Tertiary Education Commission
Te Amorangi Mātauranga Matua

TEACHING ADULTS TO LISTEN AND SPEAK TO COMMUNICATE

USING THE LEARNING PROGRESSIONS

Mā te mōhio ka ora:
mā te ora ka mōhio

Through learning there is life:
through life there is learning!

The Tertiary Education Commission would like to thank the many people who have contributed their time and expertise to this document, in preparation, design and development, consultation and review.

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Introduction

Teaching Adults to Listen and Speak to Communicate: Using the Learning Progressions is part of a set of resources developed to support the teaching of literacy and numeracy for adult learners. The end goal is to enable tutors to meet the learning needs of their adult learners so those learners can engage effectively with the texts, tasks and practices they encounter in their training and learning. The suggestions in each resource are aligned with the following Tertiary Education Commission publications:

- *Learning Progressions for Adult Literacy and Numeracy: Background Information*
- *Learning Progressions for Adult Literacy*
- *Learning Progressions for Adult Numeracy.*

These are referred to collectively as the learning progressions and can be located on the TEC website at www.tec.govt.nz

These resources are based on research into effective adult literacy and numeracy, as described in *Lighting the Way*.[1] They also draw on school-sector work in literacy and numeracy, including Numeracy Project publications and the teachers' books *Effective Literacy Practice in Years 5 to 8* and *Effective Literacy Strategies in Years 9 to 13*.[2]

Readers are referred to the learning progressions publications (as listed above) for detailed discussions of adult learners, ESOL learners and the theoretical basis for each of the progressions. These books also contain glossaries and reference lists.

The following set of resources has been developed to support the use of the learning progressions:

- *Teaching Adults to Read with Understanding: Using the Learning Progressions*
- *Teaching Adults to Write to Communicate: Using the Learning Progressions*
- *Teaching Adults to Make Sense of Number to Solve Problems: Using the Learning Progressions*
- *Teaching Adults to Measure and Interpret Shape and Space: Using the Learning Progressions*
- *Teaching Adults to Reason Statistically: Using the Learning Progressions*
- *Starting Points: Supporting the Learning Progressions*

(all published by the TEC, 2008 and also available at www.tec.govt.nz)

The suggestions in these resources are initial ideas only: they are aimed at helping tutors apply the learning progressions to existing course and learning materials. It is expected that tutors will use, adapt and extend these ideas to meet the needs of learners and their own teaching situations. There are many other resources available for tutors to use, and comparisons with the learning progressions will help you determine where other resources may fit in your programmes, and how well they might contribute to learner progress.

1 Ministry of Education (2005). *Lighting the Way*. Wellington: Ministry of Education.
2 Ministry of Education (2006). *Effective Literacy Practice in Years 5 to 8*. Wellington: Learning Media Limited.
Ministry of Education (2004). *Effective Literacy Strategies in Years 9 to 13*. Wellington: Learning Media Limited.

The oral history of Ngā Iwi Māori

The Māori culture is underpinned by an oral history. This means that listening and speaking have always been a strong part of Te Ao Māori – the Māori world-view and way of life. This oral history is seen in:

- kōrero (speaking)
- whaikōrero (speech-making)
- waiata, ngeri, haka and other forms of song and dance.

Variations of this oral history are captured within the narrative and discourse of different objects or forms that express this way of life. These include:

- toi (art, including tā moko)
- whakairo (carving)
- raranga (forms of weaving, such as tukutuku or lattice work).

Māori customary practice is most visible on the marae where ceremonies such as pōwhiri (welcome) and poroporoaki (farewell) are a strong part of daily life. Oral language is the mode through which most teaching and learning is conveyed.

A strong listening and speaking culture has emerged from these traditions and this continues in many contemporary extensions of Māori life today, for example in Kōhanga Reo, Kura Kaupapa and wānanga (on the marae and in tertiary education settings).

Mātauranga Māori

Māori pedagogy considers working with all aspects or domains of a person's wellbeing rather than assuming that teachers and tutors should only work within the cognitive domain. When the other domains are neglected, the chances of getting the best from the cognitive domain are reduced. These domains were outlined in Te Whare Tapa Whā (Durie, 1988).[3] They are:

- Taha Wairua (spiritual wellbeing) – by commencing or opening class for the day with a karakia (prayer). Variations to this may be to read a Whakataukī (Māori proverb), poem, thought of the day. This can be in Te Reo Rangatira or English. If the start of a course, class or session is carried out in this manner then it should be closed in the same way to complete the circle.
- Taha Tinana (physical wellbeing) – tutors may wish to commence new enrolments' intake day by attending to the physical dimension, for example, with a barbeque. This process offers an opportunity for learners to get to know each other and the teaching team in a more informal manner. Tutors may wish to organise a shared morning tea at the commencement of teaching a new course, module or part of the curriculum to signal the beginning of the course content or curriculum and perhaps the end or conclusion. Depending on the curriculum and institution, some tutors allow food and drink into the classroom. This encourages learners to remain autonomous (able to take care of their own physical needs) as adults during the learning process.
- Taha Whānau (family or social wellbeing) – tutors may wish to incorporate some social engagement activities to address this dimension. A traditional or customary practice is generally known as:
  - Whakawhanaungatanga – creating a family/connected environment
  - Whakatau – introductions
  - Mihimihi – greetings.

3 Durie, M. (1988). Whaiora: Māori Health Development. Auckland: Oxford University Press.

In a more informal, modern context these parts of session or lesson planning could be icebreakers tailored to suit the social needs of learners, aimed at creating a familiar, family-like learning environment.

- Taha Hinengaro (the wellbeing of the mind).

These domains account for a person's total wellbeing: they come with the learner as he or she walks in the door.

A further application of Mātauranga Māori concerns the ways in which people learn. There are four models that can be applied to most teaching activities:[4]

- Te Whare Tapa Whā: the principles described above as applied to *group work* in which care of the whole person is considered for optimal teaching and learning to occur.
- Ako: to learn and to teach, is applied to *direct instruction.* The roles of teacher and learner may shift, allowing for a dynamic learning partnership.
- Tuakana-Teina: the relationship between an older (or more expert) and a younger (or less expert) person, extended to apply to *pair work* where two people work together to share their different knowledge and skills.
- Pōwhiri Poutama: a staircase model of learning in which the step up represents the part of learning that 'hurts' or is difficult, and the step along represents the maintenance or repetition of learning.

Tutors who are mindful of the importance of these models can incorporate aspects into their practice when they are working with learners, including those who are not speakers of Te Reo Rangatira and who may not have links to iwi and marae.

How to use this resource

The main purpose of this resource is to give tutors information and ideas that will help them to understand the kinds of challenges that some learners may have with listening, speaking and interacting with others, and to provide suggestions for meeting these challenges.

The model used in the resources that support the learning progressions has three aspects:

- Knowing the demands (of texts, tasks and situations learners may encounter or need to accomplish).
- Knowing the learner (in particular, their strengths and needs).
- Knowing what to do (practical activities and suggestions that can help learners move on to the next steps of the learning progressions).

This resource is arranged differently from the other books in the series. Instead of separating the three main sections, this resource combines *Knowing the demands* and *Knowing the learner* with some related suggestions for *Knowing what to do* in the first section. This is followed by a separate *Knowing what to do* section. In the first section there are examples of tasks and situations in which adults are expected to listen and/or speak, followed by analysis of the different ways in which the demands of these tasks affect the needs of different adults. Each example then has teaching suggestions that are drawn from the activities in *Knowing what to do* (page 19) and, where appropriate, from material in *Starting Points* (TEC, 2008).

The suggestions in this resource should be used alongside the information in *Learning Progressions for Adult Literacy and Numeracy*.

4 These models have much in common with widely-used theories of teaching and learning, such as Vygotsky's concept of the "zone of proximal development", Bruner's metaphor of "scaffolding" and Pearson and Gallagher's "gradual release of responsibility". Vygotsky, L.S. (1978) *Mind in Society: The Development of Higher Psychological Processes*. M.Cole, V. John Steiner, S. Scribner, and E. Souberman (eds and trans) Cambridge, MS: Harvard University Press; Bruner, J. (1983). *Child's Talk: Learning to Use Language*. New York: Norton; Pearson, P.D. and Gallagher, M.C. (1983) "The instruction of reading comprehension", *Contemporary Educational Psychology*, 8, 317-344.

Audio tracks

This resource is accompanied by a compact disc which has 12 tracks that can be used:

- as resources for activities (see the section, *Knowing what to do*)
- for assessing listening skills (see Appendix D)
- as examples for mapping (analysing) oral texts in terms of the learning progressions (see the examples in Appendix D).

For further information, including details of each track and where to obtain copies of the compact disc and the transcripts, see Appendices F and G.

Strands and progressions

The learning progressions are organised within seven strands that cover the key components of listening, speaking, reading, writing and numeracy. Each progression shows a series of steps that reflects the typical sequence of skill development for oral language, written language and numeracy. The steps described are not tasks to be mastered in a set order. They do, however, offer information and a structure that can be used to develop curricula and learning and assessment tools. This resource provides examples of how the listening and speaking progressions can be used. You are encouraged to design your own materials for teaching and learning to meet the needs of the adults with whom you work.

It is important to keep in mind that although the progressions are described in separate strands, in practice, we use literacy, language and numeracy skills and knowledge in ways that are typically interconnected. For example, a person may **listen** to a report about interest rates, **speak** to their partner about their mortgage, **read** the information from several banks (using their knowledge of **numbers** to interpret and compare rates), then **write** questions to ask a bank about the options for managing a mortgage. Even filling in a form requires both reading and writing skills, and may also involve a discussion to clarify terms or requirements. Learners will better understand how their existing knowledge can support new learning when these connections are made clear.

The learning progressions for the Listen with Understanding strand are:

- Vocabulary
- Language and Text Features
- Comprehension
- Listening Critically
- Interactive Listening and Speaking.

The learning progressions for the Speak to Communicate strand are:

- Vocabulary
- Language and Text Features
- Using Strategies to Communicate
- Interactive Listening and Speaking.

The interdependence of listening and speaking is acknowledged by the fact that the strands share similar headings for most of progressions and the Interactive Listening and Speaking progression is common to both strands.

See *Learning Progressions for Adult Literacy* for details about the steps in each of these progressions.

Refer to pages 16-19 of *Learning Progressions for Adult Literacy and Numeracy: Background Information* for more detailed information on these strands.

Note: if you are working with learners whose skills may not yet reach the first step on the learning progressions, see *Starting Points: Supporting the Learning Progressions* for advice.

A model for examining listening and speaking

As explained in *Learning Progressions for Adult Literacy and Numeracy: Background Information*, the listening and speaking learning progressions reflect a model in which listening and speaking tasks are understood to include:

- Functional competence. The ability to convey and interpret communicative intent. This includes the knowledge and ability to understand the real intention of a communication, for example, to get something done, to solve a problem, or to manage interpersonal relationships.
- Socio-cultural competence. The ability to recognise and use the forms of listening and speaking that are appropriate to different contexts. This includes being sensitive to audience, topic and situation, for example, using appropriate language in a formal situation, being able to interpret colloquial language or attending to relevant tikanga.
- Strategic competence. Enables listeners and speakers to integrate and apply the various components of listening and speaking by using strategies to 'manage' communication. It includes the ability to monitor and adjust one's own speech ("I mean,..."), check that communication is working when listening ("What did you say?") and to use fillers in conversation ("Well actually,..." "As you were saying...").

Adults also need to have knowledge of language and text features in order to hear, produce and understand meaningful speech (see *Learning Progressions for Adult Literacy and Numeracy: Background Information*, page 15).

Knowing the demands, knowing the learner

Developing an awareness of the demands of listening and speaking tasks can help you to understand the challenges that particular tasks may pose for some learners. By comparing the demands of a task and the strengths and needs of learners, you can identify some specific approaches and activities that may help learners cope with task demands. In addition, you may identify ways to reduce the challenges of listening and speaking tasks.

Most learners will not need to be assessed formally for listening and speaking. Observations and discussions will show that most learners are very well able to engage in listening and speaking for the purposes of their courses or workplaces. Some learners will need to be assessed against specific listening and speaking criteria (see the box below), and a small number of learners may require closer observation and/or assessment of their listening and speaking skills.

In most teaching, learning and working situations, the listening and speaking that occur during interactions provide the best opportunities for noticing the strengths and needs of learners. It is through our interactions with peers, workmates, managers, the public, clients and others that we reveal our personal and professional knowledge, skills, attitudes and willingness to communicate. Observing learners in group discussions and in their regular interactions is an easy and effective way to gain information about learners.

See the appendices for detailed information and procedures that can be used for diagnostic assessments of listening and speaking. These will probably be of most use to tutors who need to assess learners against specific listening and speaking criteria, for example giving a short talk or presentation, participating in a meeting.

You can consider the demands of tasks and the needs of learners in a variety of ways. For example:

- Familiarise yourself with the progressions in the *Listen with Understanding* and *Speak to Communicate* strands, using the detailed charts on pages 8-16 of *Learning Progressions for Adult Literacy*.
- Go through your course material and consider the kinds of oral tasks your learners need to do, or those they engage in most often. Think about the way course material is delivered (for example, listening to lectures, participating in group discussions, listening to or giving spoken instructions and explanations, giving short presentations, greeting, thanking or farewelling guests).
- Consider the listening and speaking required in the workplace or other settings (such as giving or following instructions, explanations, requests; taking part in discussions; taking or leaving phone messages; dealing with the public).
- Consider the socio-cultural contexts in which learners are expected to operate and how this may impact on their ability to engage comfortably or easily in interactions with others. This will not always be obvious so it is important that tutors do not make assumptions or set inappropriate or unrealistic expectations.
- Find out something about the learners' listening and speaking experiences, behaviours, habits, strengths and needs through discussions with groups and individuals (see also the survey in Appendix C).
- Read through the steps and notes of the Interactive Listening and Speaking progression, found on page 12 of *Learning Progressions for Adult Literacy*. The notes in this progression will help you to understand the ways in which interactive skills develop.

- Observe learners interacting socially, in the workplace, in class or wherever you see them. Over time, it is usually apparent who the confident and competent speakers and listeners are, and who may hold back. The reasons for holding back may not be immediately obvious, but you may notice patterns over time. Remember too that a person who appears confident in one situation may struggle in a different context.
- Use the Discussion checklist (Appendix A) as you observe learners. See "Observing discussions" on page 10 for more information and an example of one tutor's use of this.
- Use the indicators below to help you decide if a learner should be referred to a literacy specialist or support tutor for assessment.
- If you are working with learners whose skills may not yet reach the first step on the learning progressions, see *Starting Points: Supporting the Learning Progressions* for advice, for example for developing listening vocabulary.

Indicators of listening and speaking issues

There are some indicators that might alert tutors to specific issues some learners have when they are required to listen, speak or interact verbally with others. There can be many good reasons why learners act in these ways, and they may have nothing to do with low verbal skills. You should also consider your own ways of interacting and the expectations you have of learners: it may be that changes on your part will enable learners to feel they can communicate more readily.

Take note of learners who:

- rarely or never volunteer in group situations
- appear to have low self-esteem or confidence, particularly in a new situation
- are confident in practical tasks but quiet in discussions or meetings
- are reluctant to deal with people they don't know, in person or on the telephone
- say they understand and nod in agreement but don't do what is expected of them
- look blank or puzzled when you explain things but don't ask for help
- constantly check instructions with their peers or workmates, particularly those who speak their own language.

Some learners may need help with spoken English. This might be indicated if they:

- can't use the right technical terms used in the course or industry
- are hard to understand
- watch people carefully for hand or body gestures, to get clues about what is being said
- have difficulty answering questions or need prompting to speak
- often ask people to repeat what they've said or to talk more slowly
- never volunteer answers
- are isolated because of language or cultural differences.

If you have identified areas of need from these indicators, look through the activities in the section *Knowing what to do* to find ways you can support learners. You may also find suitable activities in *Starting Points: Supporting the Learning Progressions*. There are a number of ESOL resources available that can provide advice and suggestions for working with learners who are new English speakers.

Observing discussions

A discussion about a topic gives you an opportunity to observe the ways in which learners in a group interact with each other. As well as the indicators described above, you can use a checklist to guide your observation, such as that in Appendix A. This can reveal information that you can then use to:

- teach specific listening, speaking or interaction skills
- change the ways in which you set up discussions
- provide support to learners who are reluctant participants
- make decisions about the way you manage group teaching times.

When you set up such discussions in the context of a teaching/learning situation (for example, in class) in order to gain information about the learners, you should be outside the circle as an observer. You may want to explain to the group that you'd like them to talk while you observe, and you could invite one or more of the learners to sit outside the group with you to observe the interactions.

