

ACTFL Guidelines: Listening

Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

Intermediate-Low

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced Plus

Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior

Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished

Able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

POSS. PROCEDURE FOR A LISTENING ACTIVITY

1. INTRODUCE TOPIC (HOOK)
2. GIVE GUIDING ?'S OR CHART TO FILL IN (PRESENTATION)
GIVE NEW VOCABS ESSENTIAL TO TEXT (DIRECTIONS)
3. PLAY WHOLE TEXT. STUDENTS ANSWER ?'S OR FILL IN CHART (PRACTICE)
4. ASK CLARIFYING ?'S (PRACTICE)
5. PLAY TEXT AGAIN (PRACTICE)
6. GO OVER ?'S OR CHART TOGETHER (PRACTICE)
7. HAVE DISCUSSION / DO A ROLE PLAY / WRITE A JOURNAL ENTRY, ETC.
(PRODUCTION)

- TPR - TOTAL PHYSICAL RESPONSE

HAVE STUDENT ACT / MOVE ACCORDING TO DIRECTION

- DICTATION

DICTATION

I. Standard Dictation

A. Material Selection

1. Should review vocabulary, structures, sounds, etc. already taught.
2. Should be put within a context before given.

B. Steps in Presentation

1. Motivate the students. Give a brief summary which relates the dictation material to real life, a story, a picture, or something with which they are already familiar.
2. Teacher reads the paragraph once or twice at normal speed.
3. Teacher reads the paragraph in short phrase units of three or four words each, and each unit is followed by a pause. Repeat as necessary, depending on the students' level.
4. During the pause, students write exactly what they hear.
5. Indicate the punctuation by either saying the punctuation mark or by assigning a sound to each punctuation mark. Click=comma. Pop=period. Drill these with students beforehand.
6. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
7. Have students correct their dictation. (See Section IV for correction techniques.)

II. Dicto-Comp

A. Definition: This exercise is a combination of dictation and composition. Students will practice taking notes and writing information in their own words.

B. Material selection: The students should be familiar with the material used in a dicto-comp. Text summaries would be good. If new material is used, there should not be too many new vocabulary items.

C. Steps:

1. Motivate the students by giving a brief summary of the content and relate it to a familiar experience.
2. Introduce any new vocabulary that may be difficult for the students. Leave the words on the board.
3. Read the passage two times. **THE STUDENTS DO NOT WRITE DURING THIS TIME.**
4. Ask the students comprehension questions from the passage.
5. Read it again and allow the students to take notes.
6. Give the students time to write the summary of the dictation from their notes and comprehension of the reading.

D. Correction: The students' work will not be exactly like the script. The purpose of the dicto-comp is for the students to listen, comprehend, and synthesize the information for themselves. When correcting, look for certain pieces of information. If the students have

added too much, they may be copying it from memory from the script. Also be careful that they do not add too much new information from prior knowledge.

- E. Variation: The students take notes after the teacher reads the passage once. Students write the important words as they hear them (not every word). This stimulates note-taking. Then they write the information in a paragraph.

III. Real Life Dictation

- A. Definition: Real life dictation simulates a real life situation in which people would really have to listen to something and then write ~~some~~^{down} information. Here are some examples that could be turned into real life dictations.

- | | |
|-------------------------------------|--|
| 1. Phone conversations | 7. Info. about tourist areas |
| 2. Asking about a party | 8. Info. about homework assignments |
| 3. Asking directions | 9. Telegrams |
| 4. Bus information | 10. Receptionist questions |
| 5. Doctor's instructions | 11. Asking instruction (filling out forms) |
| 6. Police (description of a person) | 12. Shopping lists |

During real life dictation, the student is listening to a conversation and s/he becomes one of the characters. If a mother is telling the child the grocery list, the student becomes the child and writes down what the mother says.

- B. Making the Passage:
1. Write the dictation out in the form of a dialogue. Be sure it sounds natural.
 2. Be sure the students are writing down something, either words, numbers, or phrases.
 3. Incorporate pause or checks into the dialogue. ("How do you spell detergent?" "So, you want be to get beans, pork, garlic, and some onions from the market?")

