

Listen with Understanding and Speak to Communicate

STEP 1

Learner Information

Name: _____

Tutor: _____

Date: _____

Strand 1-2

Listen with
Understanding and
Speak to
Communicate

Progressions 1-5

Vocabulary,
Language and Text
Features,
Comprehension,
Listening Critically,
Interactive
Listening and
Speaking,
Using Strategies to
Communicate

Step 1

See inner detail.

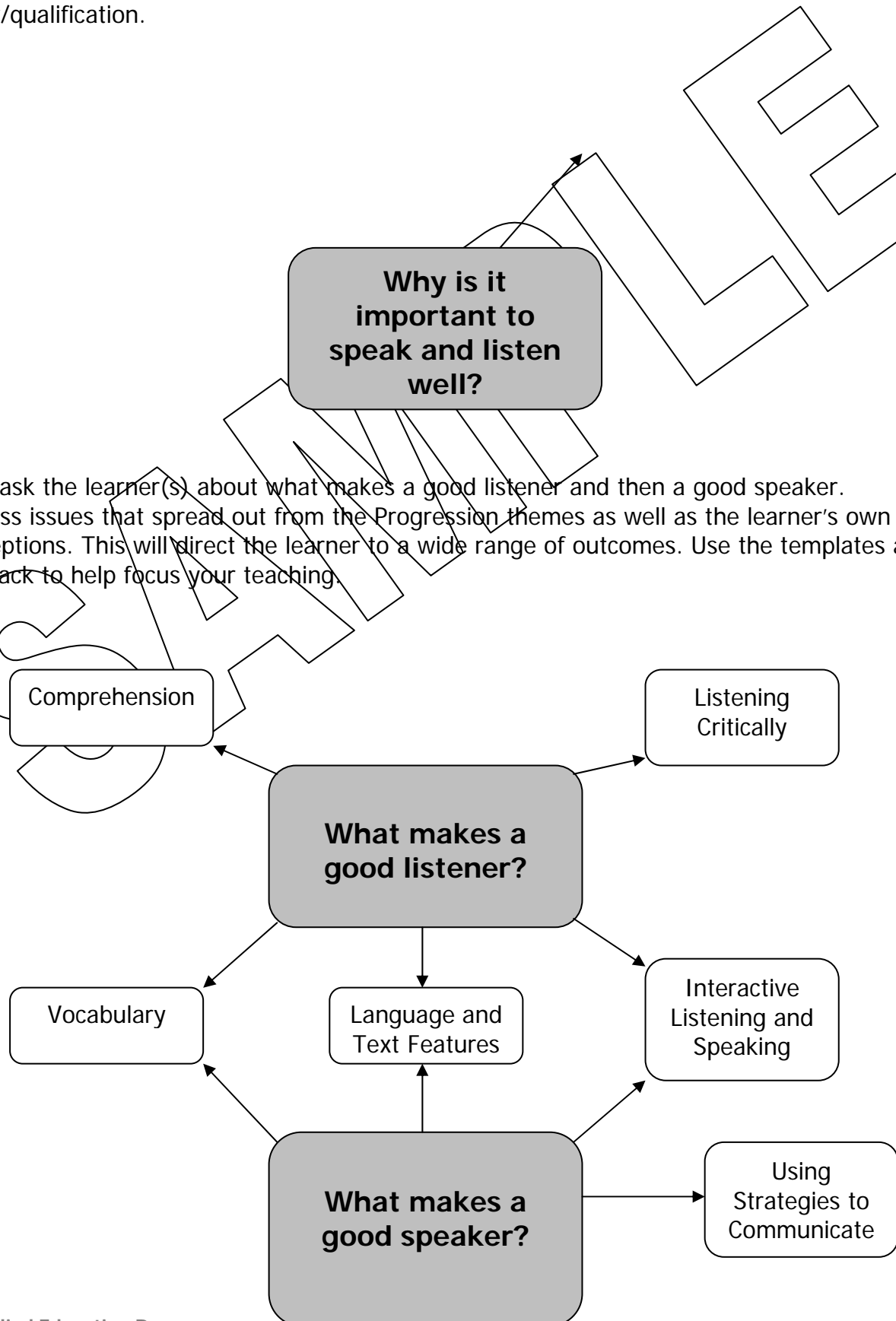
This is a tutor guide to facilitate the assessment, teaching and learning of step 1 speaking and listening outcomes on the Progressions framework.