Carrying out the observation

- Choose an opportunity when a discussion is required for learning, or set a specific topic. Alternatively, you may wish to observe a discussion that has occurred in a social, work or community context.
- Let the learners discuss freely without intervening. If the conversation flags, wait. It will often resume. Only if essential, you could 'seed' the discussion with prompts according to the topic such as:
  - *What are some ways other people might deal with this?*
  - *How comfortable do you feel about dealing with this?*
  - *What do you think is necessary for effective communication?*
- Make notes (with examples where possible) on the discussion checklist as you observe.

Allow the discussion to move to a natural end and notice how the learners close it. Thank the participants and give them feedback on your observations, keeping this positive and even-handed. If others have observed, ask them to give feedback. The learners in the discussion may want to share their observations too.

Encourage the learners to think about and discuss the listening and speaking demands of their course or workplace. Explain that you will be making use of the information that you have gathered as you plan your teaching.

See also the description of this process in Appendix C.

Example of discussion observation

A hospitality tutor used the discussion checklist to make notes while observing a discussion between six learners. He made further brief notes about four members of the group and will ask the literacy tutor to carry out diagnostic assessments with Gaylene.

Discussion checklist

Group: Hospitality 131 **Date:** 14 Feb 09

CHECKLIST	INTERACTIVE LISTENING AND SPEAKING Comment on learners' words, tone and non-verbal methods
Opening the discussion	
How do group members open the discussion? Listen for: • introduction of topic • politeness.	Fran got things started by asking others if they'd done the assignment, others joined in. Sefa was fooling around but joined in after a few minutes.
Managing the discussion	
How do participants manage turn-taking? Listen for: • one person talking at a time • others listening attentively • managing interruptions • timing of contributions.	Talking over each other a bit. Andrew helped keep turns going using his voice and lots of eye contact to indicate turn-changes. Sofia looked as if she wanted to join in but didn't speak – others didn't notice her intention.
How do participants monitor understanding and negotiate meaning? Listen for: • clarifying and explaining • exchanging information • making suggestions • responding to suggestions • willingness to reconsider one's point of view • discussing • agreeing and disagreeing.	Ani was silent. Seemed to be listening but hard to know if she was interested or taking it in. Dion listens well, gives good feedback to previous speaker especially when giving different opinion. Gaylene not interacting.
How do participants monitor effectiveness? Listen for: • focusing on the task • non-verbal support of listeners • checking for understanding.	Lots of nodding, exclamations (Yeah! Right!) to indicate agreement. Discussion stayed on topic, most seemed engaged. Fran asked Andrew to explain what he meant a couple of times. Sofia looked a little confused or overwhelmed at times.
How do participants manage communication breakdowns? Listen for: • managing long pauses • disagreements.	Went along at a great pace – no pauses. Will continue to watch to see how they manage disagreements.
How do group members maintain and change topics? Listen for: • repetition • reinforcement • redirection of conversation topic.	Stayed on topic.
Closing the discussion	
How do group members close the discussion? Listen for: • summarising decisions or key points • identifying or clarifying possible next steps.	Came to a natural end when Andrew realised it was lunch-time. Most seemed happy they had got the information they wanted about the assignment – seemed to confirm their ideas about it.

Further notes from the tutor

Ani

Didn't contribute at all. Appears disengaged? Bored? Practical work has been fine. Discuss her plans and what she hopes to gain from the course. Suggest gathering relevant articles (eg. restaurant reviews, food columns) she can discuss with peers. Observe more then decide whether to refer for an individualised assessment?

Gaylene

Didn't interact with the others. May be very shy. Probably needs more practice in speaking in public. Activities to include collating written information to present to colleagues on a systematic basis – weekly? Will refer on for assessment.

Andrew

Noisy in group, but used appropriate skills to manage interactions. Uses very informal vocab. Discuss use of vocab. Needs to think about the differences between speaking and writing, and communicating in different contexts? Partner with Sofia? He can take notes and present her research.

Sofia

She didn't say a lot – possibly intimidated by the males? Her English is very good but will talk to her about how she feels in a mixed group. Will get her to partner with Fran to discuss assignments. Remember not to put her on the spot in front of others.

Commentary

There are possibly socio-cultural considerations that this tutor needs to take into account, for example, for Ani and Sofia different cultural norms may mean that they appear to be disengaged and reluctant to participate in some activities. A different approach to the discussion could also enhance engagement, for example, the tutor could move amongst the learners, engaging them and supporting their participation without actually leading the discussion.

Tutors who are mindful of taking learners' all-round needs into account (see discussion of Te Whare Tapa Whā on page 4) can introduce elements such as a shared meal to allow everyone to relax, feel cared for and get to know each other in a more social setting before trying to engage with course content.

Analysis of listening and speaking tasks: knowing the demands, knowing the learner and knowing what to do

The examples that follow show how the learning progressions can be used to analyse the demands of listening and speaking tasks and to describe ways to check for issues that different learners may have with these tasks. They show how a variety of listening and/or speaking tasks could be:

- analysed or mapped against the steps in the learning progressions
- discussed in terms of specific learner needs
- supported through teaching and learning activities and/or changes or adaptations by tutors.

Analysing or mapping a listening or speaking task is very similar to that done for reading or writing a text: see page 6 of *Teaching Adults to Read With Understanding* and of *Teaching Adults to Write to Communicate*.

See also the worked examples of listening and speaking assessments (Appendices D and E) for a more detailed look at the ways in which tutors can encourage and support learners to develop skills.

1. Giving a short talk or presentation

DESCRIPTION OF THE TASK
From time to time learners have to give a short talk or presentation about a personal interest (for example, a hobby, an important event or time, a person or place of interest, a news or performance event) or to welcome or farewell a person. They may also need to respond to questions or feedback at the end of the talk.

Know the demands	Know the learners' needs	Know what to do
3rd step of the Vocabulary progression. The speaker would need to use an extended vocabulary on everyday topics and personal experience, choosing appropriate vocabulary to suit the purpose and the audience.	Check that learners have vocabulary appropriate to the audience and the topic. Some may need help to extend their vocabulary to add detail and interest to the talk.	For learners who do not yet have these skills or who need to extend their skills, activities 1, 2, 4, 9, 10, 11, 12 and 15 will be useful. In addition, some learners could benefit from the suggestions in *Starting Points* pages 14-16.
4th step of the Language and Text Features progression. The task is a relatively formal text type and should be prepared before delivery. The speaker would be expected to use appropriate language features (discourse markers) for coherence, including those that indicate the start and ending of the speech.	If the learner has good ideas and the words to express them, check to see if the use of stress and intonation are right for the topic, the purpose and the audience. Check that learners are able to organise their ideas in a logical way, with an introduction, the body of the talk (also ordered) and a conclusion.	Activities 1, 4, 6, 9, 12, 13 and 14 will be useful for teaching these skills. Demonstrate the use of prompt cards that outline the structure of the talk.
4th step of the Using Strategies to Communicate progression. Learners need to select and organise ideas in advance and to communicate the ideas clearly. Some details and examples are required.	Watch for learners who may need support to communicate effectively with an audience, for example by using gesture, tone and intonation to make points and to engage the audience.	Activities 1, 4, 12, 13 and 14 will be useful for developing these skills. Use recorded examples as models – including poor models that learners can critique.
3rd – 4th step of the Interactive progression. This speaking task will often require interaction with the audience to respond to questions and feedback. Learners need to have control of a range of interactive strategies including use of vocabulary, tone and communication rules.	Receiving and responding to questions and feedback can be a challenge for learners who are not used to accepting praise or criticism. This might be shown in body language or dismissive comments.	Learners who do not yet have these skills would benefit from activities 1, 11, 15 and 17.

Comments

Talks such as this will often have an element of advance planning. This may be as simple as thinking of what to say and in what order beforehand, or it may involve listening to others speak in similar situations (Tuakana-Teina), making written notes (Pōwhiri Poutama) or having a practice run.

2. Conversations with customers

DESCRIPTION OF THE TASK
The conversations in a hairdressing salon help to set an atmosphere of relaxation, confidence and personal safety. Apprentices need to be willing to participate and have the ability to maintain a friendly conversation about familiar topics with some use of specialised hairdressing terms. The client needs to feel that their privacy and confidentiality will be respected and the power relationship (client/service provider) means that respect and politeness are needed.

Know the demands	Know the learners' needs	Know what to do
3rd step of the Vocabulary progression (speaking). Work settings require some specialised vocabulary as well as words for general conversation. Knowledge of figurative language is often needed, and an awareness of use of vocabulary appropriate to the situation.	Learners who use colloquial expressions a lot may need support for replacing these with more 'formal' expressions (for example, *Do you see what I mean?, Are you ok?* instead of *Right, ay?*) in a work setting.	Activities 1, 12 and 13 will be useful, along with opportunities to practise changing words in role plays. Learners record words, phrases and topics for conversation in a notebook.
2nd – 3rd step of the Language and Text Features progression (speaking, listening).	Observe learners and note how they manage the flow of a conversation, including use of words and phrases to indicate turn-taking and any indirect meanings.	Activities 4, 6, 11, 13, 15 and 16. Learners can watch and listen to others in role-play situations, noting ways language is used.
3rd – 4th step of the Interactive Listening and Speaking progression Turn-taking, not interrupting and using appropriate forms of conversation are required for this task.	Observe interactions. Check learner is aware of the ways 'rules' change in different situations. Use role plays to identify specific areas to work on.	Use activities 15, 16 and 17, as well as guided role plays and observations of others. Learners can keep notes on how people interact, noting whether hairdresser interrupts customer when talking. Discuss these every week.

Comments

This example uses a hairdressing context but the points made are relevant to many situations where a learner has to deal with customers, patients, parents or caregivers and other audiences.

See Appendix E for a more detailed version of this example.

3. Learning on the job

DESCRIPTION OF THE TASK
This situation fits the Tuakana-Teina model of interaction (see page 5) where one person is sharing expertise with a less-expert worker. The purpose of this interaction is for a supervisor to check that a trainee knows what has to be done and why. The purpose is to enable the trainee to carry out the task independently.

Know the demands	Know the learners' needs	Know what to do
4th – 5th step of the Vocabulary progression for listening; 5th step for speaking. A learner needs to use precise, often specialised language and to understand the terms used.	Listen for knowledge of specialist vocabulary and precision of meaning. Specific terms may need to be clarified if learners are vague about exact meaning. Check that colloquial and/or figurative language is understood if it is used.	Teach specific terms and expressions if necessary. Activities 2, 3, 4, 5 and 9. Learners can build a personal vocabulary list, specific to a job or topic.
4th – 5th step of the Language and Text Features progression (for listening): 4th step for speaking. The task may require use of explanation, procedure and questions and answers. May use a purpose statement ("We use this tool to...") and discourse markers to indicate the order of actions ("First you..."; "When you've done that,...").	Learners need to understand the structures of these text features. Check for correct use and understanding of discourse markers, sequence, and for coherence.	Role plays using formulaic structures may be needed for some learners. Use activities 4, 5, 6 and 7.
3rd step of the Comprehension progression (listening, speaking). Learners need to listen for the gist and use strategies (such as visualising) to ensure they can follow and repeat the task independently. When speaking, they also need to use appropriate tone, and sometimes use gestures to show understanding.	Ask learners to repeat the explanation or procedure verbally. Note that some learners will be better at doing a task than explaining it.	Activities 3, 4, 5, 6 and 7. Some learners may need support to ask questions when they don't understand: use activity 11.
2nd step of the Interactive progression (or 3rd – 4th step if the task is complex). The learner may need to ask for clarification or for repetition.	Watch for learners' comfort with asking questions, checking for understanding and use of non-verbal language to indicate engagement.	Activities 1, 11, 15 and 17.

Comments

Although many learners are more likely to be the less-expert person in an exchange like this, at some stage they will become the expert who needs to explain something clearly. Ensure learners have plenty of opportunities to take on both roles, using Tuakana-Teina as well as Ako as models for interactions (see page 5).

See also track 10 of the accompanying CD: a builder discusses a job with his apprentice. This track can be used to assess listening (see Appendix C) or for discussion in a teaching situation.

4. Using the telephone

DESCRIPTION OF THE TASK
There are very many interactions adults may have on the telephone. A common task is making (and taking) an order, booking or appointment. This can be a simple exchange with clear roles and an obvious order to the conversation, but for some learners (or when the exchange is complex) it can be a challenging task. The roles of both sides are considered here.

Know the demands	Know the learners' needs	Know what to do
3rd step of the Vocabulary progression (listening, speaking). Vocabulary will include words specific to the service or context of the call, as well as polite forms used in starting and ending a conversation.	Check that learners have the correct words to ensure they can accurately give and/or receive the message.	Activities 2, 4 and 13.
2nd – 3rd step of the Language and Text Features progression (listening, speaking) (or 4th – 5th step for more complex exchanges). The speaker needs to have thought about what they need in advance. They will also need to give the person who receives the message their contact details. The listener needs to be ready to respond by confirming the details or making alternative suggestions.	Use role plays of a variety of telephone situations to observe how well learners can use the conventions of the task. Check for speaking quality: pronunciation, speed, loudness and use of pauses all affect clarity on the telephone.	Work with scripts to support learners to make or take calls. A message pad or appointment book can be used as an aid to getting the details. Activities 3, 4, 6, 7, 13 and 15 will be useful.
2nd step of the Using Strategies (speaking) and Comprehension (listening) progressions. The task demands that both listener and speaker need to use simple strategies to ensure understanding.	Check that both parties have understood the exchange. If a written note is made of an order or appointment, check that the information is correct. Check that learners can use strategies such as repetition.	Telephone messages like these are often written down: this can support understanding for the person taking the message. Role plays and feedback in pairs will support comprehension. Activities 3, 6, 11 and 15 will be useful.
2nd step of the Interactive progression. If the task is straightforward, the demands are not high.	As above.	Suggestions for other progressions apply.

Comments

A simple telephone task can quickly become complicated and go wrong if either party is not able to understand or be understood – or if a conflict arises. Dealing with conflict on the telephone demands patience and clear communication because it is a purely verbal exchange. Make connections with writing as learners take down orders, bookings or general messages.

Track 8 of the accompanying CD is a recorded telephone message that lists the names and times of movies at a cinema. This can be used as a teaching tool or to assess learners' listening skills: see activity 3.

5. Handling a complaint

DESCRIPTION OF THE TASK
In dealing with the public, people working in a business may sometimes have to handle a verbal complaint. In this example, the complaint is about a missed delivery. There are options for redress that can be discussed. This analysis examines the interactive aspects of the task.

Know the demands	Know the learners' needs	Know what to do
5th – 6th step of the Interactive progression. The demands include responding to the complaint, suggesting solutions, placating the customer and concluding the interaction.	Use role plays with learners working in pairs, acting out the situation, then giving each other feedback on their role. Learners will be able to suggest areas where they want to improve their skills. Check that learners know how to use questioning, summarising and reframing to clarify a problem and to reach a solution.	Use a group discussion to analyse what happens in this situation. Prompt learners to talk about the power relationships, the importance of "the customer is always right", good business and the use of the "rules of engagement". You could also use activities 10, 11, 13, 15 and 17.

Comments

In many businesses and workplaces, handling conflict is an important area of difficulty. This can include managing the interactions when a person is angry, rude, upset or where there is a lack of understanding about roles. Communication skills are essential to the smooth running of a business and tutors may want to spend a lot of time with learners, exploring ways to improve these skills.

6. Job interview

DESCRIPTION OF THE TASK
Applying for a job then going to an interview is a relatively common (and often stressful) experience for adults. In this example, the interaction between interviewer(s) and interviewee is the focus. There are many other aspects of a job interview that tutors can explore with learners.

Know the demands	Know the learners' needs	Know what to do
3rd – 4th step of the Interactive progression. In some cases, the demands may be higher, for example when there is an interview panel, or when the interviewee is required to give and defend a presentation. In a simple job interview, managing, monitoring and (when necessary) improving the interaction as it happens is required. The task also requires a good knowledge of 'rules' for such interactions and an ability to convey honesty and sincerity.	Use learners' reports of their own experiences along with role plays to identify the aspects of interview interactions that learners identify themselves as challenging. With the learner's permission, it may be possible to obtain feedback from people who have interviewed the learner. Watch for appearance, body language and preparation for the interaction.	Use open discussions with learners to uncover areas they wish to work on. Use role plays in pairs (with or without other learners as observers): these can be videotaped for analysis and discussion. Practise asking and answering different kinds of questions that often come up in an interview. Work on preparation (research, documentation, questions to ask, examples to give etc) as well as the performance aspect of a job interview. Activities 1, 6, 11, 15 and 17 will be useful.