IV. Corrections and Errors

The emphasis of dictations is not spelling, but rather to give students practice in comprehending spoken language and transferring it into written language. Keep the following things in mind when doing corrections(Oller):

- A. Students should check their own work. It is immediate reinforcement and helps them know what to focus on next time.
- B. Students must do the dictation and correction in different colors of pen or pencil. This way the students and teacher will see the errors and progress.
- C. Have different students put their sentences on the board and then correct them as a class.
- D. Don't count spelling errors unless distinctive sounds are wrong (i.e. pen/pan).
- E. Re-occurring errors and problems should be pointed out and discussed.

Types of Listening Comprehension Activities

A. Sources of Listening Material

1. conversations, dialogues
2. literature: short stories, mysteries, portions of novels, plays
3. folk tales, fables, legends, myths
4. news broadcasts, TV or radio programs, videos
5. lectures or speeches
6. short passages which explain or describe
7. directions
8. teacher talk

B. Types of Activities

(Italicization indicates activities included in the "Listening Activities" hand out.)

1. Checking/Ordering
 - a. *Identify items of a designated word group (animals, colors, dates) from a word list*
 - b. Put lists, pictures, people, etc. in order
 - c. check off from a list items that were heard
2. Number Games/Exercises
 - a. *Make calculations according to listening passage*
 - b. *Follow directions to perform a trick with numbers*
3. Maps
 - a. *Follow directions*
 - b. *Label streets, building, monuments, etc.*
4. Grids/Charts/Building Plans/Family Trees/etc.
 - a. *Complete grid/chart while listening to narration, conversation or reading passage*
5. Physical response
 - a. *Build a model according to directions*
 - b. Total Physical Response *SUMON DAYS*
6. Dictation (See "Dictation" hand out, Section I)
 - a. Write down entire passage
 - b. Write down stressed words, reduced words, tenses, speech acts (greetings, invitations, etc.)
7. Lecture (See "Dictation" hand out, Section II.)
 - a. Take notes
 - b. Answer comprehension questions (T/F, multiple choice, fill-ins)
 - c. Summarize
 - d. Listen for main ideas, irrelevant points, transitions

8. Pictures
 - a. Draw what teacher/student/tape describes
 - b. Put pictures in order according to a description
 - c. Find mistakes or differences as picture is described
9. Strip Stories
 - a. Students learn a line of a story, poem, etc. and say it aloud; others in class must put the lines in order
10. Jigsaw Listening
 - a. Different groups of students hear different parts of a story and must pool their information to get a complete story
11. Guessing Games
 - a. 20 Questions
 - b. Animal, Vegetable, Mineral?
12. Inference/Prediction
 - a. Listen to conversation or passage and make inferences, predictions
13. Discourse Analysis
 - a. After listening to a recorded conversation among native speakers, analyze it for speech acts, level of formality, turn-taking, reduced speech, etc.
14. Vocabulary/Grammar
 - a. Identify designated vocabulary/grammar items
 - b. Guess correct definition from hearing the word in context
 - c. Write/identify a paraphrase of a designated sentence

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Listening Activities

I. Warm-up Activities *CHECKING, ORDERING*

Have students take out a piece of paper and list words that are in the designated word group.

- A. List all the color words you hear:

desk, book, floor, red, open, yellow, seat, bed, brew, white, pink, back, table, black, lamp, orange, carpet, due, green, blue, brown, fan, flower

- B. In this group of numbers, list only the dates:

16 ounces, 1856, 14 cans, 24 shapes, \$2.55, 1602, 5 feet, twenty past six, 1967, 1876, 20 pounds, 1976, five thirty, 1990 people, \$10.23, 1546

- C. In the passage, follow the progression of the party and write down how many people were left at the end of the night:

What a party! I got there about 8:00 and there were already fifty people there before I arrived. Shortly after I got a drink, Mike and Shirley came in. That's the way things were until 10:00, when Peter came in. He'd gotten lost on the way. It looked as if things were breaking up then, because ten people suddenly got in a fight and left. Then about 11:00, five of them came back. That's the way it stayed until we all went home at about 12:30.