Below is a matrix of the step one learning outcomes you are teaching and assessing.

Strand 1				
Listen with Understanding				
Progression 1	Progression 2	Progression 3	Progression 4	Progression 5
Vocabulary	Language and Text Features	Comprehension	Listening Critically	Interactive Listening and Speaking
Step 1				
Have a listening vocabulary of common nouns, verbs and familiar phrases they understand. Identify words and phrases in running speech.	Understand short conversations and other simple spoken language that uses formulaic expressions and simple structures.	Listen for the gist or for specific information in simple speech in very familiar situations. Ask for repetition or a change of pace if necessary. Make connections with their own knowledge to improve their understanding.	Have some awareness of people's different purposes for speaking. Be aware that all speakers have a perspective (point of view).	Respond to and use simple formulaic expressions in spoken language.
Strand 2				
Speak to Communicate				
Progression 1	Progression 2	Progression 3	Progression 4	
Vocabulary	Language and Text Features	Using Strategies to Communicate	Interactive Listening and Speaking	
Step 1				
Use a range of words, formulaic expressions and familiar phrases related to everyday topics and personal experiences.	Take part in spoken conversations and speak by themselves using formulaic phrases and simple structures.	Communicate information and thoughts in familiar, predictable situations.	Respond to and use simple formulaic expressions in spoken language.	

Before beginning any assessment work with your learner(s), discuss with them why it is important to speak and listen. You can brainstorm their ideas. You could display their feedback on the whiteboard, large sheet of paper or workbook. You might want to use a template like the one contained at the back of this paper. This promotes reflection and initial consideration of possible learning outcomes. Contexts and themes that are practical and applied motivate the learners most effectively, e.g. workplace, community, personal, study/qualification.

Next ask the learner(s) about what makes a good listener and then a good speaker. Discuss issues that spread out from the Progression themes as well as the learner's own perceptions. This will direct the learner to a wide range of outcomes. Use the templates at the back to help focus your teaching.



The Approach

Approach One – The tutor can work through the Skills Building Activities working around two main activities – a conversation and an oral presentation/talk/speech. From these projects the tutor can make a best-guess assessment of whether the learner is competent in most of the speaking and listening outcomes and which ones can be better developed and practiced.

Approach Two – The tutor can work through the above approach but instead makes a formal assessment with two formal activities – a conversation and oral presentation/talk/speech. The learner can be given time to prepare/research and then present. This can be tied in with the reading and writing strands at the same step in order to consolidate literacy and numeracy outcomes more thoroughly. The tutor could record the conversation and presentation using tape recorder or video camera so the tutor and learner can co-assess the outcomes. It also makes a good group activity for self evaluation.

SBA - Skills Building Activities

The tutor can explain to the learner that they need to find out how well their students can listen and speak. The tutor can decide whether to have a formal or informal assessment of abilities. The tutor may decide to go straight to the teaching, learning, practicing and application.

The tutor can explain that they need to build the skills toward a step one competency. The tutor does this through discussion and offering the learner opportunities to ask questions. The tutor can facilitate any note-taking for the learner if they're going to be useful. This gives the learner an opportunity to refer to the notes during planning and composition. They can also refer to them during conversations and their presentation.

The tutor can discuss the following areas as they are presented by the Progressions.

The Skills Building Activities are grouped according to the Progressions and integrate the speaking and listening components. They are consolidated from the more detailed Progressions descriptions and are intended to give a more 'whole-istic' feel to the process of speaking and listening skill-acquisition.

Examples of appropriate step one skills building activities include: mihi, greetings, social meetings, personal experiences, everyday topics, role-play a familiar scene (restaurant, home, work, daily activities, routines, hobbies, interests, likes and dislikes, vocational/special subject of study situation or current affairs).

The skills associated with a step one speaker and listener are summarised in this table.