Comments

Communications text books often contain many helpful suggestions and activities to help prepare learners for a job interview.

Use the strength of the group to support individuals who are about to have an interview: they can offer feedback in role plays, practice at asking and answering questions, moral support and debriefing after the interview.

7. Listening to a radio news report

DESCRIPTION OF THE TASK
Listening to the radio is an example of a one-way listening activity. Listeners need to understand the purpose and format of a news report, as well as having the knowledge to understand the words and get the gist of the report. Track 4 on the CD gives an example of a news report.

Know the demands	Know the learners' needs	Know what to do
6th step of the Vocabulary progression. The vocabulary used includes many general academic and specialised words (*rationalise, recommission, meningococcal*). The speaker uses some figurative language (*get the chop, first cab off the rank, magic bullet*) often for effect. Words are sometimes used as euphemisms, for example *rationalise* meaning 'cut back'.	Be aware of learners who may not understand these uses of vocabulary – without this kind of vocabulary knowledge they may not fully understand the report.	For learners who do not have the vocabulary knowledge needed, activities 3, 4, 5 and 10 will be helpful. In addition, some learners could benefit from the suggestions in *Starting Points* pages 14-16.
4th-5th step of the Language and Text Features progression. There are several speakers but they follow sequentially, rather than in a natural interaction. The changes in topic provide the shape of the text. The main speaker sets the scene, formally introduces new speakers and uses pauses and intonation to indicate changes of topic.	Check that learners are familiar with listening to radio news reports. Some learners may need support to understand the way the report is structured and to use this knowledge to help comprehend the report.	For learners who do not have this knowledge, activities 1, 3, 4, 5, 6, 7, 9 and 15 will be helpful.
5th step of the Comprehension progression. The text covers topics within and beyond everyday contexts and immediate experiences. The topic changes frequently and there are several different main ideas.	Learners need to be able to use strategies such as listening for key words, making connections and visualising to comprehend the report fully.	For learners who are not yet at this step, activities 3, 4, 5, 6, 8, 10 and 16 will be helpful.
4th step of the Listening Critically progression. The text operates at different levels of meaning using factual reporting as well as individual opinions from the different speakers.	For some learners, judging the relevance, truth or usefulness of the various news items may be challenging. Check this by asking for an opinion or by suggesting a different interpretation.	For learners who do not yet have these skills, activities 3, 8, 10 and 16 will be helpful.

Comments

Adults have to listen without an opportunity to interact in many different situations. These include listening to a lecture or formal speech; listening to TV, radio, film and music; listening to instructions on the job, announcement, voice messages on the phone or overhearing other people talking. Using the model above, you can analyse the demands placed on a listener, consider the needs of your learners then use the activities to develop specific knowledge and skills.

Track 4 of the accompanying CD is a radio news report with 5 items. This can be used as a teaching tool or to assess a learner's listening skills.

Knowing what to do

Learning from Mātauranga Māori

There are many ways in which tutors can make a focus on listening and speaking more relevant for Māori (and indeed all learners) by using and/or adapting activities that relate directly to a Māori way of doing things. Refer to page 4 for practical suggestions for incorporating concepts from Māori pedagogy into all activities.

Teaching using the progressions

You may have little say in the technical or work-based content of the course you teach, but you can plan ways in which you can meet learners' literacy needs within the constraints of the course or work situation. A plan can be 'in the head' or developed on the spot when a need arises or when an opportunity is presented. A plan can also be a deliberate, written guide for work in the short, medium or long-term future.

Deliberate, strategic teaching is very important and can make a huge difference to learners' progress. This is true for all teaching and learning, not just in the area of literacy. Building learners' confidence and awareness of the need to communicate effectively is pivotal to the success of deliberate acts of teaching.

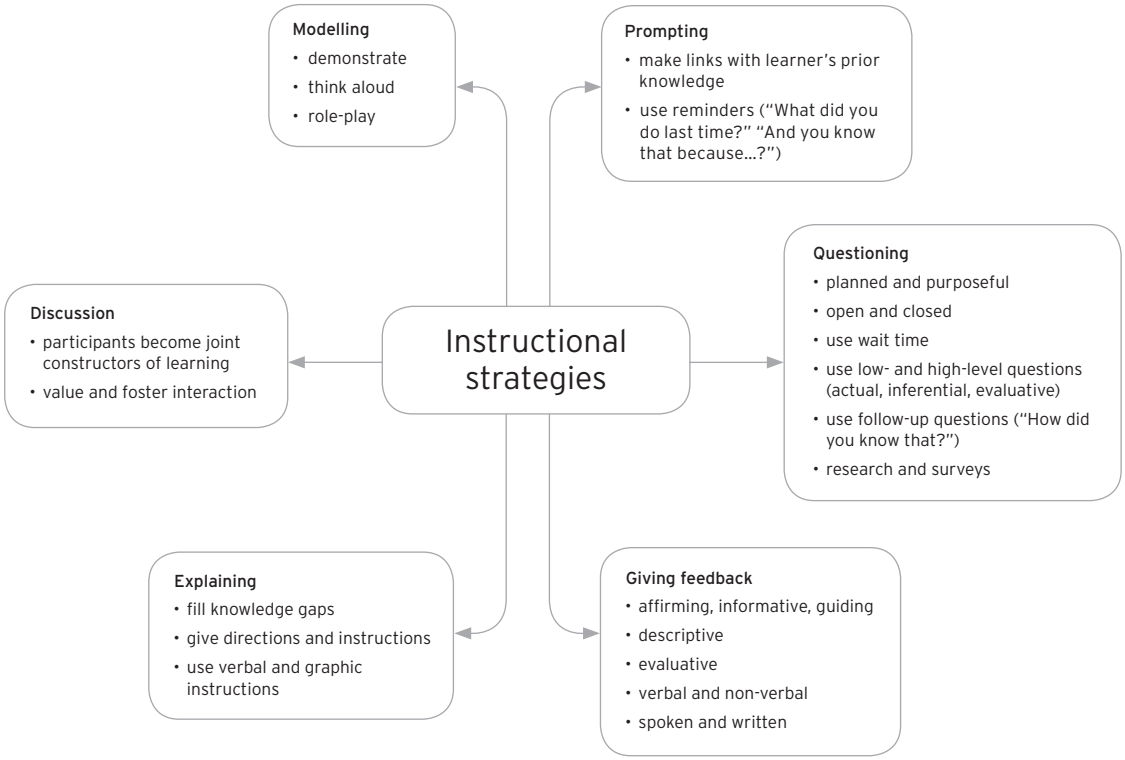
When you interact with adult learners, whatever the setting or subject, you use a range of instructional strategies to develop the learners' knowledge, strategies and awareness. You need to provide instruction that:

- encourages the learners to progress independently
- is focused, explicit and direct, so that it shows the learners what proficient adults know and do
- develops learners' confidence in speaking and listening
- is directed towards specific goals that learners recognise and understand
- is used consciously and deliberately for a purpose
- provides multiple opportunities to practise, so that new learning is reinforced and embedded
- is part of a wider environment that facilitates learning
- is relevant, challenging, interesting and enjoyable for the tutor and for the learners.

When you are aware of the instructional strategies that you can use, you are better able to provide such instruction and to choose the best of these strategies for your teaching purpose.

Instructional strategies may be used by both tutors and learners. The goal of adult educators is to move learners from dependence on the tutor to independence of the tutor. To encourage this independence, you need to set up activities that demand that learners use these same teaching strategies with each other. Your role is then to prepare activities where learners model for, question, prompt, give feedback, and explain to each other. The activities in this section are intended to promote this kind of peer learning and teaching. As with most teaching and learning, the more that learners are able to talk and interact, the more opportunities they will have to learn.

Using instructional strategies

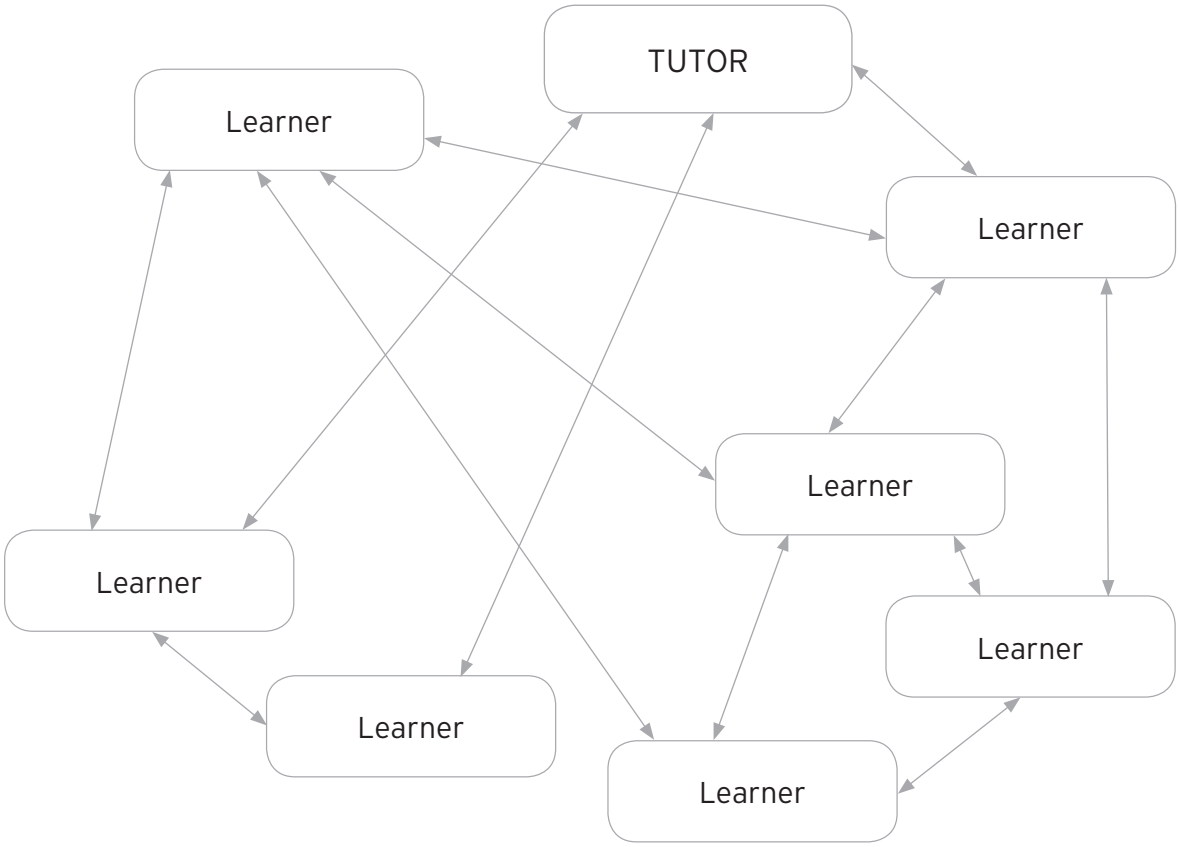


Using talk to teach and learn

Almost all teaching and learning involves listening, speaking and interacting. As well as selecting specific activities to teach particular skills, it is important that tutors (literacy and vocational) are able to use every opportunity available for encouraging, modelling and improving the quality of talk with and between learners. Talking in class (or in the workplace) is to be encouraged when it is constructive, reflective and assists with building knowledge and confidence.

Teaching and learning takes place in interactions between and among learners at least as much as (and probably more than) between tutor and learner. The tutor's role is to set up activities that foster this interaction and that build on the skills and knowledge that have been gained in family, community and work contexts.

As illustrated in the diagram below, interactions **do not** have go through the tutor in order for learning to take place.



Learning is built and supported by dialogue between peers, learners and tutors. Tutors play a critical role in building the awareness, skills and confidence needed for effective listening and speaking. Discussions and conversations help learners to clarify their own ideas and compare them with the ideas of others, try out new ideas and concepts, build knowledge and understanding and to develop critical thinking. The activities in this section should be used in addition to an increased level of talk in whatever situations tutors and learners are operating.

Activities for teaching and learning, listening and speaking

The activities in this section can be adapted and used to help meet the needs of learners, within the contexts of specific courses and contexts. They are designed to complement the learning progressions, and readers are referred in particular to the notes that accompany each progression (see *Learning Progressions for Adult Literacy*). In addition, there are further explanations of each strand in that text, and more detailed theoretical background in *Learning Progressions for Adult Literacy and Numeracy: Background Information.*

Many of these activities can serve multiple purposes, and they may involve the use of knowledge and skills across several literacy, language, and numeracy progressions. You are encouraged to integrate all these aspects of learning as far as possible, in line with the ways in which knowledge and strategies are used in real-life situations. For example, a retail assistant making an order for stock may be required to ask questions about what is required (face-to-face, on the telephone or by email), make notes, read a catalogue or list to locate specific information, write out the order, calculate the cost of each group of items, and then calculate the total amount of the order.

It is extremely important that teaching and learning are planned within the context of course and/or workplace demands. The teaching of skills in isolation is not an effective or efficient way to help learners develop their competence in listening and speaking.

Using the CD

The CD that accompanies this resource contains 12 tracks that illustrate a variety of speaking types, voices and situations. Four of the tracks are particularly suitable for assessment (see Appendix C), but all tracks can be used in whatever ways are useful for specific teaching and learning tasks. Several tracks are used in the activities that appear in this resource.

Tutors can use the CD tracks for individual or group listening, using a replay system that best meets their needs. For example, you may wish to load the tracks into a computer or MP3 player, use headphones, or play them on a regular CD player.

Appendix F gives a complete list of the tracks with titles, time, topics and a brief description.

Every track has been transcribed and the transcripts can be downloaded from Listen and Speak to Communicate – Tertiary Education Commission.

Appendix G provides a list of sources for audio material that can be used for teaching and learning purposes.

Finding suitable activities

The activities in the companion resource books for literacy and numeracy provide excellent opportunities for teaching and modelling listening, speaking and interacting. The resource book *Teaching Adults to Read with Understanding: Using the Learning Progressions* indicates activities that are particularly suitable for listening and speaking.

The activities in this resource are based on the suggested areas for further study in the learning progressions. See the detailed descriptions alongside the progressions on pages 8 – 16 of *Learning Progressions for Adult Literacy.*

The table on page 24 can be used as a quick reference guide to find activities that suit work on specific progressions. The activity numbers also appear in the examples on pages 13 – 18. Many of the activities can be adapted for use in different ways and can be used for tasks and situations directly related to the workplace or course content. They are written without reference to a specific step on the learning progressions so that you can use them at the progression steps most appropriate to the learners.

This table uses an abbreviation of the name of each corresponding listening and speaking progression – these also appear at the top of each activity as a guide.

LiVoc	= Listen: Vocabulary
LiL&T	= Listen: Language and Text Features
LiComp	= Listen: Comprehension
LiCrit	= Listen: Listening Critically
SpVoc	= Speak: Vocabulary
SpL&T	= Speak: Language and Text Features
SpStr	= Speak: Using Strategies to Communicate
LiSpInt	= Interactive Listening and Speaking

ACTIVITY	CD TRACK	LiVoc	LiL&T	LiComp	LiCrit	SpVoc	SpL&T	SpStr	LiSpInt
1. Greeting, meeting and parting	-	25	25			25	25		25
2. Listening for vocabulary	5	28				28			
3. Listening for details	2, 4, 6, 8	30	30	30	30				
4. Using signpost words	2, 6	32	32	32		32	32		
5. Building on prior knowledge	12	33	33	33					
6. Retelling, summarising	1		35	35			35	35	
7. Sequencing a process	6	37	37	37					
8. Listening critically	7		39	39	39				
9. Verb tenses	2	40	40			40	40		
10. Recognising the impact of words	-	42		42		42			
11. Asking questions	-						44	44	44
12. Elaborating	-			46	46	46	46	46	
13. Using formal and informal language	3					48	48	48	
14. Using notes to speak	-					50	50	50	
15. Taking turns	-	52	52	52		52	52	52	52
16. Listening and discussing	3, 11		53	53	53		53	53	53
17. Managing interactions	-								54

Greeting, meeting and parting

LiVoc | LiL&T | SpVoc | SpL&T | LiSpInt

The purpose of the activity

Managing simple and more complex social, community and workplace exchanges usually starts and finishes with socially-prescribed interactions. The purpose of this activity is to give learners choices and to practise commonly used ways of greeting, introducing and farewelling people. Customary practices such as whaikōrero can also be included in this scope.

This activity can be used at different and/or multiple levels according to learners' needs. It can also be used as the basis for establishing shared routines within an organisation. The mother tongue languages of learners can be used as well to help build a sense of community.

