

Listening Skils and conversation - "Oh my word..."

Divide into groups of five. Choose one member of the group to read a short talk to the rest of the group. During the talk, you will be expected to:

1. Listen actively and carefully for specific information and main ideas.

At the end of the talk, you will be expected to:

- 2. Respond appropriately, for example:
- 2.1. Reflect on opinions
- 2.2 Ask searching questions
- 2.3 Challenge where necessary.

You will be assessed according to the rubric provided. If you are the reader of the talk, you do not have to support what has been written, but you are expected to participate in the group discussion.

Text

This text will be given to one member of the group to read to the rest. This member of the group is also expected to participate in the group discussion.

"Oh my word! Where did you get those stunning shoes from?"

"Gucci. It's my favourite shop."

"Really? It's mine, too."

A new friendship has been formed. It takes seconds to know whether you are compatible with someone.

Have you noticed how people who act in the same manner, do the same things, or even speak the very same way, are friends? We all like being friends with people with whom we have something in common, so you actually have something to speak about.

However, is it very healthy to be friends only with people who are like you? Shouldn't we learn to be friends with people who aren't like us? We'll learn more about each other and remove ourselves from our usual clichéd lives, won't we?

Rubric to assess Listening: Home Language



LO1	CODE 7	CODE 6	CODE 5	CODE 4	CODE 3	CODE 2	CODE 1
Listens	(Outstand	(Meritori	(Substan	(Adequa	(Modera	(Element	(Not
for a	ing) 8-10	ous) 7	tial) 6	te) 5	te) 4	ary) 3	achieved
variety) 0-2
of							
reasons							
Listens	Interprets	Interpret	Identifies	Identifies	Adequat	Seldom	Hardly
attentive	and	s and	the	the	ely	able to	able to
ly to oral	evaluates	evaluate	purpose	purpose	identifies	identify	interpret
texts for	the	s the	and	and	the	or	message
informati	purpose	purpose	message	message	purpose	interpret	or
on	and	and	and gives	and gives	but	message	identify
	message	message	an	a fairly	cannot	or	purpose
	thoroughl	very well	accurate	accurate	fully	purpose	Hardly
	y and	and with	interpret	interpret	interpret	Finds it	ever able
	with	insight	ation	ation	message	difficult	to
	insight	Distingui	Distingui	Distingui	Distingui	to	distinguis
	Easily	shes	shes	shes	shes	distinguis	h
	distinguis	between	between	between	between	h	between
	hes	facts and	facts and	facts and	obvious	between	facts and
	between	opinions	opinions	opinions	facts and	facts and	opinions
	facts and	Understa	in almost	in most	opinions	opinions	Barely
	opinions	nds most	all cases.	cases	Understa	Does not	understa
	Thoroughl	instructio	Understa	Understa	nds most	always	nds
	У	ns	nds most	nds most	instructio	understa	instructio
	understan	direction	instructio	instructio	ns	nd	ns
	ds	s and	ns	ns	direction	instructio	direction
	complex	procedur	direction	direction	s and	ns	s and
	instructio	es well	s and	s and	procedur	direction	procedur
	ns	Accuratel	procedur	procedur	es but	s and	es
	directions	у	es	es fairly	has	procedur	Seldom,
	and	identifies	correctly	correctly	difficulty	es and	if ever
	procedure	main and	Identifies	Identifies	with	can	able to
	S	supporti	some	some	informati	barely	identify
	Accuratel	ng ideas	main and	main and	on	interpret	main
	у	in most	supporti	supporti	overload	informati	ideas
	identifies	cases	ng ideas	ng ideas	Identifies	on	Unable
	main and	Makes	with	fairly	main	Identifies	to make
	supportin	mainly	accuracy	accuratel	ideas,	a main	notes or
	g ideas	coherent	Makes	у	but not	idea, but	summari
	Makes	notes	fairly	Makes	always	not	se
	coherent	and	coherent	fairly	supporti	supporti	informati