II. Number Games and Exercises:

- A. Number Puzzle (by Zhang Chuan-de):

- Think of a number.
- Add 3 to this number.
- Multiply your answer by 2.
- Subtract 4 from your answer.
- Divide your answer by 2.
- Subtract the number with which you started.

(* The answer will always be one.)

- B. A Trick with Numbers (Talk 10 from Listening Contours)

- First, write down your house or apartment number.
- Next, double it. In other words, multiply your house number by two.
- Then, add five to the doubled number.
- Fourth, multiply this number by 50.
- The fifth step is to add your age to this total.
- Sixth, you have to add the number of days in a year, which is 365.
- The seventh and final step is this: subtract 615 from the number that you have.

(Note: The result is the "trick." The first part of the number is the address and the last part of the number is the age of the person.)

- C. Another Trick with Numbers (Talk 18 from Listening Contours)

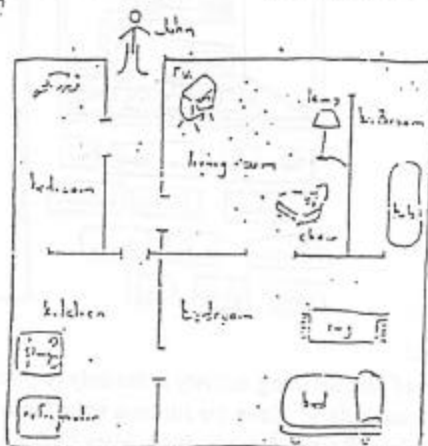
- First write down the magic number: 12345679. Notice that the magic number is a list of numbers one through nine, but the number eight is omitted.
- Next, pick a number from one to nine. You can choose any number between one and nine.
- Next, multiply your number by nine.
- Finally, multiply by the magic number (12345679). For example, if you chose the number 7, the result of multiplying the number 7 by the magic number will be a number that consists of a series of sevens.

III. Mapping Activities

A. John and the Room Map

Script: John came into the house and walked down the hall. He turned left at the end of the hall, and crossed the living-room as far as the chair. He walked round the chair and across the room to the TV. He turned back and went through the door opposite the TV, past the rug, and up to the bed. He turned right, went into the kitchen and sat opposite the refrigerator.

Student Directions: Follow John into his house. Draw lines to show where John went. (Note: You could also have students put numbers to show where John stopped first, second, etc.) Where is John at the end of the story?



B. Friendship Store: Men's Department Map (Taken from Morley)

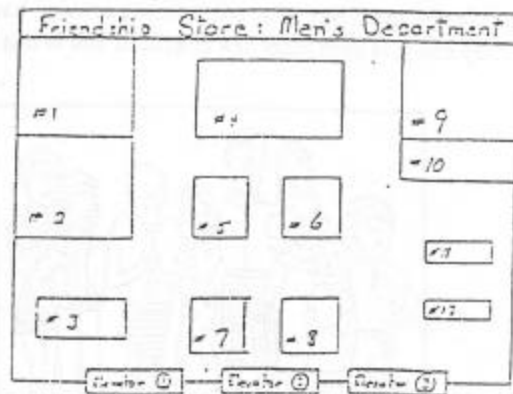
Script: Mr. Lui got out of elevator #2. He asked the elevator man, "Where are the ties?" The elevator man said, "Turn to the left, walk all the way back to the store. The ties are on the last counter to your left."

Next, Mr. Zhou got out of elevator #2. He said, "Where are the hats?" The elevator man said, "Walk straight ahead, sir, to the back of the store. Hats are on the back counter in front of you."

Then Mr. Li got out of elevator #2 and said, "Where are the bathrobes?" The elevator man said, "Walk straight ahead sir, the bathrobes are on the middle-left counter. The bathrobes are on the middle-left counter."