The teaching points

- Learners share their experiences of using greetings, introductions and farewells in familiar situations including the marae.
- Variations and new ways of carrying out these interactions are discussed and practised to enable learners to develop their own style.
- Discourse markers are commonly used in greetings, introductions and farewells.
- Learners are able to extend their repertoire and feel comfortable in a variety of different situations.

Resources

- No resources are required.

The guided teaching and learning sequence

1. As you meet each learner at the start of this session, use a variety of greetings suitable for the situation, for example, "Hi George, nice to see you", "Good morning Ms Smith, how are you today?", "Kia ora, Huhana, how's it going?"
2. Explain that the purpose of this activity is to share what we know about greetings and similar social practices, and to extend the choices we have.
3. Discuss the greetings with the group to elicit their responses to the expressions you used. Talk about other ways to greet people and, as new expressions are shared, talk about the kinds of people and places you might use them.
4. Have learners work in pairs to try out a greeting they have not used before. Ask for feedback when they have done this.
5. In the same way, discuss the different ways we might introduce a new person to the group, to an elder of the community, or to a new boss. How do these vary? Again allow time for learners to try out several different ways of introducing their partner to a new person: for each different example, they need to say what the situation is.
6. Discuss the experience and share understandings about how to introduce people in different situations. This may include the ways we make connections with and between people, for example, the whakapapa in a mihi, or the naming of people and places to help strangers make connections with each other. ("Mere, this is my friend Sue. She used to work with your cousin Harry at...")
7. Repeat the activity, this time with a focus on saying goodbye in different ways. Discuss options first then have pairs try out several variations before coming back together to discuss the experience. Record discourse markers as before.

continued...

8. Bring the activity to a close by having the learners review what they have learned, clarifying any misunderstandings. Review the lists of discourse markers: learners whose mother tongue is not English may like to share any commonalities with their own language in the context of their own customary practice.

Follow-up activities

- Help learners who require more practice to work with a more-skilled buddy for a few days then check on progress.
- Suggest to the learners that they listen for greetings, introductions and farewells as they watch a variety of different TV programmes as well as in their day-to-day lives.
- Spend time examining the words used to signal greetings, introductions and farewells ("Kia ora!", "Hello", "Yeah, gidday"; "I'd like you to meet...," "Have you met...?", This is...", "Well, I'd better get going", "Ok, see you later". These words are discourse markers (see the activity *Signpost words* on page 32) and are helpful signposts in social, work and other interactions.
- Ask the learners to spend time observing body language as people enter a room, greet friends or strangers, or meet people in different contexts. They can discuss how the ways in which we sit, stand, move, dress or use our bodies (including gestures) all communicate information. This is an important aspect of communication and is often overlooked. If learners agree, it would be useful for them to film each other then discuss the unspoken messages they are conveying.

Associated activities

Icebreakers

Icebreakers are activities designed to help a group of strangers (or people who do not know each other well), learn something about each other and feel comfortable together. Try this icebreaker:

Ask group members to turn to a person and find out something about them, using one or more of these topics:

- The culture they grew up in.
- What matters most to them in their lives.
- A time when they overcame a fear.

Allow a few minutes for sharing in pairs, then ask each person to use what they have learned to introduce their partner to the group.

Pōwhiri

Pōwhiri is a common process within Te Ao Māori and also in New Zealand society at large. Find out if group members (or the group as a whole) have been involved in pōwhiri from a traditional context at a marae, or in a contemporary setting such as a polytechnic, school, university, conference or other setting.

Ask learners to reflect on each step of the process.

- What happened?
- How did it happen?
- Who was involved?
- What kinds of speaking and listening skills were required?
- Does this vary, for example from one occasion (such as hui) to another (such as tangi)?

Ask learners to discuss the listening and speaking that occurs in this process.

Pepeha

Pepeha refers to the process of self-introduction. This activity can be used to highlight the listening and speaking requirements when introducing yourself in the Māori language.

The minimum requirement is to give your name:

Ko _____ ahau. (I am _____.)

A fuller pepeha would include more details:

Ko_____ taku waka (_____ is my canoe.)

Ko_____ taku maunga (_____ is my mountain.)

Ko_____ taku awa/moana (_____ is my river/lake etc.)

Ko_____ te Iwi (_____ is my (tribe) name of my people.)

Listening for vocabulary

LiVoc SpVoc

The purpose of the activity

As they listen to a recorded text, learners will listen for specific words. They will use their prior knowledge and the context to work out the meanings of these words. This activity teaches the use of strategies to work out unfamiliar vocabulary.

The teaching points

- The learners listen actively to identify specific words within a spoken text.
- Using their own knowledge and the context, learners work out the meaning of each word.
- Learners discuss the meanings to arrive at an agreed understanding of each word.
- Learners understand the importance of the context (including the surrounding words in an utterance) to the meaning of a word.
- Learners will, with support as needed, check meanings using the internet (dictionary.com) or a dictionary.

Resources

- Track 5 (or another recorded text).
- CD player.
- A set of word cards for the text (for this track the words to use are: *remains, sensitivity, deceased, inconsistent, artefacts*).
- References for checking word meanings (internet or print resources).

The guided teaching and learning sequence

1. Explain that one important way in which we build our own vocabularies is by hearing and working out new words when we're listening to people talk.
2. Clarify the purpose of this activity and explain that the text they are going to listen to concerns the display of items at Te Papa, the national museum in Wellington.
3. Activate prior knowledge by asking the learners to share their experiences of visiting a museum. Prompt them to talk about the kinds of things they might see, where those things have come from, and how people might feel about some items that are on display.
4. Show the word cards and read each word out clearly. Do not discuss the words now but tell the learners they are to listen out for these words and think about their meanings. Some of the words are repeated so they will have more than one chance to hear them. Note that the surrounding words often provide important clues to meaning.
5. Play the CD track then check to see if everyone is ready to discuss the words or if they want to hear it again. Replay the track if necessary.
6. The learners can now discuss each word in turn, arriving at an agreed meaning for each one in this context. If they do not agree, they can listen again (replay the track) or use a reference tool.
7. Ask the learners to talk about how they worked out the meanings, for example, from something they already knew, from the context, or from other strategies.
8. Review the activity, reflecting on the ways in which we build vocabulary by listening.

Follow-up activities

Discuss possible alternative meanings for words you have discussed. For example, in the context of the Te Papa talk, *remains* has a specific meaning. The meaning of remains may be different in other contexts, for example:

- Anyone who *remains* behind will miss the bus.
- The outcome of the decision *remains* to be seen.
- What *remains* when you take 6 away from 10?

Learners can 'collect' new words (and practise pronouncing them), either writing them down or remembering them to share in a group session. It is important to know the context: the reason for this can be discussed too.

Glossary building is an effective way to help learners develop vocabulary associated with a specific topic, subject, event or work situation. Learners recall and discuss new words to establish their meanings in specific contexts.

For many vocabulary activities, repetition and use of words in different situations leads to deep learning without having to resort to written forms. This is how waiata and many other oral texts are learned in Te Reo Māori. It's also an excellent way for learners to explore the subtleties of meaning, including near-synonyms (When would you say *deep* rather than *dense*? What's the difference between *near, adjacent* and *adjoining*?).

As you use these activities, ask learners if the words they are learning are words they would use themselves. They can practise saying sentences or giving examples of when and how they would use the words.

Listening for details

LiVoc | LiL&T | LiComp | LiCrit

The purpose of the activity

The purpose of this activity is to highlight the need to listen for details in specific situations (such as passing on messages), and to be able to communicate those details to others. This is an essential listening skill in many work and social situations, for example, taking a phone message or an order, listening for key instructions or safety warnings.

The teaching points

- Learners will identify the words (discourse markers) that signal key pieces of information.
- Learners will identify the important parts of a message to be conveyed and discard the detail that is not important or relevant.
- Learners will communicate the important details in a message and communicate them successfully.

Resources

- Tracks 2, 4, 6 and 8.
- If possible, make other recordings in natural contexts such as an order for a meal, a message left on voicemail, directions for finding an address, or hand-over information for the next worker on a shift.
- CD or other player.
- Headphones so learners can listen to recordings without others hearing.

The guided teaching and learning sequence

1. Explain the purpose of the activity and ask learners to suggest times they had to listen to pass on a message. Why is it important to pass on the message correctly? What can make this difficult?
2. Using a track that is (if possible) a match with learners' experience set a purpose for listening. For example:

Track and title	Listening purpose
2: Builder's accident 20 years ago	To recall the facts and order of events
4: Radio news report	To listen for a specific item (eg. the effectiveness of a vaccine)
6: Tutor instructs group	Assignment topic, length, due date
8: Movieline telephone message	Select one: specific movie name, movies on at a specific day and time, how to book

3. Before playing the track, talk about the listening purpose and how we know what to listen for. This may include listening for key words, signal words (discourse markers, such as *By now,...*; *Please ensure that...*; *If you need to...*) and changes in emphasis to indicate importance.
4. If learners feel comfortable about making written notes, they can do so although in many situations adults have to remember and pass on information orally.
5. Play the track then discuss how easy or hard it was to listen for the information (the purpose) set. What helped you? What made it difficult? What were the most important parts? Why? What parts were not so important? Which parts would you pass on to a person who wanted this message?

6. Repeat this with one or two more examples, allowing time for learners to practise using good listening strategies.
7. Next, learners can work in pairs. One person uses headphones and listens to a recorded message then passes the message on to their partner. The partner may ask for clarification or repetition if necessary. The partner then listens to the recording and compares the two versions.
8. Bring the group together to discuss this part of the activity. Were you mostly accurate when you passed on the message? What was easy or hard? What would you do differently next time?

Follow-up activity

Learners can continue to hone their skills as they go about their work and other interactions.

Check with learners who have English language needs: it may be necessary to use much briefer messages as they build up their language skills.

Using signpost words (discourse markers)

LiVoc	LiL&T	LiComp	SpVoc	SpL&T

The purpose of the activity

In this activity, learners explore the words used to indicate different parts of a spoken text. The activity allows learners to listen for discourse markers in a recorded text, then consider when and how they use these markers themselves.

The teaching points

- We use certain words and phrases as signposts when we talk.
- These signposts help the listener to follow a talk or conversation; they help the speaker to manage the conversation.
- Learners will identify discourse markers in a recorded text and discuss their effects.
- Learners will consider the ways in which they can use discourse markers as they listen, speak and engage in conversations.

Resources

- CD track 6, track 2.
- CD player.

The guided teaching and learning sequence

1. Explain the purpose of the activity to the learners, defining discourse markers as the words that act as signposts and keep us on track when we're listening or speaking. They are the words that indicate a turn starting or ending, a question, a new piece of information and many other parts of a spoken text.
2. Play track 6 through once, then ask learners if they noticed words that kept the talk going. Examples include the greeting, *If I could have, But remember, You all got that? Okay, So, Sure*. Tell the learners to listen again and try to identify other ways in which the tutor keeps the explanation on track. Play the track again.
3. Discuss the words learners have heard and extend the discussion to include other ways in which speakers help listeners to keep track of what they're saying.
4. Play track 2 and ask the learners to listen for the words the interviewer uses to prompt or direct the talking. What is the interviewer doing when she uses the word "so" like this? How does the builder respond? What other words are used to keep the interview moving along?
5. Explore one or more other discourse markers in oral texts, for example the use of "you know", or the use of intonation to imply meaning ("Sorry?" on a rising tone may mean "What did you say?" or it may imply the speaker disagrees with what has been said – it can even imply a demand for an apology).

Follow-up activity

Learners can listen to or think about other kinds of speech, for example a debate, a social conversation, a news report, or kōrero on the marae. They can compare the ways in which discourse markers are used in these situations.

Learners can explore the markers that signal questions. These often use intonation to turn a word or phrase into a question ("You've been where?", "She gave you her best t-shirt?").

Learners can pay attention to their own speaking habits, noticing the discourse markers they use and considering some they might want to vary (such as the use of "yeah" or "ok") to keep talk going.

Building on prior knowledge

LiVoc LiL&T LiComp

The purpose of the activity

An extended listening task (such as a lecture or long explanation) on an unfamiliar topic may present challenges for learners. The purpose of this activity is to teach a strategy that can be used before, during and after listening to help the listener focus on and understand the talk. The strategy of building on prior knowledge by semantic mapping also allows learners to compare and evaluate information and ideas.

The teaching points

- Learners use a specific strategy (building on prior knowledge) to support comprehension.
- Learners are able to listen for specific information.
- Learners are able to order and categorise information.
- Learners can evaluate the relevance of information to their own needs or purposes.

Resources

- Track 12 or
- A recorded, relevant lecture or extended explanation on a topic that is not yet familiar to learners (for example, a talk about health and safety in a specific work setting). 5-7 minutes of the talk will be sufficient for this activity.
- CD or other player.
- A whiteboard, large sheets of paper and pens.

The guided teaching and learning sequence

1. Explain the purpose of the activity and discuss with the learners the methods or strategies they use when they have to listen to a long lecture or talk about something they don't know a lot about already.
2. Introduce the topic of the talk they will listen to and ask the learners what they know about the topic already. Explain that thinking about what we already know on a topic (even if it's not a lot) before we listen is a good way to make sure we're able to understand it. A semantic map is one way of doing this.
3. Start a semantic map on the whiteboard by drawing a central circle with lines coming from it. Write the topic in the circle and model how you could 'map' key words and ideas that you would expect to hear in a talk about the topic. For example, for a lecture on whales, you might expect to hear about their size, where they are found, different kinds, breeding, killing of whales and so on.
4. Map these by drawing lines from the circle and writing words on the lines. Some lines will branch out into finer or related details. Ask the learners to suggest other ideas for the topic and add them too.
5. Ask the learners to use the semantic map you have constructed as they listen to the lecture. Play the lecture.
6. With the learners, review the map in the light of what they have just heard. Were all our ideas covered? What important ideas did we miss out? How did the map help you to understand the talk?

continued...

7. Learners can now work in pairs or groups (at a whiteboard or on a large sheet of paper) to make their own semantic maps of the topic, adding, deleting or moving words to make a more complete and accurate 'map' of what they have heard. By doing this, they are combining what they already knew and what they actually heard to get a more accurate understanding of the topic.
8. Learners can listen again (if they haven't got enough detail on their semantic maps) and continue to add detail.
9. The pairs/groups can share their findings with another group and add or change details to their maps if necessary.
10. Discuss the ways in which this strategy helped learners to prepare for and understand the content of the lecture, before, during and after listening.
11. Ask learners to reflect on whether they would use the strategy themselves and, if so, under what circumstances.

Follow-up activity

Learners can extend this concept and use semantic mapping as a way of taking notes in a lecture or long talk. Discuss ways to do this, for example, by starting with a semantic map before listening (mapping information and ideas they expect to hear) and adding key words to the map as they listen. After listening, learners can use coloured pens to group the ideas, to indicate the order or sequence of the lecture, or to highlight information they don't understand. This method reduces the writing demand on learners.

The notes on the semantic map can be used as the basis of a written summary, with the purpose and audience clearly identified.

Learners can use the information in their mind maps to create information posters for their workplace or other relevant place.

Learners can do a short presentation based on their notes.

Retelling, summarising

LiL&T | LiComp | SpL&T | SpStr

The purpose of the activity

Retelling (for example, an instruction, event, story or a lecture) is a widely-used skill in everyday life as well as in a work situation. When we retell, we usually summarise by compressing what we have heard, read or seen into a shorter text (for example, retelling the plot of a two-hour movie usually takes a few minutes).

The purpose of this activity is to help learners select the most important ideas or information and retell them in a coherent way so that a listener can get the gist of the story or event that is being retold. This involves selecting which ideas or information are important and rejecting detail that may be interesting but is not relevant to the main ideas.

The teaching points

- Learners listen for the gist and recall the most important ideas and information.
- Learners make decisions about details to include or ignore.
- Learners bring the retelling together in a way that will make sense to the listener, that is, coherently.

Resources

- Track 1 or
- An alternative text (this could be a lecture the learners have heard, a movie or documentary they have seen, or an event they have all witnessed).
- CD player.

The guided teaching and learning sequence

1. Explain the purpose of the activity to the learners and ask them to share examples of times when they have retold a story, event or a movie to someone else.
2. Ask the learners to discuss the things they did to retell, such as cutting out a lot of the details. Let this discussion run without your intervention until the group has exhausted their ideas, then ask one or two people to summarise what they discovered.
3. Give the learners brief feedback on the ideas they have shared about retelling, clarifying any points as necessary and ask the learners to keep these ideas in mind as they listen to the CD track.
4. Play the track or other example: if you are using a shared experience of a lecture, movie or other event, give the learners a brief reminder of the topic or title.
5. Ask the learners to spend a few minutes in silence as they think about how they will retell what they have heard or seen: ask them to identify (in their heads) the main ideas or information and to think about which details are important and which details they can leave out.
6. Next, have learners work in pairs. One person will give a retelling and the partner will listen and give the speaker feedback on the accuracy and coherence of their retelling.
7. Bring the group back together and debrief: partners can comment on the retelling they heard and share the feedback they gave the speaker. Speakers can talk about how they made their decisions and evaluate their own retelling.
8. With the learners, review the ideas they had about retelling at the start of the activity. What have we learned? How can you make your retelling both accurate and coherent? What happens if the retelling is not coherent? What would you do differently next time?

continued...