Progression	Skills Building Discussion and Note-Taking
Vocabulary Step 1	Learner needs to have knowledge of nouns, verbs and familiar phrases. Can identify specific words and phrases. Can build a repertoire of useful words, phrases, expressions. Uses appropriate words and phrases for making or responding to requests.
Language and Text Features Step 1	Recognises language forms (Basic questions used in greeting and introduction to new people and requests). Knows, understands and responds to commonly used expressions.
Interactive Speaking and Listening Step 1	Understands, initiates and responds to expressions in familiar contexts. Can role-play greetings, farewells, requests and responses.
Comprehension Li – Step 1	Uses strategies to get the gist of a speaker. They may not catch everything but are able to ask for repetition and/or request a slower explanation. They can ask for more detail or clarification of something. They already have basic understanding of topics and words/language to help them understand. They respond to simple instructions. Listens for key words and can identify them.
Listening Critically Li – Step 1	Can identify a speaker's point of view, opinion, read their tone, intonation and body language e.g. on television or other media.
Using Strategies to Communicate Sp – Step 1	Can communicate in info and thoughts using strategies like familiar phrases and questions and responding to questions.

Life Applications Matrix

The tutor can discuss with the learner(s) about some situations in their workplace, personal, community and study/qualification life where they would apply these skills.

The tutor can use resources from their special subject of study and perhaps in personal and community situations.

The tutor can use the Life Applications Matrix below to brainstorm these situations with specific examples as shown in the example. These ideas can be turned into situations where learners can practice and present their ideas as a talk or role-play.

There is a plain template at the back of this guide.

Progression (Knowledge or Skill)	Examples/Real Life Problems (Personal, Community, Workplace)
<i>Understand that people have a point of view</i>	<i>In situations where there is disagreement and difference of opinion, learners need to know that people are simply expressing a point of view. It could take place in workplace context such as changes in the roster and change of roles and responsibilities. Contexts can be selected by the learner and tutor that are relevant to their daily experience.</i>

The tutor can use the following assessment frames as a focus of discussion with the learner and forming situations, projects or themes where the outcomes are used.

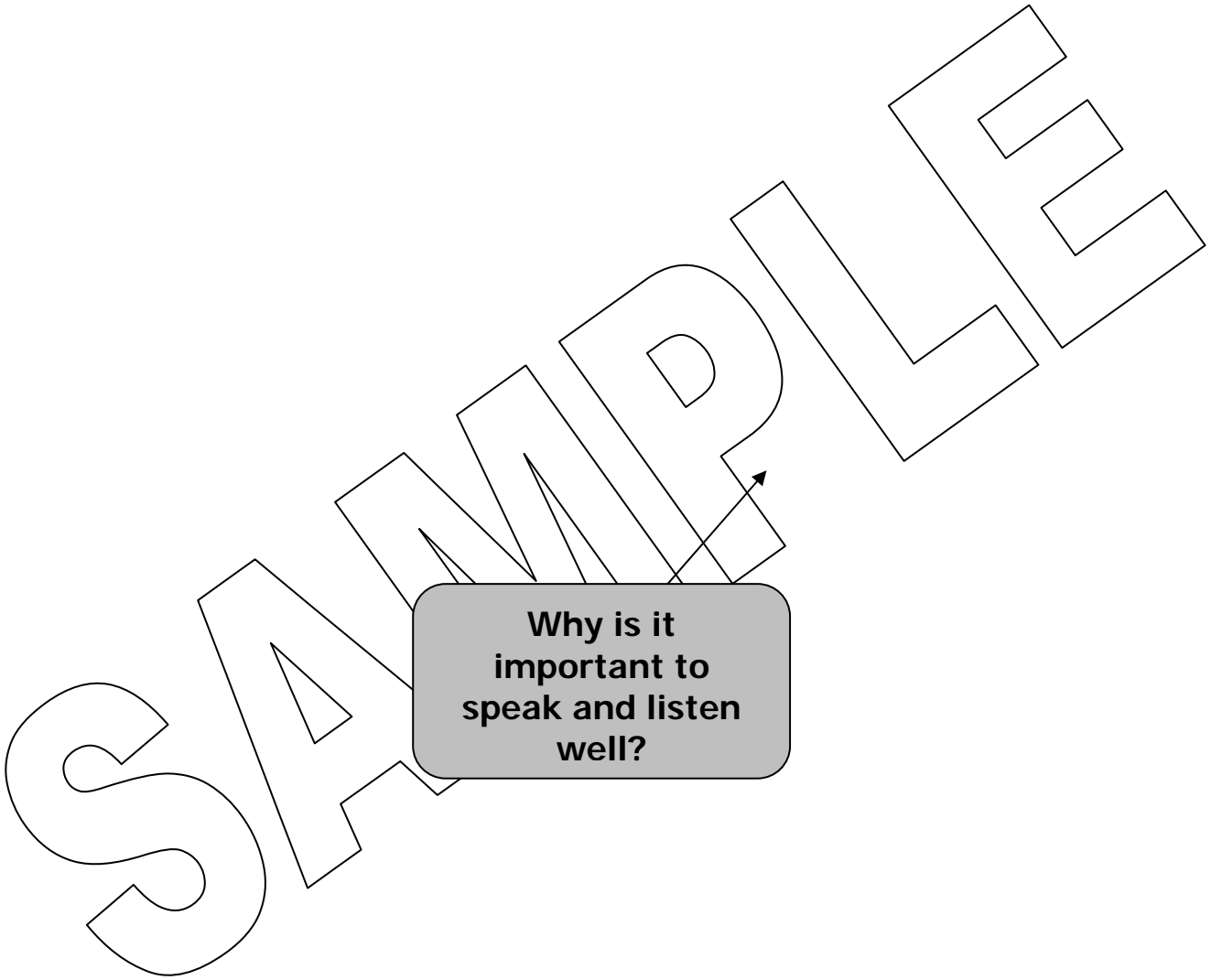
The emphasis is always on practical and relevant experiences that motivate and give the learner purpose and focus.