Ms. Bi got out of elevator #2. She said, "Where are the pajamas?" The elevator man replied, "Straight ahead. Pajamas are on the middle-right counter...the middle right counter."

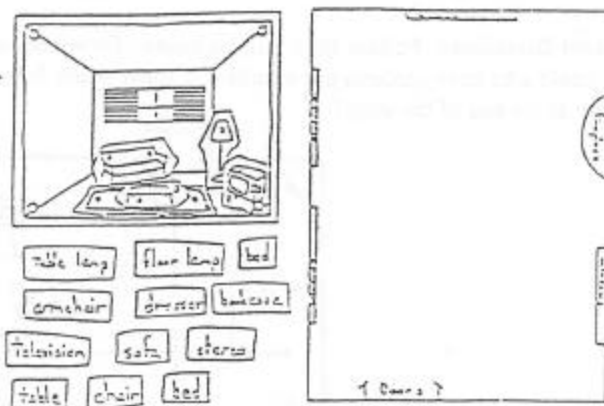
Student Directions: In a large department store the elevator operator can tell you where to find merchandise. Let's locate some items. Write the type of clothing on the correct counter according to what you hear from the elevator man.



IV. Diagram Activities

A. Room Arrangement

This kind of practice can be used in many different contexts. Try drawing a diagram of an apartment floor plan. The students must listen carefully and place different pieces of furniture in the correct place according to the directions. Vocabulary: bed, table lamp, floor lamp, dresser, desk, chair, sofa, armchair, television, bookcase, stereo, table. Students can either place actual pictures of the pieces of furniture in the correct places or put the vocabulary on small slips of paper and they can position the words.



B. Family Portrait:

The purpose of this listening activity is not only to practice directional phrases, but also to review family relationship vocabulary. Have the students write the names of all the family members on small pieces of paper. (Females: Barbie, Debbie, Julie, Mary Beth. Males: Bob, Jim, Fred, Edgar.) Review relationship vocabulary (grandfather, grandmother, daughter, son, aunt, uncle, mother, father, sister, brother, niece, nephew, cousin, in-laws), and review the direction words (to the left of, to the right of, on the right, on the left, in the middle, behind, in front of). Present context and have the students put the family picture together inside the "frame" of their textbooks.

Script: On New Year's Day, the Jones family got together. Although some of the family members were missing, they decided to have their picture taken anyway. Listen carefully and see if you can put the family members in the correct place in the picture.

- Grandmother Jones is in the middle of the picture.
- Just behind her and a little to the left in the picture is her son-in-law, Bob.
- Bob's wife, Julie, is standing next to her husband on the left. She is holding their daughter, Barbie, who is six months old.
- Grandfather Jones is standing on the right side of Grandmother Johns in the picture.
- Bob's nephew, Fred, is standing on the other side of Grandfather Jones.
- Fred's father, Edgar, is Julie's brother, but since he took the picture, he isn't in it.
- Fred is looking at his two cousins, Debbie and Jim. Jim is on the far left next to his mother, and Debbie is standing toward the front between her brother and her mother.
- Julie's sister-in-law, Mary Beth, is on the far right standing behind Fred.

Further practice: After you finish using this listening activity, have the students work in pairs and set up a new picture. They can give each other new directions and in this way practice their speaking and listening skills.



V. Charts and Directions

A chart with various pictures like the one shown in the handout can provide many different kinds of practice in listening and following directions. Here is a list of some directional words, phrases, and sentences that can be practiced using the chart.

- A. Practice distinguishing between rows and columns.
- B. Practice directional phrases:
 - above, below
 - next to
 - next to...on the left (right)
 - to the right of...
 - to the left of...
- C. Cardinal and ordinal numbers:
 - column D, fifth from the bottom (top)
 - row 6 (sixth row), two to the left or right, or first/last, or third from the last, etc.
- D. Map directions: north, south, east, west, northeast (west), southeast (west)

Example: Start at square number five. Go five squares south, two squares west, three squares east, and three squares south. Where are you? Students respond by giving either the number of the square or the object pictured. Students could also be asked to put an object in the final square. Using southeast, etc. makes it more difficult.