Follow-up activity

Learners can practise using strategies they have learned any time they retell an event or a story with their friends, family, class or workmates.

Play a version of Chinese Whispers, in which you start by reading or telling one person a reasonably long (3 or 4 minutes to tell) story, instruction or description. Ensure no one can hear the original story or the subsequent retellings. Each person in turn retells the story to another person, giving what they believe are the main ideas and details. When the story has gone around the group, the last person tells their version aloud. Tell (or read) the original story as accurately and fully as you did the first time. Discuss the way the retelling may have altered the details, noticing which details have been left out and what (if anything) has been added or misrepresented.

Sequencing a process

LiVoc | LiL&T | LiComp

The purpose of the activity

Adults frequently need to listen to a description of a process or instructions in order to carry them out. The purpose of the activity is to alert learners to strategies they can use to ensure they are able to get the gist as they listen and determine the order or sequence of steps in a process.

The teaching points

- Learners prepare for listening by identifying the listening purpose.
- Learners listen for the gist.
- Using strategies such as identifying discourse markers and key ideas, learners identify the steps in the process.
- Learners sort information into a logical sequence.

Resources

- A recorded listening text that contains instructions for a concrete task or process (for example, instructions for using welding equipment, how to carry out mouth-to-mouth resuscitation). Note that written instructions read aloud will not be suitable because instructions are usually written more formally and precisely than when a person gives instructions orally.
- A set of diagrams or photographs which match the steps in the listening text above (these could be made with a digital camera in the workshop).
- Track 6.
- CD player.

The guided teaching and learning sequence

1. Explain the purpose of the activity to the learners and have them talk briefly about times when they have had to follow verbal instruction. How do you know what you have to do? What are the clues that help you understand where to start and what to do next?
2. Show the learners the photographs (out of order) of the first process text and ask them to suggest what they might be about. What do you know already about this process? How will your own knowledge help you to understand the process when someone explains it to you?
3. Have the learners organise the pictures into a sequence they all agree on.
4. Play the first recording as the learners listen to the instructions. Do the instructions match the order you've made with the pictures? What is different?
5. Have the learners compare their predictions with the recorded process. They can now give the instructions themselves, using the pictures for support if necessary and using appropriate discourse markers.
6. Tell the learners that the next track they will listen to is of a tutor giving instructions for an assignment. What can you expect to hear in this example? What are some of the words and terms the tutor might use? From what you already know about how people (especially tutors) give instructions, what are the main things you'd need to listen for?
7. Play the CD track 6 through then ask the learners to share with each other their understanding of what it was the tutor wanted the students to do. Allow the discussion to roll, checking to see if most learners got the gist.

continued...

8. Explain that when we have a general idea of what we're about to be told, we can tune in and listen for specific things. What exactly is he telling the students to do? What steps do they have to follow? What is the order in which they have to do them? How do you know that?
9. Play the CD track again, this time asking the learners to listen for the words that indicate each part of the instructions. Give the first example as a model "Okay, so what you have to do is..."
10. Have the learners compare the information they gained this time and ask them to work together to outline briefly what the students have to do and in what order. Remind them to use words such as *first, then, at least, by* to signal important steps or criteria for the assignment.
11. Review the process the learners used to work out what had to be done in both examples. This includes:
    - being aware of the purpose of the listening (what kind of instructions they will be)
    - listening for the key ideas and the words that signal each step
    - checking the order of the process makes sense.

Follow-up activity

Learners will most likely have at least one question on the process or procedure, so a learner-led discussion may follow.

Ask the learners to explain the steps of another process they are familiar with, for example, the correct sequence of instructions before a practical lesson or activity.

If they are in a workshop, learners can listen to the explanation of a process (for example, using welding equipment) then observe each other and evaluate how closely they follow the correct procedure.

Listening critically

LiL&T LiComp LiCrit

The purpose of the activity

This activity develops learner's skills at evaluating what they hear by identifying a speaker's purpose and point of view, determining possible bias, and giving their own opinion about what they have heard. These skills enable learners to be discriminating listeners, able to make and justify judgements about what they hear.

The teaching points

- Learners will identify the speakers' purposes in a variety of oral texts.
- Learners will determine the speakers' points of view and possible bias.
- Learners will evaluate what they have heard and justify their judgements.

Resources

- Track 7 and a selection of others on the accompanying CD, or use other recorded talk. Include examples with more than one speaker.
- CD player.

The guided teaching and learning sequence

1. Discuss with learners the different purposes people have for speaking. There is a vast range of purposes, but some common purposes are to foster social and personal bonds, to communicate or share ideas and information, to instruct, persuade, agree and disagree, to learn by talking through ideas, to warn, praise, criticise and compliment. Tell learners that the purpose of this activity is to help them to become critical listeners who can evaluate what they hear by understanding speakers' purposes and points of view.
2. Play one of the tracks from the CD (not track 7) and have the learners discuss the speaker's purpose. What is he or she trying to achieve? What clues tell you this? Does the speaker have a particular point of view? How can you tell? What other points of view could there be on the subject?
3. How can you tell when a speaker isn't telling the whole story? Why might a speaker do this? What point of view does the speaker have? Is the speaker biased? What would that mean?
4. Listen to track 7 with the learners and then discuss the different purposes of the two speakers. What is each speaker trying to achieve? Which one is more believable? Why? How do their ways of speaking (including the language they use) influence your opinion?
5. Repeat this with other tracks (it's not necessary to play the whole track each time), discussing the speakers' purposes and points of view, and working with the learners to evaluate each one. Do the speakers show a particular bias or attitude in the way they speak? What does their way of speaking tell you about the kind of person they might be? They say you can't judge a book by its cover: can you judge a person by the way they speak?

Follow-up activity

If possible, record a radio or television interview (see the suggested sources in Appendix G). Ask the learners to discuss the way an interviewer can influence/direct a discussion. For example, does the interviewer ask questions for which they already have answers? Why would they do that? How does the person being interviewed respond?

Learners can report back on examples of different purposes and possible bias they notice in a variety of contexts (in the cafeteria, the workplace, on the bus or on the radio or TV).

Verb tenses

LiVoc | LiL&T | SpVoc, | SpL&T

The purpose of the activity

The tenses of verbs used in speech usually indicate whether something happened in the past, the present or the future. Tense confusions are common when adults whose mother tongue is not English are learning to speak and understand English. Adults whose mother tongue is English may also have difficulties with tenses. The purpose of the activity is to identify areas of confusion and teach simple rules and exceptions to aid learning.

This activity can be split to cover regular tenses in one session and irregular tenses in another. This is recommended if the learners' grasp of English is very limited.

The teaching points

- Learners share their knowledge of and confusions about the use of different tenses.
- Basic rules (and exceptions) for tense are explained and practised.
- Learners understand how discourse markers can help identify tense.
- Learners discuss and demonstrate their new understandings.

Resources

- Track 2.
- CD player.

The guided teaching and learning sequence

1. Explain the purpose of the session and ask learners to share any specific confusions they are aware of. Note that some adults may not realise they are using tenses incorrectly and this may be reasonable unless misunderstandings are likely. Make a note of any examples that learners want to clarify for discussion later.
2. Play track 2 of the CD and listen together. Ask learners to identify when this story might have happened. Replay parts of the track that make it clear the events were in the past, focussing in particular on the verbs.
3. Say these regular verbs clearly: *turned, walked, landed*. Discuss the ways these words change when they indicate that something is happening right now: they are regular verbs which means that the past tense is formed by adding the sound /d/ or /t/ to the word.

   (Note that this is a listening and speaking activity, not a spelling one. The ending *–ed* can be pronounced in three different ways (compare *jumped, climbed* and *handed*. Learners whose mother tongue is not English may have difficulty with these variations. Give them plenty of experience listening to texts or discussions that use the past tense.)
4. If learners are handling regular verb changes well, replay parts of the track and focus on irregular verbs. Examples will include (*am*) *were*, (*is*) *was*, *run* (*ran*), *fall* (*fell*), *find* (*found*). Encourage learners to listen for any patterns (for example, the change from *–ing* to *-ung* in some words) and to practise using the past and present tenses of these words.

5. Play the last part of the track again, where the interviewer asks the builder what he tells young people about safety. This builder uses the present tense ("I'm always wary...", "It's business as usual."). Have the learners discuss the differences and what they notice about the builder's speech.
6. Play the track again, this time to listen for the words (discourse markers) that can help identify whether the action is past, present or in the future. Examples include: *in those days, then, do you remember, 20-odd years ago, now, these days, I'm always...* Note that these words also help us to predict what will come next and that this is an important strategy for understanding.
7. Ask the learners to tell each other a story about an accident or incident that happened at work. As they speak, have the listener focus on the ways in which we can tell the story happened in the past.
8. Ask one learner to retell the story of an accident while the rest of the group observes and listens. The group can sit in a circle around the speaker (this is called a fishbowl) to listen.
9. When the speaker has finished, ask the observers to respond to questions using the right tenses:
    - What did he say? (past)
    - What will he do next? (future)
    - What do you do in a situation like that? (present)
10. Return to the opening discussion and review the activity. Discuss the examples (if any) that learners gave at the start and check that issues have been clarified.

Follow-up activity

Ask learners to listen for examples of speech set in the past, the present and the future. They can also practise using different tenses themselves as they retell events for the past, describe what they are doing or thinking now, and talk about their plans for the future. Talk about the ways in which we can help our listeners by keeping to one tense unless there is a good reason for changing, such as adding drama to an exciting recount ("And there I am, running for the bus. The dog's got his teeth stuck into my leg and isn't letting go...").

Learners can give oral reports about incidents at work or elsewhere, using an appropriate tense.

Discuss the kinds of words that help us keep track of a time sequence. These discourse markers include words such as *last week, ten years ago, when I'm out of here, if I were you, next time I'll...*

Learners can give instructions for carrying out a procedure, using the present tense ("Get a hammer and three nails. Put one nail into...").

Learners can rehearse a job interview situation in which they are asked about something in the past ("Tell me about a time when you had to make a difficult decision") and about something in the future ("Where do you see yourself in five years' time?").

Recognising the impact of words

LiVoc SpVoc LiComp

The purpose of the activity

In this activity, learners explore the ways in which words work together. In particular, and without using the technical terms, the aim is to develop an understanding of collocations, denotations and connotations. Learners will be able to reflect this understanding of the ways in which words can be used for different purposes as they listen and speak. Studying the uses of words with different associations can help develop learners' awareness of bias or point of view.

This activity can be split to cover two sessions, one for collocations, and one for denotations and connotations. Make the activity relevant to learners' course or work situations wherever possible.

The teaching points

- Some words are often found together and the meaning of each is influenced by this pairing: this is known as collocation. Examples include, *red hot, white wine, white lie, ride a bike, drive a car.*
- Some words name things (denotation) but also have common associations (connotation). Examples include the denotation *pig* to name a kind of animal and the connotation which may imply someone is dirty or greedy.
- Understanding these uses of words will help listeners understand subtleties of meaning (including bias) and can help speakers use (or avoid using) words with layers of meaning.

Resources

- No resources are required.

The guided teaching and learning sequence

1. Ask learners what they understand "white" to mean in these expressions: *white hot, white lie, white wine, white wash*. Explain that in English, the meaning of a word (white) can change depending on the word it sits beside. In these examples, the meaning of white changes to help describe heat, an untruth, a type of wine, or the colour of paint (or a cover-up!).
2. Ask learners to think about the words that can follow *good*. Share the examples and help learners to see that "good" means slightly different things in each example (good meal, good boy, good night's sleep, good grief).
3. Do the same with *fast* (fast food, fast car, stuck fast) – and prompt the learners to notice that we don't say "quick food", "quick car" or "stuck quick".
4. Continue exploring words that go together in other ways, for example we usually say we're off to buy "fish and chips" even if we're going to have a paua fritter and chips. Further examples could include: I *drive a car* but I *ride a bike;* He had a *chronic illness* but an *ongoing interest* in sport; You *wipe your nose* but *clean your teeth* and *polish your shoes* (they are all similar actions); I can buy a *bar of soap* and a *block of cheese; rancid butter* but *rotten bananas*.

   See http://www.englishclub.com/vocabulary/collocations-lists.htm for lists of collocations.
5. Now discuss the differences between what a word might mean literally and what associations the same word might have. As an example, use the word "pig" and ask learners to share their ideas about the associations it might have. Another example is "student" – it literally means a person who is studying, but it has other meanings associated with it, not all of them positive.

6. Discuss the ways in which words can be deliberately chosen by speakers because of their associations. For example, discuss the associations of *man, hunk, babe, bloke, youth* and *gentleman*. Another example is the words used to describe people with disabilities: *handicapped, retarded, crippled, spastic, differently-abled*. Discuss the implications of our choices – why would we use different words? What difference does it make?
7. Discuss how we use our knowledge of words to help us be critical listeners and thoughtful speakers. As part of this discussion, bring out the ways in which word usage changes over time and reflects society's values.

Follow-up activity

Learners can take note of other, similar examples of word use they hear or use in their workplaces, on television and in the community.

Use the cline activity described on page 37 of *Teaching Adults to Read with Understanding: Using the Learning Progressions* adapting it by ordering words according to specific criteria. For example, most to least formal (from "Good morning" to "Gidday" or from "How lovely" to "Choice"), most to least intimate (from "Mr Smith" to "Hotlips"), from most to least polite ("Please may I have..." to "Gimme that").

Explore with the learners the words we use in some specific areas such as:

- gender (What words do we use to refer to women? How are they different from the ways we refer to men?)
- age (What are some of the words we use to refer to a child? A person in their teens? An old person? Why are some more respectful than others?)
- race
- religion
- disability
- nationality.

This discussion can lead learners to an understanding of the power of the words we use and how they can affect the ways in which we think about other people.

See also the activity *Using formal and informal language* on page 48.

Asking questions

SpL&T SpStr LiSpInt

The purpose of the activity

We often need to ask questions to seek information, to clarify, to respond or to challenge. Questioning requires both listening and speaking skills. This activity aims to identify some specific situations in which learners may wish to improve their questioning skills.

The teaching points

- The learners identify the kinds of situations in which they need to ask questions (these may be in a course or workplace as well as in family and social situations).
- Learners consider the ways in which we frame questions for different purposes, audiences and contexts.
- Learners practise using strategies to formulate effective questions for a specific purpose, audience and context. Strategies include matching questions to the audience, purpose and context; reframing a statement into a question; using what, when, where, why, how (WWWWH) questions purposefully.

Resources

- Optional: tracks on the accompanying CD, or recordings made of interviews and conversations (see follow-up activity).

The guided teaching and learning sequence

1. Explain the purpose of the activity and discuss situations in which learners have felt uncomfortable about asking questions. Discuss some of their examples, helping them to identify the aspects that may have been difficult. For each example, elicit the purpose of the question, the audience and the context (What did you want to ask? Why? Who was the question to? What was the situation? Were other people there? If so, what effect did this have on you?).
2. From this discussion select two or three kinds of situations to explore. Select situations that are quite different from each other and that will allow for a variety of strategies to be taught and practised.
3. Working with each situation in turn, help the learners 'unpack' the demands and how they would need to meet those demands. For example, if a person needed to phone Work and Income about a missed benefit payment, the demands might include locating the right person, making the question clear enough so the Work and Income officer could understand exactly what was being asked, using polite forms and language (words, tone) appropriate to the situation etc.
4. For each situation, clarify exactly what the issue is or what information is needed and show learners how to turn this into a question. Using the WWWWH strategy, identify the kind of question most likely to get the response wanted. (For example, if the problem is "The money hasn't gone into my account" a suitable question could start with "Why?": the question becomes "Why hasn't the money gone into my account?").

5. Next, work on rewording the question to meet the audience and context. This includes using polite forms and the appropriate level of politeness and formality. ("Could you please check to see why the payment due yesterday has not gone into my bank account?"). Learners can reword questions to have them sound more natural and to meet the purpose and audience.
6. Work through other examples in this way, helping learners to notice how a problem or need for information can be turned into a question, and how the question can be shaped to match the circumstances.
7. Give learners time to practise creating, crafting and using questions with each other to suit a variety of situations, supporting them with constructive feedback. See also the question dice activity on page 53 of *Teaching Adults to Read with Understanding: Using the Learning Progressions*.