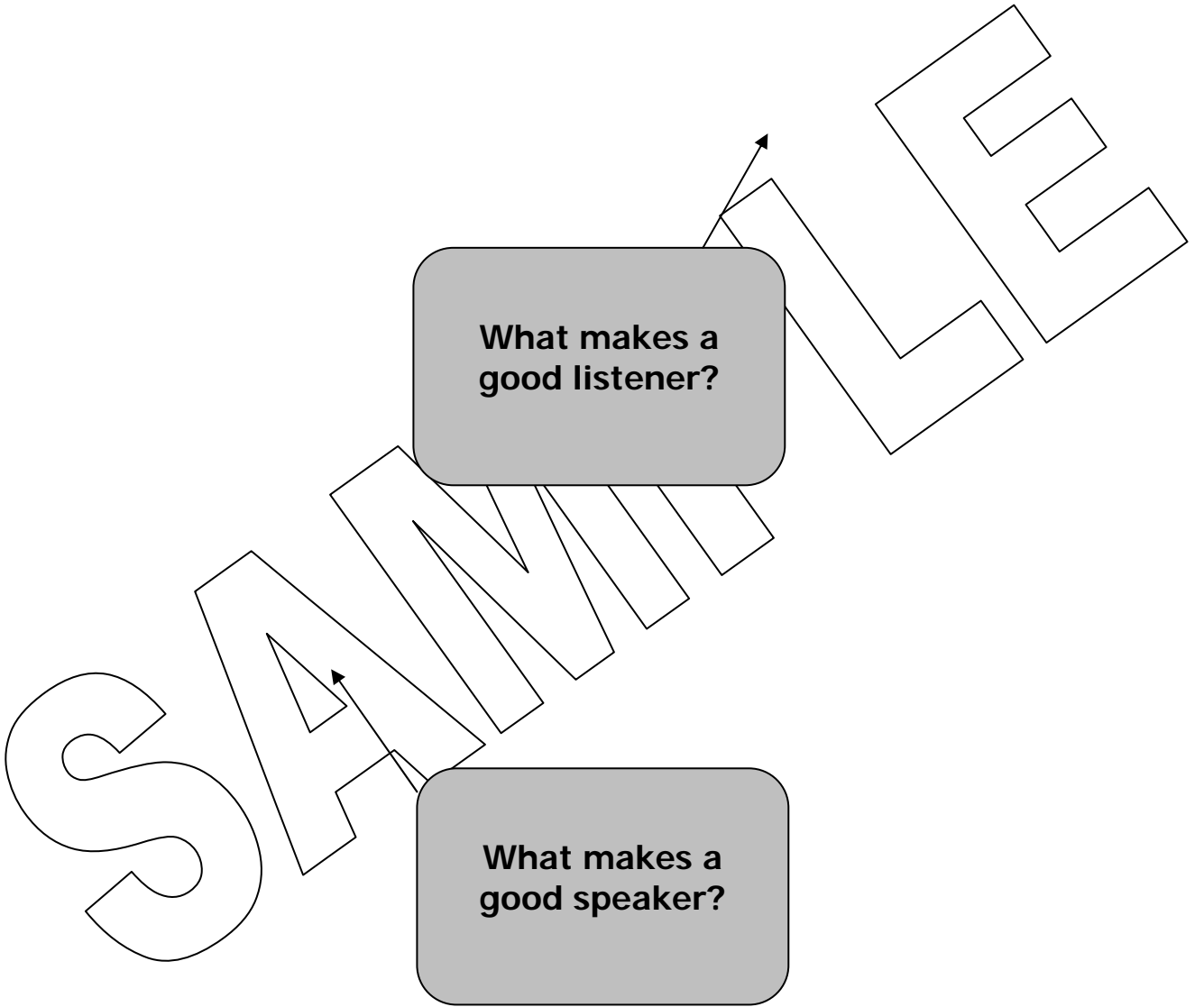
Assessment Frame – Evaluating the Learning Outcomes for Listen with Understanding