Go over several examples of using the chart with the students.

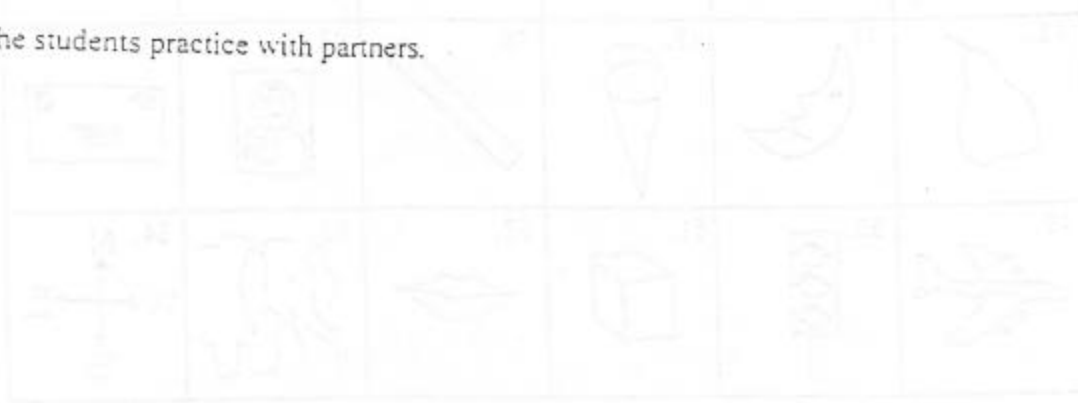
i.e.: Rows/columns Practice:

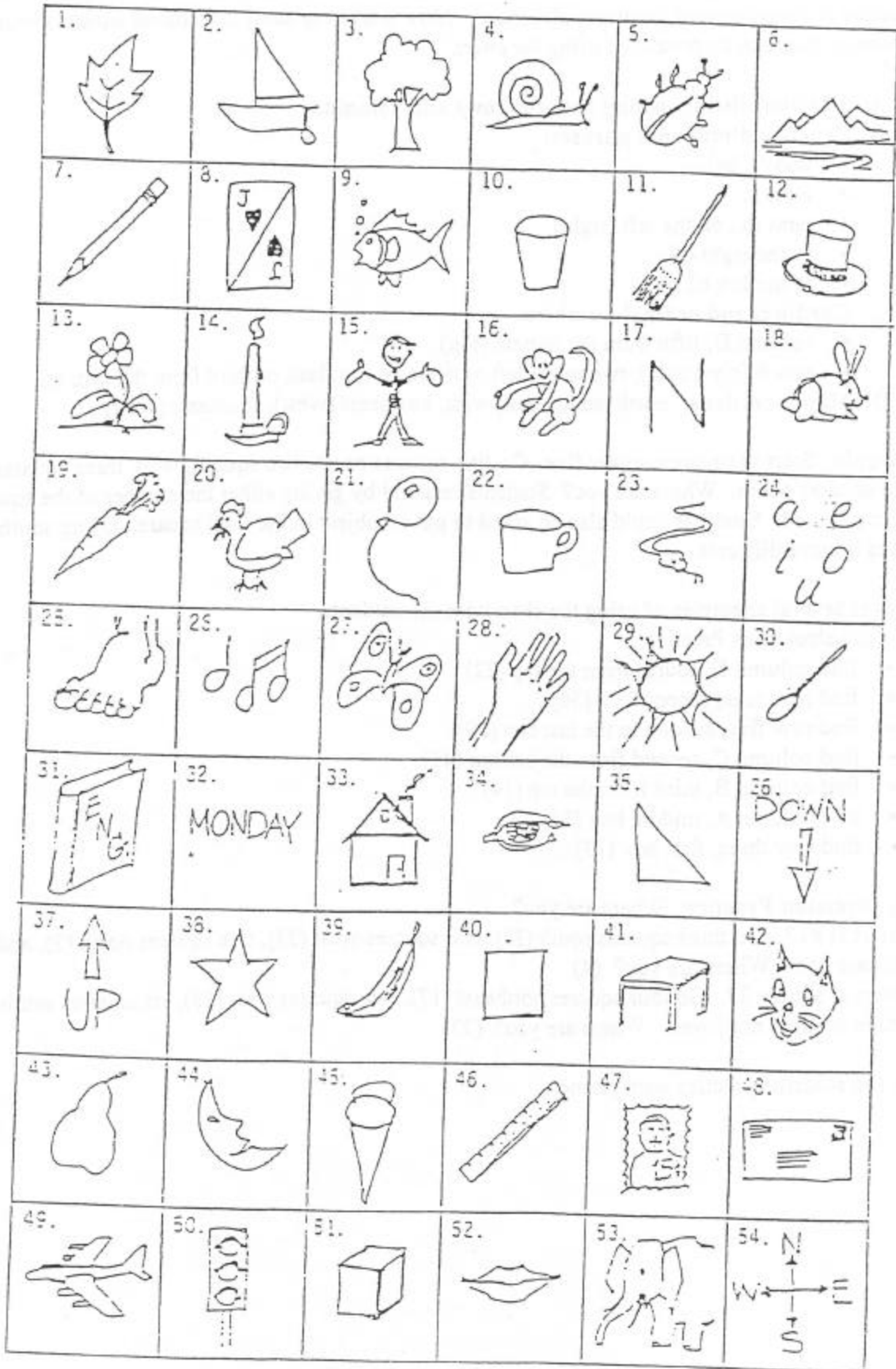
- find column D, fourth from the top (22)
- find row nine, second box (50)
- find row five, second to the last box (29)
- find column C, second from the bottom (45)
- find column B, third from the top (14)
- find column A, middle box (25)
- find row three, first box (13)