Follow-up activity

Learners could listen to short parts of selected tracks on the accompanying CD to critique the questions that are asked by interviewers, friends, a boss and a worker. Note however that these do not provide very clear models: it may be better to use other recordings or to have learners prepare and role play further examples from their own experience or needs. See Appendix G for a list of sources.

Elaborating

LiComp | LiCrit | SpVoc | SpL&T | SpStr

The purpose of the activity

In this activity, learners explore ways in which they can add precision, interest and clarity to their speech. The activity covers adding detail, combining words and phrases, and reformulating ideas for effect.

The teaching points

- Speakers extend simple descriptions or explanations by adding details.
- Speakers can extend communication by combining words and phrases.
- Speakers can elaborate on ideas by adding relevant details.
- Speakers select details that are appropriate and understand the ways in which details can change meaning.
- Using these strategies will help make communication more precise and will be more interesting and engaging for the listener.

Resources

- Tape recorder, blank tape and microphone (optional).

The guided teaching and learning sequence

1. Explain the purpose of the activity to the learners and give them an example of a sentence with and without details. For example:
    - "Buy me some bread."
    - "While you're out, could you buy me a loaf of white sandwich bread please."
2. Discuss the differences between the two statements, prompting the learners to think about what the result could be if you used the first version in a real situation. How likely is it you'd get what you wanted with either version? How does the added detail make the listener feel?
3. In that example, there is detail that adds precision (white sandwich bread) and detail that softens the statement or makes it more polite or considerate ("While you're out..." "Could you...", "please").
4. Have learners try this themselves, working in pairs. One person can make a basic statement, request or explanation then the other person adds detail to make it clearer, more friendly, or more interesting. Pairs can take turns then share with the whole group.
5. Introduce another kind of elaboration: joining words or phrases to make the communication longer, clearer or more interesting. For example, adding reasons or an explanation:
    - "I'm not going tonight."
    - "I'm sorry I can't come to the hui tonight. I have to mind the kids because Joe's got footie practice. I'll be able to get there next month though."
6. Discuss the differences again. Which response would you prefer to hear if you'd asked your friend to go to a meeting? Why? What does the detail add to the impact of the statement?
7. Have learners try this out themselves, taking turns in pairs to elaborate a simple statement, request or explanation. You may need to have some examples ready for learners who can't think of one themselves.

Follow-up activity

Model and encourage extended communications that add detail in your interactions with learners over the next days or weeks: when a learner communicates something in a way that could be more effective if it were elaborated, prompt them to do so and support efforts made.

Have learners role-play: some can be interviewers who use different kinds of questions with more or less detail. The respondents can use detail for different purposes as they answer the questions.

Discuss the importance of listening for detail: often the most important part of a message is in the detail. This may at times seem irrelevant but it will provide a context. If the context is not understood, the listener may take the wrong meaning from what they hear. Learners can talk about times when they misunderstood a speaker because they didn't listen to the detail.

Using formal and informal language

SpVoc | SpL&T | SpStr

The purpose of the activity

Most adults are able to adjust and adapt their speaking to match the audience, the purpose and the situation or context. For example, we can move from the informal familiar talk at home or with friends to the more formal style of talk needed in a job interview. These are examples of changing the *register*.

Some learners may require support with recognising and making these shifts, especially if English is not their mother tongue. The purpose of this activity is to raise awareness of these different kinds of talk and to provide learners with options.

The teaching points

- Learners will identify situations in which people change the way they talk.
- Variations in register (including specific uses of vocabulary and language and text features) are discussed and practised.
- Learners extend their repertoire and understand when a different register is appropriate.

Resources

- Track 3.
- CD or other player.

The guided teaching and learning sequence

1. Explain the purpose of the activity (to explore the ways we talk in different situations) and ask the learners to discuss situations in which they talk in different ways. Do you talk to your best friends the same way that you'd talk to your boss? Why is that? What are some of the things you might say differently?
2. Have the learners role play in pairs, taking turns to assume roles such as mother and teenager ("Turn that awful racket off!"), worker and the big boss ("Would it be ok if I...?"), TV reporter and person being interviewed, tagger and police officer. If necessary, remind them to keep it clean although this may restrict the range of vocabulary used!
3. Debrief, prompting the learners to think about specific words and phrases they use when they are talking. For example, what words do they use to refer to members of the opposite sex? How well do they construct sentences when talking to a friend compared with talking to a teacher?
4. Use examples to illustrate the continuum between slang or informal speech and formal writing. Model this if necessary, by giving examples such as:
    - We might say, "Give it to me now!" but in a book we might see it written as "Could you please pass that to me?"
    - A person talking to a friend might say "The kids were always sticking filthy whatsits in their gobs – the mum was just useless." A report written by a social worker might read "The children frequently put dirty toys in their mouths. The mother was not maintaining any order." Extend this concept by using the follow-up activity below.
5. Encourage the learners to discuss these differences, helping them to identify specific words and phrases they could use in different situations.

Follow-up activity

Make a continuum to show the range of formality from casual talking through to formal writing. Copy the chart below and cut it up to make a set of cards. Make a line across a table or the wall or floor and write "slang" at one end and "formal writing" on the other. Leave the rest of the line blank and ask learners to place the cards on the line according to how informal or formal the speaking or writing represented on the card would be. They will need to spend time discussing the placements and changing positions as they share their ideas and understanding.

Use track 3 on the CD to discuss the many examples of informal or alternative language use. It may be helpful to have the transcript on hand as you do this: see Appendix F for details on how to obtain transcripts for the CD tracks.

Phone a friend	Write a shopping list	Place an order for materials	Write a profile on the internet
Apply for a job	Write a text message	Buy something online	Write a report
Email to family	Write an assignment	Leave a phone message to make an appointment	Share a joke with mates
Give instructions at work	Explain a procedure	Describe an accident at work	Make a speech or presentation
Introduce yourself at a pōwhiri	Discuss sport with friends	Meet new partner's family	Email a tutor to ask about an assignment

Using notes to speak

SpVoc | SpL&T | SpStr

The purpose of the activity

Speaking to a group or audience is often a stressful experience. The purpose of this activity is to give learners strategies they can use as they prepare to speak on a topic. The notes can also be used as prompts or cues during speaking.

The teaching points

- Speaking to an audience is manageable when you are well prepared.
- Planning and making notes helps a speaker to organise their ideas and add details to engage their audience.
- Notes can be used as cue cards when making a speech.
- Speakers use their awareness of body language to help convey their message.

Resources

- Whiteboard and pens.

The guided teaching and learning sequence

1. Explain the purpose of the activity and ask learners to share their experiences and feelings about speaking to an audience. Encourage learners to share experiences of listening to speakers too, especially in settings such as the marae, in a teaching situation, or in a community setting. Why do some people do this better than others? How do people overcome their nerves when they have to speak?
2. Explore the learners' suggestions, for example, that some have had more exposure to listening to speakers and may not be as intimidated as others; the role experience plays; the ways in which people prepare to speak.
3. Work with the learners to draw up a short list of things a speaker can do to prepare. The list will probably include:
   - Know what you have to talk about and why (the subject or topic and the purpose).
   - Know who your audience will be and how you'll tailor your speech to the audience.
   - Plan.
   - Make notes.
   - Practise (including checks for timing).
   - Be confident.
4. For this activity, the focus is on planning and making notes but the purpose and audience will dictate *how* the speech is delivered (the register, which includes the language and tone to be used). Ask learners to agree on a topic that they know a lot about and that would interest others. Alternatively, learners can work in pairs or small groups to plan a talk.
5. Use a brainstorm or semantic map (see activity: *Building on prior knowledge*) to record the main ideas or information.
6. Model then guide the learners to select the most important ideas and to put them in a logical order. Write this list on the whiteboard, or learners can write their own lists.
7. For each idea, the learners add important and interesting details that will engage the audience. These could include examples, anecdotes, descriptions or the use of whakataukī (proverbs). Make brief notes for each idea.
8. Learners should consider how they will greet their audience, introduce themselves, and thank the audience for listening. (See the activity: *Greetings, meeting and parting*.)

9. For Māori learners (and others who have a strong oral history), there will be formal mihi, greetings and acknowledgements to be made at the start of a speech, and formats to follow as the speech develops. If you and/or the learners are familiar with these, talk about how they can be built into the planning.
10. Discuss the need for a beginning, a middle and an end to the talk. Each part has a different purpose and overall, the speech needs to hold the listeners' attention. Discuss ways this can be done for each part.
11. Explain the way the plan can be developed into brief notes, possibly putting the notes onto small cards or pieces of paper, with each new idea and its details on a separate card. Model this with the first ideas then have the learners continue until their plans have become sets of notes or cue cards.
12. Have the learners go over the cards, checking that they have included everything they want to say and removed any material that is not essential.
13. The learners can now practise their talks, going over them several times until they feel comfortable with the content. They may wish to rearrange, add or delete material as they do this.
14. The final step is the presentation. Learners can take turns to give their speeches (or to give the same speech) to the group. The group can give constructive feedback: you may want to spend time now or in a later session discussing ways to give feedback.

Follow-up activity

When there is an opportunity to observe a speaker (for example, in a formal meeting, a ceremony such as graduation, on the marae) ask learners to listen and observe the ways that speakers organise their speaking.

Learners can move on to considering the presentation styles that fit different situations and different personalities. Over time, they can start to develop their own personal style and adapt it to the situations in which they are required to speak. There may not be many natural opportunities for learners to speak in public so ensure they are able to develop confidence in the group at least.

Taking turns

LiVoc | LiL&T | LiComp | SpVoc | SpL&T | SpStr | LiSpInt

The purpose of the activity

This activity explores the many ways in which participants in a conversation give and use cues for taking turns. The focus is on the verbal rather than non-verbal cues, although these are at least as important.

The teaching points

- Learners will identify the words and phrases used to indicate the end of a turn.
- Learners will identify the words and phrases used to initiate or challenge a turn.
- Learners will review and make changes in their ways of keeping a conversation flowing through effective turn-taking.

Resources

- Whiteboard and pens (optional).

The guided teaching and learning sequence

1. Explain the purpose of the activity and have learners discuss how they typically go about taking turns in conversations. These will vary in different situations. What works for you? Are some conversations harder to break into than others? Why do you think that is? What can happen when people feel they can't get a turn?
2. Discuss: What's the difference between taking a turn and interrupting?
3. Use your observations and those of the group to point out some of the strategies that people have used in the discussion so far. Keep this positive and avoid personal comments.
4. Brainstorm a list of the words and phrases that people have used when they are attempting to take a turn. These may include single words and phrases such as *but, yeah, hang on, mmm, I reckon*..., as well as questions and responses.
5. With the learners, identify a set of guidelines that seem to govern many conversational patterns. For example, wait until a person has finished speaking, use words that indicate you want to agree or disagree with the speaker before you, don't talk over each other. Encourage learners who have different social or cultural guidelines to share these with the group if they wish, for example, some may use a 'talking stick' to indicate turns.
6. If the group is big enough, set up a fishbowl exercise: two or more people sit in the middle of a circle having a conversation. The others sit around them, looking and listening to see how the people in the middle manage the turns in their conversation. After a few minutes (or when the conversation comes to an end), ask the observers to share what they saw and heard. Change positions and repeat this exercise if it generates good talk.
7. Review the list of guidelines and make any changes learners suggest.

Follow-up activity

Discuss the ways in which the roles of the participants can affect the turn-taking. For example, if one person has more power than others, is it more likely that person will get more turns? Why is that? How is it shown?

Learners can use these skills as they participate in other course work, for example, during reciprocal teaching of reading (see *Teaching Adults to Read with Understanding*, page 57).

Learners can be observers as they go about their business and bring back to the group other examples of the ways in which turn-taking can be more (or less) effective.

Listening and discussing

LiL&T | LiComp | LiCrit | SpL&T | SpStr | LiSPInt

The purpose of the activity

The activity draws on the learning from several other activities in this resource. The purpose of the activity is to develop learners' overall ability to listen for meaning and to demonstrate understanding through discussion. This also involves critical and interactive skills.

The teaching points

- Prepare for listening by activating prior knowledge (including knowledge of text features).
- Listen actively by using strategies such as making connections, visualising, inferring meaning, asking questions.
- Learners will develop a critical awareness and apply it to what they have heard.
- Learners will use interactive skills to engage in discussion about a heard text.

Resources

- Track 11 and track 3.
- CD player.

The guided teaching and learning sequence

1. Review with learners everything they have learned about ways of listening for meaning. Explain that the purpose of this activity is to put everything they know about listening and discussing what they have heard together to enable them to get more out of lectures, discussions and conversations in many different contexts.
2. Play a few seconds of each of the tracks, asking the learners to identify the kind of talking in each one. What are the features of each kind? How did you identify them? What would you expect to hear if you kept listening to each one? Discuss the way we 'tune in' to talk. We recognise different kinds of talk and this helps us know what to expect as we listen.
3. Select one of the tracks to play right through, asking the learners to listen for the gist (the main idea or message).
4. Discuss the learners' ways of doing this: did you make connections between what you were hearing and what you already knew about this topic or type of talking? Did you form images in your head as you were listening? Were you asking questions in your head to help you understand it? How much did you have to fill in yourself, making inferences about what they were saying? What is your opinion of the speakers' opinions and points of view?
5. If this exercise has not generated a good discussion about listening strategies, repeat it using another track. Choose a track that may be outside of the learners' common experiences.
6. Review the discussion that the learners have just had. What are some of the ways we behave in a discussion? How do you know when it's your turn to speak? Does every speaker get a turn or does the conversation move on? Why is this? How can you get to have a turn? What ways do we have for showing we agree or disagree with each other? What happens if one person takes over the discussion?

Follow-up activity

Ask the learners to continue to think about the strategies they use when they're listening and the behaviours they use in discussions. Give them time to review these from time to time.

Managing interactions

LiSpInt

The purpose of the activity

This activity gives learners opportunities to learn about their own strengths and needs in work, social or community interactions, and to use discussions and role plays to increase their skills.

It is particularly important to relate teaching and learning in this activity to the contexts that matter to learners, for example their work and/or course situations.

The teaching points

- Learners will identify the aspects of conversations they feel comfortable with and the aspects they would like to work on.
- Through a group discussion, learners will gain knowledge about ways to manage interactions.
- Learners will practise using their skills in role plays.

Resources

- Listening and speaking attitude survey (see Appendix B.1 and B.2).

The guided teaching and learning sequence

1. If the learners have done the Listening and speaking attitude survey, review their results. If they have not done this, now would be a good time. See Appendix B.1 for the survey and B.2 for the scoring guide.
2. Work with the learners to identify a small number of areas on the survey in which most would like to develop their skills, for example, expressing an opinion, asking for more information or coping with disagreements.
3. For each area, encourage the learners to engage in a discussion to unpack exactly what it is they find difficult. Observe the discussion without participating yourself, then give feedback to the group on what you have heard and noticed. For example, you can do this by summarising their analysis of the problem and listing the main points they have made.
4. Point out the behaviours you observed that were helpful (such as turn-taking by noticing and using pauses in the discussion; using particular expressions to indicate a different opinion) and ask the learners who showed these behaviours to repeat them (explain that this is like reshooting a scene in a movie).
5. Repeat this with other areas that the learners have identified as difficult, taking time to let the discussion roll. Very often, learners will be able to identify solutions themselves. By asking people to 'replay' helpful conversational behaviours, you can reinforce the use of these strategies.
6. List some useful phrases for managing conversations on the board. Examples could include: *But can't we..., Yes but what about..., And don't forget..., What do you think about..., So you mean..., Sorry, what did you say?*

Follow-up activity

Review the skills that have been discussed. Learners can work in groups of three to role play a variety of scenarios. Two people take roles and the third person acts as an observer and can give feedback when the role play ends. Learners can switch roles and take turns at being the observer.

Learners can suggest their own topics based on experience where they felt (or think they might feel) uncomfortable and would like to perform better, or they can choose from the list below. You may want to put these onto cards for learners to choose from.

- Make an appointment over the phone (purpose, person, date, time to be agreed).
- Discuss a job or an assignment with friends to work out exactly what has to be done and what everyone thinks about it.
- Participate in a meeting to decide if alcohol will be allowed at an upcoming event.
- Try to persuade a friend to join you for a night out.
- Make/handle a complaint about service in a shop, restaurant, garage or other service place.
- Give/listen to instructions about how to use a machine or follow a procedure at work (context to be agreed).
- Handle sexist or racist comments at work (context and comments to be agreed; preferably based on own experience).
- Participate in a job interview (take role of interviewer, applicant or observer and then switch. Job title, context to be agreed).