Strand 1			
Listen to Understand			
	Description	Evidence/Notes from SBAs	Have I achieved the outcome?
Progression 1 Vocabulary	I have a listening vocabulary of common nouns, verbs and familiar phrases I understand.		
	I can identify words and phrases in running speech.	<i>Give examples of words/phrases you have heard before.</i>	
Progression 2 Language and Text Features	I can understand short conversations and other simple spoken language that uses formulaic expressions and simple structures.	<i>What common expressions did you recognise/understand?</i>	
Progression 3 Comprehension	I can listen for the gist or for specific information in simple speech in very familiar situations.	<i>What did you learn from that speaker?</i>	
	I can ask for repetition or a change of pace if necessary.		
	I can make connections with my own knowledge to improve my understanding.	<i>What knowledge/experiences did this remind you of?</i>	
Progression 4 Listening Critically	I have some awareness of people's different purposes for speaking.	<i>What was the purpose of what the speaker was talking about?</i>	
	I am aware that all speakers have a perspective (point of view).	<i>What point of view did the speaker have?</i>	
Progression 5 Interactive Listening and Speaking	I can respond to and use simple formulaic expressions in spoken language.		

Assessment Frame – Evaluating the Learning Outcomes for Speak to Communicate

Strand 2			
Speak to Communicate			
	Description	Evidence/Notes from SBAs	Have I achieved the outcome?
Progression 1 Vocabulary	I use a range of words, formulaic expressions and familiar phrases related to everyday topics and personal experiences.		
Progression 2 Language and Text Features	I take part in spoken conversations and speak by myself using formulaic phrases and simple structures.		
Progression 3 Using Strategies to Communicate	I communicate information and thoughts in familiar, predictable situations.		
Progression 4 Interactive Listening and Speaking	I respond to and use simple formulaic expressions in spoken language.		





Progression (Knowledge or Skill)	Examples/Real Life Problems (Personal, Community, Workplace)

Learner's Speaking and Listening Plan – Step 1

Situation:

Progression	Question	Examples
Vocabulary	What words will I need?	
Language and Text Features	What kinds of phrases, statements, expressions, sentences do I need to use?	
Interactive Speaking and Listening	What do I need to be able to understand, say or do to make my meaning clear?	
Comprehension	What strategies do I need to use to understand the speaker? What do I need to do if I don't get something? What do I already know about the subject that will help me express my ideas or feelings?	
Listening Critically	What is the speaker's point of view, opinion and tone? Do they intonate? Do they use body language?	
Using Strategies to Communicate	What everyday and familiar phrases, questions and words would be appropriate to use?	