Map Direction Practice: Where are you?

- A. Start at #17. Go three squares south (35), two squares west (33), five squares north (3), and one square east. Where are you? (4)
- B. Start at square 37. Go four squares northeast (17), two squares west (15), six squares south (51), and three squares northwest. Where are you? (37)

Have the students practice with partners.





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VI. Making Things By Following Directions

A. Have the students draw a simple picture by following directions. Example:

1. Draw a lake.
2. Draw two trees next to the lake.
3. Draw a rock between the trees.
4. Draw a fish in the lake.
5. Draw the sun over the lake.
6. Draw two birds near the trees.
7. Draw grass around the lake.
8. Draw a frog on the rock.

Note Key Words: next to, in, between, over, around, near, on, draw

B. Have students make an object out of paper by listening to directions. Example: How To Make A Paper Hat

1. Fold the paper in half with the folded edge up.
2. Fold the paper from left to right.
3. Unfold the paper, leaving a line down the center.
4. Bring the top right corner to the center line.
5. Bring the top left corner to the center line.
6. Fold the bottom rectangular piece up.
7. Turn the hat over.
8. Fold the other bottom piece up.

Follow-up: Write your own operation for making something out of paper.

Note Key Words: in half, folded, unfolded, center fold, bottom, bring, rectangular

C. Have the students make a necklace out of an index card. Be sure they bring a pair of scissors! Give them the picture steps first and have them number them in the correct order as they listen to the directions. Then have them actually try the steps and make the necklace.