This activity can be extended in many ways to ensure the specific needs of learners are covered. Needs can range from very basic (for example, with learners whose mother tongue is not English) to sophisticated (for example, as learners become involved in increasingly complex work situations).

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Appendix A

Discussion checklist

Group: _____ **Date:** _____

CHECKLIST	INTERACTIVE LISTENING AND SPEAKING Comment on learners' words, tone and non-verbal methods
Opening the discussion	
How do group members open the discussion? Listen for: • introduction of topic • politeness.	
Managing the discussion	
How do participants manage turn-taking? Listen for: • one person talking at a time • others listening attentively • managing interruptions • timing of contributions.	
How do participants monitor understanding and negotiate meaning? Listen for: • clarifying and explaining • exchanging information • making suggestions • responding to suggestions • willingness to reconsider one's point of view • discussing • agreeing and disagreeing.	
How do participants monitor effectiveness? Listen for: • focusing on the task • non-verbal support of listeners • checking for understanding.	
How do participants manage communication breakdowns? Listen for: • managing long pauses • disagreements.	
How do group members maintain and change topics? Listen for: • repetition • reinforcement • redirection of conversation topic.	
Closing the discussion	
How do group members close the discussion? Listen for: • summarising decisions or key points • identifying or clarifying possible next steps.	

Appendix B

Appendix B.1 Listening and speaking attitude survey

Tick the box that matches your response to each question.

WHEN YOU ARE AT WORK OR ON A COURSE, HOW OFTEN DO YOU:	ALWAYS	OFTEN	SOMETIMES	NEVER
1. feel nervous when having to speak to others in unfamiliar situations?				
2. feel too embarrassed to express your own opinion?				
3. struggle to get your point across clearly?				
4. reject what the speaker says because you think you have the answer already?				
5. say you understand when you don't?				
6. have trouble explaining a process or how things are done?				
7. make fun of a person when you don't understand or agree with them?				
8. not ask for more information or explanations when you don't understand?				
9. have trouble making yourself heard in a group discussion?				
10. talk louder when a person doesn't understand you?				
11. feel insulted or hurt when a person doesn't agree with you?				
12. have trouble with the kind of language you need to use to suit the situation?				
13. think about what to say next and miss what the other person said?				
14. pretend to pay attention – nod and smile, even if you're bored or don't understand?				
15. not bother to reply or listen to the speaker because you don't like the look of them?				
16. wish you felt more comfortable about speaking in public?				
Total the ticks in each column				

Appendix B.2 Survey scoring guide

Where did you have most ticks?

ALWAYS	OFTEN	SOMETIMES	NEVER
You need to work on your listening and speaking skills, or on your confidence.	Quite good. You know what your weaknesses and strengths are. What would you like to improve or work on?	You're a good communicator. You may want to work on your confidence or on one or two specific skills.	You are a confident listener and speaker. You have excellent listening and speaking skills.

If your ticks are spread across the columns, look to find the areas you would like to improve or work on next.

Appendix C

A listening and speaking survey and group discussion

In the resource books *Teaching Adults to Read with Understanding: Using the Learning Progressions*, and *Teaching Adults to Write to Communicate: Using the Learning Progressions*, surveys are provided to help tutors find out about the feelings and thoughts learners have about reading and writing. In this resource a listening and speaking survey is provided for the same purpose. It also has a second, equally important purpose which is to stimulate a discussion amongst the learners that can be used to gain an overall impression of group needs. This is done through the group discussion analysis.

A survey in which a learner indicates thoughts and feelings does not provide hard data and cannot be 'measured' against the learning progressions. The discussion that ensues can however provide examples of the learners' listening and speaking skills and these can be evaluated in a broad way against the learning progressions.

Administering the survey

The purpose of this survey is to encourage learners to think and talk about their listening and speaking styles. Learners write on the survey form, score their responses, then use their responses to participate in a group discussion. The tutor observes the discussion and makes notes about the learners' conversational behaviours and skills.

You will need:

- A copy of the Listening and speaking attitude survey for each learner (Appendix B.1).
- A copy of the scoring guide (Appendix B.2).
- Cards or stickers with the learners' names (if you don't already know them).

Procedure:

- Hand out the name cards or stickers.
- Explain that the purposes of the activity are:
  a. for people to think about speaking and listening
  b. for the group to have a discussion that will help them to get to know each other and
  c. for you to gain information about the ways they communicate. Explain that you will use this information to plan teaching and learning activities.
- Hand out the survey forms and explain how to complete them.
- If you feel learners will not be able to read the survey themselves, read the statements aloud. Do not read aloud if learners don't need this much support.
- Ask the learners to tick the boxes to indicate how often they experience the feelings in the statements.
- Ask learners to add up the ticks for each column. They can now look to see which column has the most ticks and check this with the scoring guide.
- Either write the scoring guide on the board or give out copies. Help learners to interpret their results if necessary.
- The next part of the assessment is for learners to discuss the survey. Learners can hold onto the survey forms as a reference for the discussion and hand them in at the end for you to copy and return to them.

Moving into the discussion

You will need:

- A copy of the discussion checklist (Appendix A).
- Paper or a notebook for writing more detailed comments.

This discussion is for the learners – as the tutor, you should be outside the circle as an observer. You may like to invite one or more of the learners to sit outside the group with you to observe the interactions. Explain to the group that you'd like them to talk about the survey while you observe. Tell them you're doing this to observe their interactions and see if there are any teaching and learning needs to be addressed. Let the learners know they have about 10 to 15 minutes for the discussion.

Observing the discussion:

- Let the learners discuss freely without intervening. If the conversation flags, wait before intervening. It will often resume on its own. Only if essential, suggest they consider one or more of these questions:
  - *What listening and speaking skills do you think you will need on your course or in your job?*
  - *How happy do you feel about dealing with this?*
  - *What do you think is necessary for effective communication?*
  - *Who are some good communicators you know of? What is it about them that makes you think they are good?*
- Make notes (with examples where possible) on the discussion checklist as you observe.

Allow the discussion to move to a natural end and notice how the learners close it. Thank the participants and give them feedback on your observations, keeping this positive and even-handed. If others have observed, ask them to give feedback. The learners in the discussion may want to share their observations too.

Encourage the learners to continue thinking about and discussing the listening and speaking demands of their course or workplace. Explain that you will be making use of the information that you have gathered as you plan your teaching.

Analysing the group discussion

After the discussion is completed:

- Collect all the Listening and speaking attitude survey sheets (named and dated) and collate the information. You can then photocopy these sheets and hand them back to learners to keep for reference. At the end of the course the learners will be able to compare their 'then' and 'now' attitudes.
- Examine the notes you made and discuss them with a colleague in order to think about learners you may need to follow up with, and about the next steps to include in your teaching of effective communication skills.
- Consider the strengths and needs of learners within the group. It is likely that learners will show quite different strengths and needs: note these, along with the names of any learners who will require more detailed assessment. See the example on page 11.
- If you know that some learners may require more detailed assessment (a diagnostic assessment) you may want to record more detailed comments about their participation in the group discussion, along with some suggested activities.
- Based on what you now know about the group, plan activities (see Knowing What to Do, page 19) to meet identified needs within the context of your course or the demands of the learners' workplaces.

Appendix D

Appendix D.1 Diagnostic listening assessment

The diagnostic listening assessment described here uses recorded texts. This means it is not possible to use the assessment for interactive listening and speaking. Interactive behaviours and skills are best assessed by observation in the course of real interactions such as the group discussion as described in Appendix C and through the speaking assessment described in Appendix E.

The diagnostic listening assessment can be used with groups or with individuals. If used with groups, learners will need to complete the assessment forms themselves in writing. If used with individuals, the learner can complete the assessment form in writing or you can use the form orally. This would need to be done one-to-one with you or a support tutor filling in the form as the learner responds to each section.

This assessment uses the pre-recorded texts found on the accompanying CD (see Appendix F on page 82), and these can be used as models for using any other recorded texts for assessment.

Eight of the listening texts on the accompanying CD are intended for teaching and four are for assessment. The assessment texts have been mapped (Appendix D.4-7) to provide models that can be used for other listening texts on the CD or that you record. For example, you may want to record and use a specific lecture, interaction, or explanation related to your course or workplace. For each listening text you use, you will need to prepare by writing questions and model answers, as in the example on page 65.

Method

Note that not all learners will need to be assessed individually: you may already have judged their listening abilities to be adequate for their course or work situation.

Overview

You will need to have first become familiar with the Listen with Understanding Learning Progressions. If you choose not to use the mapped texts from the CD, you will need to map the texts you are going to use. By using mapped texts for the assessment you will be able to identify the step the learner is at for each progression by comparing the results with the demands of the listening task. The assessment will indicate the areas (progressions) where the learner is independent, needs support, or is not yet at this level. With this information, tutors can decide on the teaching required to support the learning.

The listening assessment follows the style of the diagnostic reading assessment in *Read with Understanding: Supporting the Learning Progressions* and can be used with learners either individually or in a group. In order to be applied to a group, the assessment requires written responses which may not appear to be appropriate for a listening exercise. However, the learners are given the opportunity to read the questions before starting the assessment. This may enable them to provide fuller responses. In the case of individual assessments or learners who do not have sufficient reading and writing skills, you may wish to read the questions and record learners' verbal responses.

The listening diagnostic assessment tool provides some general questions that could relate to most listening texts. However, every text has its own purpose and uses language differently. As you select texts to use for assessment, identify what is key and/or unique to the text and use this to determine your own additional questions for assessment.

There is an example of a completed listening assessment in Appendix D.2 below.

Forms to prepare and use

- **Mapping summary** (Appendix D.3-5 or map a new text).
- **Diagnostic listening assessment form** (Appendix D.6. Tutors need to write the track number and the questions they want to ask onto the form, then make copies for each learner to use as they listen. On one copy, tutors also write model answers for the text they are using).
- **Recording sheet** (for tutors to summarise learners' responses and determine the learners' listening profile, Appendix D.7).

Before the assessment (preparation)

1. Listen to the assessment texts on the CD, comparing them with the mapping against the listening progressions (Appendix D.3-D.5) and decide which text is most suitable for the learners. If you are using other recorded texts, you will need to map them in a similar way.
2. Using one copy of the diagnostic listening assessment form (Appendix D.6), prepare questions for the text and write them onto the form. Include the track number and the date. Ensure the questions can be easily read by the learners. Write model answers on your own copy of the form. Suggested questions for CD tracks 9-12 can be found in Appendix D.3-D.5.
3. Make copies of the diagnostic listening assessment form (with the questions) for each learner.
4. Make copies of the recording sheet (Appendix D.7) for you to use after the assessment. Note the track number if you are using a track from the CD and the date.
5. Gather and check the equipment needed, for example a personal listening device with earphones for individual assessment or a player with good sound for group assessment. Check that the room will be quiet enough for everyone to hear the track clearly and without interruption.
6. Ensure the CD is cued to the correct track.
7. For learners who will be compromised by having to read the questions and/or write answers, be prepared to give the assessment one-to-one and to record the answers.

During the assessment

1. Introduce the assessment by saying to the learners:

   "You are going to listen to a CD track and answer some questions about it on a diagnostic listening assessment form. Read the instructions and questions twice to make sure you know what to expect. You can make notes on the form or on scrap paper while you listen then I'll give you a few minutes to complete the questions at the end."
2. Hand out one diagnostic listening assessment form to each learner, ask them to put their name and the date at the top.
3. Ensure the learners read the form carefully fully before the listening starts. Allow sufficient time for learners to read the questions before you start the CD.
4. If you are recording responses for an individual learner, read the diagnostic listening assessment form out loud once before the text begins then again, one question at a time, at the end. Record responses without prompting. If the learner does not respond to a question, move on to the next one.

5. Do not indicate the topic of the track to the learners as this is part of the listening assessment. Play the track. You can play it a second time if you feel learners need more support, but bear in mind that this will give a different result.
6. Learners can write answers or make notes as they listen.
7. When the track ends, give the learners a few minutes to record their responses to the questions. Allow about 5 minutes for this (more or less as needed).
8. Collect the diagnostic listening assessment forms and thank the learners for their work.

After the assessment

1. Evaluate each assessment by comparing the learners' responses with your model answers and completing the boxes on each learner's diagnostic listening assessment form. This is not a spelling test: assess on the content, not the spelling. Accuracy of responses is important however – for example for the vocabulary word "lethal", the response "dangerous" is not accurate.
2. Summarise the results for each learner on a recording sheet by first comparing the results with the mapping of the text. Use the learning progressions as a guide and identify whether the learner can listen independently at each progression or if they need some support. Alternatively, the text may be too demanding.
3. Make decisions about the next teaching and learning goals and materials that will best support the learner's listening development. Record these on the recording sheet.
4. Share the information with the learners individually. Discuss any concerns they may have.
5. Vocational tutors may wish to consult a specialist literacy tutor for further analysis or assistance with decisions.
6. You may need to try an easier or more difficult text to find the best match for the learner: use the same process.

Appendix D.2 Worked example of diagnostic listening assessment

Mapped listening text, track 12: A lecture about whales

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY
1				
2				
3				
4	√	√	√	
5				√
6				

Diagnostic listening assessment

Text: Track 12: A lecture about whales

Name: Shayna **Date:** 13 December 2008

Course: Tourism Level 1

Listening assessment number: 1

Read right through this diagnostic listening assessment form before you listen to the recording. You may make notes and record answers as you listen to the text. You will then be given 5 minutes to write your final answers.

This example shows:

- *the questions the tutor has written for this text*
- *model answers to the tutor's questions, in brackets. These are written in advance by the tutor*
- *the learner's verbatim responses (in italics): note spelling is her own.*

Language and text features

QUESTIONS	ANSWERS
What kind of talk is this? (lecture, informative, persuasive talk)	*Speech, information*
How do you know this? (formality, seems to be talking to an audience)	*It is talking bout whales*
Where would you be likely to hear this? (In a place of study, tertiary institution, public talk, radio, television, museum, university)	*Aquirims, schools, museum*

THE LEARNER RECOGNISES LANGUAGE AND TEXT FEATURES		
☐ no	☑ to some extent	☐ fully

Vocabulary

WHAT DID THESE WORDS YOU HEARD MEAN?	ANSWER:
lethal (deadly, fatal)	*Killing of whales*
semantics (meaning)	*studies*
consortium (a group of people, organisations who agree to work together)	*Group of sientists that look at whales*
primarily (mainly)	*The main task is to look into whales*
upfront (openly)	*Not hiding the fact that Japanese are killing whales*

COUNT THE CORRECT RESPONSES:		
☐ 1 or below Vocabulary is too difficult	☐ 2-3 Needs support to understand some of this vocabulary	☑ 4-5 Vocabulary is not too difficult

Comprehension

What is this about? List some key ideas. (We know very little about whales. Scientists need to find out about the habits and lives of whales but they do not need to kill them to do this.)	*Gathering info on whales dolphins* *Japanese killing whales for sientific purposes*
How big is the biggest whale mentioned in this talk? (Over 30 metres)	*30 metres*
What is implied when the speaker says 'so-called scientific'? (That it is not true)	*The speaker means he does not think this for sientific reasons*

ASSESS LEARNER'S RESPONSES

☐ Not adequate	☑ Gets the gist in a general sense	☐ Understands well

Listening critically

What was the purpose of the talk you have just heard? Make at least two points. (To share with the audience what is going on in the Pacific and the techniques that are used to investigate the lives of whales. The speaker also identified that the Japanese hunt whales and kill them and claim it is scientific research.)	*To tell people what he does and how important it is.*
Do you agree with what you heard? What are your reasons? (Learner must justify their response.)	*I agree and I don't agree. This doesn't really concern me.*

ASSESS LEARNER'S RESPONSES

☐ Not adequate	☑ Has some understanding of purpose	☐ Can identify purpose and has critical awareness

Recording sheet

Text: Track 12: A lecture about whales

Name of learner: Shayna **Date:** 12 December 2008

Course: Tourism Level 1

Listening assessment number: 1

Map of assessment text

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY
1				
2				
3				
4	√	√		
5				√
6				

Learner's profile for this text

	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY
Not able				
Needs support		√	√	√
Independent	√			

Comments *(for example, comments about what the learner knows and can do)*:

Shayna is able to listen to and understand texts that include some general academic and some specialised words. She understands words in context and is able to get the gist of some of what she hears.

Needs to widen the range of listening to recognise the language and text features of more complex, less familiar spoken text types such as short plays, discussions, stories, songs, poems, and take part in small-group discussions on unfamiliar topics.

