set a purpose for the first draft listening, focused on understanding the main ideas of the text. Scaffold as needed, including modeling annotations and/or note taking.
- Set a purpose for re-listening (e.g. clarifying confusion, noticing text structure, or analyzing language/tone).
- Ask students to respond to purpose.
- Set a new purpose, re-listen, respond.
- Repeat as needed.

Measuring Progress

- Teacher observation
- Conferring
- Student self-reflection
- Student annotations and note-taking
- Writing post-listening as assessment

Research

Carroll, J.B. (1977). On Learning From Being Told. In M.C. Wittrock (Ed.), *Learning and instruction*. Berkeley, CA: McCutchan.

Imhof, M. (1998). What makes a good listener? Listening behavior in instructional settings. *International Journal of Listening*, 21, 50-56.

Imhof, M. (2001). How to listen more efficiently. Self-monitoring strategies in listening. *International Journal of Listening*, 15, 2-19.