Script:

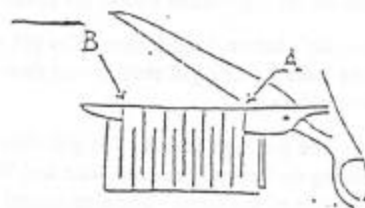
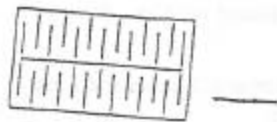
1. Fold the card in half the long ways.
2. Then, beginning from the folded edge, cut a series of slits along the entire width of the card, to within 1/4 of an inch of the opposite side. Be careful not to cut all the way through the card. Make your slits about 1/4 of an inch apart. This is important.
3. Next, turn the card completely around so that the open edges are facing you. Cut more slits going the opposite direction, the same way you made the others, stopping about 1/8 of an inch from the opposite edge of the card.
4. Finally, cut along the folded edge, beginning from the slit farthest on your right, and continuing to the slit farthest on your left. The slit farthest on your right is A, and the slit farthest on your left is B. Be sure not to cut beyond A and B, or you might accidentally cut the card into two pieces.
5. When you are finished, unfold the card very carefully and lay it flat on the table. It should look like one of the pictures provided on your paper.
6. Now you are ready to put your head through the card. Very carefully slip your fingers into the long slit at the center of the card, and slowly pull the card apart until it has opened as wide as it will go. You will find that you have created a hole so large that you can slide the card over your head and around your neck.

Student Worksheet: Listen carefully to the instructions on how to put your head through a small card. You will hear the directions twice. The first time you hear them, find the pictures below that match the instructions. Put the steps in order. The second time you hear them check your order and then actually do the steps.

STEP 1 _____
STEP 2 _____

STEP 3 _____
STEP 4 _____

STEP 5 _____
STEP 6 _____



Key Vocabulary:

1. Direction Phrases

- on the far side of
- on the south (north) side of the street
- left (right)-hand building
- on the north (to the north)
- on the corner (direction)
- middle of the block

2. Stores

- | | | | | | |
|-----------|-------------|-------------|----------------|--------------|------|
| bakery | camera shop | library | parking lot | theater | YWCA |
| bank | drugstore | high school | record shop | women's shop | |
| bookstore | gift shop | men's store | sporting goods | YMCA | |

Student map:



1. Shopping districts in most small towns have almost identical stores and buildings. Let us locate some of these.
2. Listen carefully. Practice the vocabulary. Then write the names on the map.
3. Let's locate the bookstore. The bookstore is on First Avenue between Main and Washington. The bookstore is the large building on First Avenue between Main and Washington. Write bookstore.
4. Next, locate the camera shop. The camera shop is all the way up Main Street to the corner of Main and First. All the way up Main Street to the corner of Main and First. It's on the left-hand corner. Write camera shop.
5. Next, let's locate the drugstore. It's on the corner of Third and Main. The drugstore's on the corner of Third and Main on the right-hand side of the street. Write drugstore.
6. Now, let's locate the gift shop. The gift shop is next door to the bakery. The gift shop is next door to the bakery. Write gift shop.
7. Let's find the high school. The gift shop is the largest building on Second between Main and Washington on the south side of the street. The high school is the largest building on Second Street between Main and Washington. Write high school.
8. The library is the large building on Third between Lincoln and Main. (repeat) Write library.
9. The men's store is between the bank and the camera shop on Main Street. It's in the middle of the block. Write men's store.
10. The parking lot is on the far side of the library on Second Avenue. The parking lot is on the far side of the library on Second Avenue. Write parking lot.
11. The record shop is across from the bank on the right-hand corner of Second and Main. The record shop is across from the bank on the right-hand corner of Second and Main. Write record shop.
12. Sporting goods. The sporting goods shop is on the corner of Second and Lincoln. The sporting goods shop is on the corner of Second and Lincoln. Write sporting goods.
13. The theater is on Main in the middle of the block between Second and First. The theater is on Main Street in the middle of the block between Second and First. Write theater.
14. The women's shop is on the corner of Lincoln and First. (Repeat) Write women's shop.
15. The YMCA is on Lincoln between Second and First Avenues. The YMCA is on Lincoln between Second and First in the middle of the block. Write YMCA.
16. And last, the YWCA is across from the high school on the corner of Second and Washington. The YWCA is across from the high school on the corner of Second and Washington. Write YWCA.

Pronunciation Bingo

dead	spat	thank	bauble
stewed	pace	stock	dad
not	spot	bubble	stood
tank	stalk	nut	base