Next teaching and learning steps *(indicate priority):*

Listening for text and language features:

- Listening to and discussing the way a speaker uses discourse markers such as, "on the one hand…on the other hand", "therefore I…"
- Listening to speakers (eg. on a marae, in a formal meeting, on a radio or TV interview) and later discuss the speaker's way of using pitch, pace, tone and body language.
- Listening to short lectures and then summarising them.
- Listening and responding appropriately to open-ended questions eg. when role playing for a job, when one person is displeased with another (police officer, neighbour, kaumātua etc).

Listening critically:

- Identify underlying themes and key points and respond critically.
- Listen for, identify and evaluate the viewpoints and truthfulness of speakers who are advertising products in various ways in recorded radio adverts.
- Listen to radio broadcasts such as news, debates and informative presentations. Evaluate the questions asked and responses given, especially when discussing a controversial subject.

Check another listening sample on (date):

March 2009

Appendix D.3 Listen with Understanding: text for diagnostic assessment

Track 9: In-flight safety instructions

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY	INTERACTIVE LISTENING AND SPEAKING
1					
2					
3	✓				
4		✓	✓		
5				✓	
6					

Language and text features

1. What kind of talk is this? (Safety instructions on a plane.)
2. Where are you likely to hear this? (When you're on a plane, at take-off.)
3. How do you know this? (The speaker says so.)

Vocabulary check:

1. regulations (rules)
2. ensured (made sure)
3. secured (put away)
4. should (if)
5. located (found; available).

Comprehension questions:

1. What is this about? Give some key ideas.
2. How important is this information?
3. What is implied when the speaker talks about "the unlikely event"?

Listen critically questions:

1. What was the purpose of the talk you have just heard? Make at least two points. (To tell passengers what they have to do before the plane leaves; to tell passengers how to keep safe and what to do in an emergency.)
2. Is this likely to be an effective talk? What are your reasons?

Appendix D.4 Listen with Understanding: text for diagnostic assessment

Track 10: Builder and apprentice

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY	INTERACTIVE LISTENING AND SPEAKING
1					
2					
3			✓		
4				✓	
5	✓	✓			
6					

Language and text features

1. What kind of talk is this? (A discussion to make sure the apprentice knows what to do.)
2. Where are you likely to hear this? (On a building site.)
3. How do you know this? (They are talking about the building work and what to do next.)

Vocabulary check:

1. since (because)
2. four-by-two (timber of a particular thickness or size)
3. Bob's your uncle (that's done, finished)
4. as per code (according to the regulations or rules; done correctly)
5. weatherboard (the timber boards that are put onto the outside walls of a house).

Comprehension questions:

1. What is this about? Give some key ideas.
2. Why is it important that the apprentice gets things right?
3. What is implied when the builder says "That's sweet mate"?

Listen critically questions:

1. What was the purpose of the talk you have just heard? Make at least two points. (For the builder to be sure the apprentice knew what to do; to check that the job would be correct.)

2 . What is the builder's attitude to the apprentice? How can you tell?

Appendix D.5 Listen with Understanding: text for diagnostic assessment

Track 11: Friends discuss a movie

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY	INTERACTIVE LISTENING AND SPEAKING
1					
2		√			
3	√		√	√	
4					
5					
6					

Language and text features

1. What kind of talk is this? (A conversation about a NZ movie.)
2. Where are you likely to hear this? (At work during a break, in someone's home or at a party.)
3. How do you know this? (The speakers sound relaxed and friendly.)

Vocabulary check:

1. stereotypes (typical, ordinary, predictable conforming to type eg. male and female)
2. deaf to (not taking notice, ignoring)
3. extras (actors who don't have speaking parts; the people in the background in the movie)
4. flip-flops (surprising changes or aspects)
5. delivered (worked, was successful).

Comprehension questions:

1. What is this about? Give some key ideas.
2. What were two things the speakers enjoyed about the film?
3. What is implied when then speaker says "...the rocks of their family"?

Listen critically questions:

1. What was the purpose of the talk you have just heard? Make at least two points. (To share opinions about a movie; to have a good conversation with friends.)

2 . Are the speakers genuine? How can you tell?

Appendix D.6 Diagnostic listening assessment

Text:

Name of learner: **Date:**

Course:

Listening assessment number:

Read right through this diagnostic listening assessment form before you listen to the recording. You may make notes and record answers as you listen to the text. You will then be given 5 minutes to write your final answers.

Language and text features

QUESTIONS	ANSWERS
What kind of talk is this?	
How do you know this?	
Where would you be likely to hear this?	

THE LEARNER RECOGNISES LANGUAGE AND TEXT FEATURES		
☐ no	☐ to some extent	☐ fully

Vocabulary

WHAT DID THESE WORDS YOU HEARD MEAN?	ANSWER:

continued...

COUNT THE NUMBER OF CORRECT LEARNER'S RESPONSES:		
☐ 1 or below The vocabulary is too difficult	☐ 2-3 Needs support to understand some of this vocabulary	☐ 4-5 Vocabulary is not too difficult

Comprehension

What is this about? Give some key ideas.	
[Recall question]	
[Inference question]	

ASSESS LEARNER'S RESPONSES		
☐ Not adequate	☐ Gets the gist in a general sense	☐ Understands well

Listening critically

What was the purpose of the talk you have just heard? Make at least two points.

[insert question]

(Learner must justify their response.)

Assess learner's responses

☐ Not adequate ☐ Has some understanding of purpose ☐ Can identify purpose and has critical awareness

Appendix D.7 Diagnostic listening assessment: recording sheet

Text:

Name of learner: **Date:**

Course:

Listening assessment number:

Map of assessment text

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY
1				
2				
3				
4				
5				
6				

Learner's profile for this text

	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	LISTENING CRITICALLY
Not able				
Needs support				
Independent				

Comments *(for example, comments about what the learner knows and can do):*

Next teaching and learning steps *(indicate priority):*

Check another listening sample on (*date*):

Appendix E

Appendix E.1 Diagnostic speaking assessment

As a result of observations or from the discussion analysis, you may wish to find out more about the speaking and interactive skills of individual learners. The process described here is open-ended, allowing tutors to check a learner's skills in a specific situation and for a specific task against the learning progressions.

If learners' speaking and listening issues are related to learning English, a specific ESOL assessment should be used. See the Tertiary Education Commission's website for information about Adult ESOL Assessment and Access Specialist Service. www.tec.govt.nz

Method

- Review the speaking and listening requirements of the learners' course or workplace and identify one or more areas of concern in which the learner would be required to talk and interact with one or more other people.
- From these areas, select a talking and/or interaction situation or task that will be most authentic and useful for your learner.
- Using each of the progressions for the Speak to Communicate strand, map this task, identifying the minimum requirements or competencies a person would need for this task or situation.
- Next, either observe the learner in the selected situation or set up a role play in which she or he (with other learners) takes on the roles of different characters.
- Use the diagnostic speaking assessment form (Appendix E.2) to identify and record where the learner sits in terms of the learning progressions. This will include noting the learner's strengths as well as areas where support is required.

Examples of diagnostic speaking assessment

1. Conversations with customers

A hairdressing tutor was concerned about the ability of Jenna, a first-year apprentice, to interact with clients in a social way. This requires a willingness to participate and an ability to maintain a friendly conversation about familiar topics with some use of specialised hairdressing terms. The power relationship (client/service provider) means that respect and politeness are also needed.

First, the tutor used the learning progressions to map the demands that are usually required in this situation.

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	USING STRATEGIES TO COMMUNICATE	INTERACTIVE LISTENING AND SPEAKING
1				
2				
3	√		√	√
4		√		
5				
6				

Next, the tutor had an informal conversation with Jenna, talking about general topics to see how she demonstrated the kinds of conversational skills needed for interacting in a professional context. After a discussion with Jenna about the purposes of this assessment, she set up a role play where another learner was a client and Jenna the hairdresser. The tutor used the diagnostic speaking assessment form to note Jenna's strengths and needs as she observed. She listed possible teaching and learning goals for Jenna: these state what Jenna needs to learn. Finally, she recorded her ideas for teaching strategies: these state how Jenna will work towards the goals.

Diagnostic speaking assessment

	CURRENT SKILLS: GIVE EXAMPLES	NEXT TEACHING AND LEARNING GOALS
Vocabulary	Uses familiar words and polite forms. 2nd step	Extend overall range of vocabulary, learn about figurative language, increase social vocabulary.
Language and text features	Uses formulaic structures, descriptions, gives points of view, but interrupts often. 2nd – 3rd step	Use and respond to discourse markers in a conversation, such as *Last week, because, Oh really?* Practise and use more formal phrases like *Do you see what I mean?, Are you ok?* instead *of (You're) right, ay?* Add details to sentences, for example to describe, to make comparisons.
Using strategies to communicate	Doesn't monitor and modify speech to check effectiveness of communication. 2nd step	Use what she knows about people to monitor effectiveness, for example, watch for body language that may indicate dissatisfaction, irritation. Develop ability to infer meaning, for example to recognise that when a client says "It's hot isn't it?" it may be an indirect way of asking for a glass of water.
Interactive listening and speaking	Has awareness of conventions for taking part in conversations, but doesn't necessarily recognise the appropriate use of register: eg. the vocabulary and grammatical forms to use in a semi-formal context. Interrupts often. 3rd – 4th step	Develop awareness of the conventions of politeness especially in client/hairdresser relationship where the power balance is different from that between friends. Manage the flow of a conversation by listening to the speaker and taking the cue from them.

Teaching strategies

Ask Jenna to keep a small notebook and use it to record words, phrases and topics for conversation. She can also keep notes on how people interact, noting whether hairdresser interrupts customer when talking. Discuss these with her every week.

Jenna needs to observe others and note how they manage the flow of a conversation, including use of words and phrases to indicate turn-taking and any indirect meanings. Watch and listen to others in role-play situations on the course, noting ways of checking whether others have understood.

Listen acutely during her work experience in hairdressing salon at weekends and notice who controls conversations and how (or why) they do this. Jenna could also visit other salons to observe.

In a group setting, discuss the different power balances in a salon and how this might be reflected in the interactions, including levels of friendliness and politeness: the customer should not feel irritated by these social conversations.

The tutor discussed the results with Jenna later and together they planned some areas of teaching and learning that would help Jenna reach the necessary steps for the task.

2. Explaining repairs

A tutor was concerned about an automotive trainee's ability to explain the repairs planned for a vehicle to the car's owner. This requires a willingness to engage with the customer and an ability to give a brief explanation of what is to be done and why the work is necessary. The apprentice needs to be able to gain the customer's trust through an honest yet persuasive approach. The power relationship (customer/service provider) means that respect and politeness are needed, as well as the use of appropriate technical language.

The tutor observed others in similar interactions a few times and then mapped the demands against the learning progressions. The result was similar to the chart for the hairdressing apprentice, except it required more specialised vocabulary and more complex strategies in order to convey the explanation clearly.

Speaking purpose: to explain the repairs that are needed for a customer's car, for example, to enable the car to pass a WOF test.

STEP	VOCABULARY	LANGUAGE AND TEXT FEATURES	USING STRATEGIES TO COMMUNICATE	INTERACTIVE LISTENING AND SPEAKING
1				
2				
3				√
4	√	√	√	
5				
6				

The tutor told the apprentice what he was doing, then observed discreetly over one or two more such interactions. He used the observation sheet to record what he saw and heard, and discussed what the apprentice needed to learn next.

Diagnostic speaking assessment

	CURRENT SKILLS: GIVE EXAMPLES	NEXT TEACHING AND LEARNING
Vocabulary	Uses familiar words and polite forms, but has a limited vocabulary. 2nd step	Extend overall range of vocabulary, as well as specialised vocabulary. Ensure meanings are clear.
Language and text features	Uses formulaic structures, descriptions, gives points of view, but doesn't respond well when customer interrupts and protests. 2nd – 3rd step	Learn to use and respond to discourse markers in explanations, such as *Why? when, then, in the end, because.* Add relevant detail to explanations to assist listener to understand reasons.
Using strategies to communicate	Seems shy and doesn't speak clearly. Not monitoring and modifying speech to check effectiveness of communication. 2nd step	Practise and use more formal phrases like *Do you see what I mean?, Are you with me?* instead of *Yeah right.* Infer meaning, for example, to recognise that *Get over yourself!* is an indirect way of the customer saying the cost is too high. Make brief notes for explanations.
Interactive listening and speaking	Has awareness of conventions for taking part in conversations, but doesn't always see the importance of gaining agreement and explaining a procedure clearly. Rarely responds to or uses non-verbal methods to engage conversation partner. 3rd – 4th step	Work on listening to the speaker and taking the cue from them. Attend to and practise using non-verbal signals for turn-taking and agreement, such as head-nodding, smiling. Extend understanding of the dynamics in conversations, where he needs to gain trust and convince customer of reasonableness of the work needed.

Teaching strategies

Ask Shaun to keep a small notebook and write in it daily. Discuss new words and ideas in it weekly. Actively build a word-list based on the course materials, checking that he can explain specialised words and procedures.

Have Shaun listen carefully during his work experience in the garage and keep notes on how people interact effectively: what happens when the customer interrupts, how the mechanic handles this, how the mechanic explains repairs. Practise appropriate responses to customers such as explaining repairs fully and clearly.

Watch and listen to others in role-play situations on the course, noting ways of making a point and of checking whether others have understood.

Learn to use a 'recipe' approach to explaining why a repair is needed or how a procedure is carried out: see examples in his notebook. Use these to make notes that can be used as prompts in the conversation.

Have group discussion about the power balance between customer and staff and give explicit instruction as required.

As a start, the tutor decided to give the apprentice an opportunity to make notes and practise his explanations in advance for the next two or three times he would be required to do this. The tutor wrote an example in Shaun's notebook that he could practise and adapt. Given that it is a small business, this is a realistic option.

Shaun can make notes (with dates) about words and terms used and the ways that others manage successful interactions. Regular discussions about his notes will help build his repertoire and his confidence when dealing with customers.

Appendix E.2 Diagnostic speaking assessment form

	CURRENT SKILLS: GIVE EXAMPLES	NEXT TEACHING AND LEARNING
Vocabulary		
Language and text features		
Using strategies to communicate		
Interactive listening and speaking		
Teaching strategies		

Appendix F

CD Tracks

TRACK	TIME	TITLE	DESCRIPTION
1	3.36	Builder's recent accident.	A builder tells an interviewer about a recent on-site accident he had and his recovery.
2	3.12	Builder's accident 20 years ago.	A builder tells an interviewer about an accident that happened 20 years ago, and explains how people are more safety-conscious now.
3	5.33	"One of Those Days".	Rap song by Yes King.
4	2.51	Radio news report.	• Restructuring at a meat works in Christchurch. • Government plans for improvements to rail networks. • Information about vaccination against meningococcal disease. • Statistics on school suspensions. • "Second-hand Wedding" in the top-ten movie list.
5	2.14	A talk about the display of human remains.	Extract from a lecture about Te Papa exhibits.
6	4.14	Tutor instructs group.	A tutor explains what is required for the next assignment.
7	4.07	Shopper's complaint.	Shop assistant and shopper disagree about faulty goods.
8	3.14	Movieline telephone message.	A recorded message lists all movies and times of screenings for the next two days.
ASSESSMENT TRACKS (CAN ALSO BE USED FOR TEACHING)			
9	2.49	In-flight safety instructions.	Recording of the routine safety reminders and instructions for a flight.
10	3.50	Builder and apprentice.	A builder and his apprentice discuss the next steps in a job.
11	3.31	Movie discussion.	Three friends talk about a movie they have all seen (Second-hand Wedding).
12	3.14	Lecture about whales.	Extract from a radio science lecture about whales.

To obtain transcripts of these tracks, go to www.tec.govt.nz and search for "learning progressions".

Appendix G

Sources of audio texts

The following websites may be useful places to search for audio and /or video that can be used for teaching purposes:

http://www.google.co.nz

http://www.youtube.com

http://www.tvnz.co.nz (see for example, the archive site 'TVNZ On-Demand')

http://www.radionz.co.nz (this website has a wide selection of archives and podcasts)

http://www.radiolive.co.nz (there is a wide selection of archives from interviews to features on their website, one of which was used in the CD (track 4)

www.tepapa.govt.nz/visit/exhibitions

Most organisations do not allow reproduction for commercial purposes. It is advisable to check before using, even for one-off educational purposes.

In some cases (for example, Radio New Zealand) you may need to apply for permission to use individual pieces but this is usually a simple process. The email addresses to use can be found on the websites.

Te Papa has a comprehensive list of sound recordings, video and online publications on their site, two of which were used for the final resource (tracks 5 and 12).

(Information provided by Lift Education, 15th August, 2008.)

Notes

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Track 12 Extract from lecture *The World of Whales*. Permission to use granted by The Museum of New Zealand Te Papa Tongarewa, 2008.

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