	notes and summary Gives insightful interpreta tion of explicit and implicit meaning Interprets distortion of meaning by deliberate inclusion or exclusion of informati on	summary Gives sound interpret ation of explicit and implicit meaning Mostly aware of deliberat e distortio n of informati on	notes and captures the most importan t details Reasona ble interpret ation of explicit and implicit meaning Shows a good awarene ss of deliberat e distortio n of meaning	coherent notes but does not capture the most importan t details Fairly reasonab le interpret ation of explicit and implicit meaning Reasona bly aware of deliberat e distortio n of meaning	ng ideas Notes contain only basic informati on and summary is incomple te Explicit meaning interpret ed but not implicit meaning Shows some awarene ss of distortio n of informati on	ng ideas Notes are incohere nt and summary is incomple te because of lack of informati on Unable to distinguis h between explicit and implicit meaning Seldom aware of any distortio n of informati on	on Unable to interpret informati on for meaning Unable to recognis e distortio n of informati on
Listens attentive ly to oral texts in order to evaluate	Interprets persuasiv e, emotive and manipulat ive language, bias, prejudice and stereotypi ng with insight Excellent,	Interpret s persuasiv e, emotive and manipula tive language , bias, prejudice and stereoty ping very well	Good interpret ation of persuasiv e, emotive and manipula tive language , bias, prejudice and stereoty ping	Reasona bly accurate interpret ation of persuasiv e, emotive and manipula tive language , bias, prejudice and	Able to interpret persuasiv e, emotive and manipula tive language , bias, prejudice and stereoty ping but often	Seldom able to identify persuasiv e, emotive and manipula tive language , bias, prejudice or stereoty ping and	Not able to respond to persuasiv e, emotive and manipula tive language , bias, prejudice or stereoty



	thorough	Sound	Good	stereoty	makes	makes	ping
	interpreta	interpret	interpret	ping	mistakes	many	Almost
	tion of	ation of	ation of	Reasona	Moderat	mistakes	no
	intonatio	elements	intonatio	ble	е	Inadequa	response
	n, voice,	used in	n, voice,	interpret	awarene	te	to
	tone,	oral	tone,	ation of	ss of	awarene	intonatio
	pace,	presenta	pace,	intonatio	intonatio	ss of	n, voice,
	stress and	tion such	stress	n, voice,	n, voice,	intonatio	tone,
	language	as	and	tone,	tone,	n, voice,	pace
	use	intonatio	language	pace,	pace,	tone,	stress
	Responds	n, voice,	use	stress	stress	pace,	and
	successful	tone,	Respond	and	and	stress	language
	ly and	pace,	s well to	language	language	and	use
	comprehe	stress	style,	use	use	language	employe
	nsively to	and	tone and	Respond	Respond	use	d to
	style,	language	register.	S	S	Struggles	communi
	tone and	use	May	reasonab	adequate	to	cate
	register	Respond	show	ly well to	ly to	respond	meaning
		s well to	slight	style,	style	to style,	Almost
	Thorough,	style,	lapses in	tone and	tone and	tone and	no
	confident	tone and	evaluatio	register	register	register	response
	evaluatio	register	n	but	Adequat	Evaluate	to style,
	n of	evaluate	Good	evaluate	е	s only	tone and
	language	S	evaluatio	s very	evaluatio	very	register,
	forms	correctly	n of	superfici	n of only	elementa	no
	such as		language	ally	elementa	ry forms	evaluatio
	humorous	Very	forms	Reasona	ry forms	such as	n
	elements	good	such as	ble	such as	humour	Shows
		evaluatio	humorou	evaluatio	humour		very little
		n of	S	n of			knowled
		language	elements	language			ge of any
		forms		forms			language
		such as		such as			forms
		humorou		humorou			such as
		S		S			humour
		elements		elements			
Critical	Thorough	Very	Shows a	Shows	Shows	Has	Can
listening	understan	good	good	reasonab	adequate	difficulty	scarcely
to oral	ding of	understa	understa	le	understa	following	follow
texts	the logical	nding of	nding of	understa	nding of	the	the
	sequence	logical	logical	nding of	logical	logical	logical
	of	sequenc	sequenc	logical	sequenc	sequenc	sequenc
	informati	e of	e of	sequenc	e of	e of the	e of the
	on	informati	informati	e of	informati	oral text	oral text



		Makes insightful inference s and judgemen ts and supports with convincin g evidence Makes insightful assumptio ns and predicts conseque nces thoroughl y and accurately Exception al critical response to language use, word choice, format and pronuncia tion	on Makes good inference s and judgeme nts and largely supports with convincin g evidence Makes good assumpti ons and predicts consequ ences very accuratel y Very good critical response to language use, word choice, format and pronunci ation	on Quite capable of making inference s and judgeme nts and with supporti ng evidence Makes reasonab le assumpti ons and predicts consequ ences accuratel y Good critical response to language use, word choice, format and pronunci ation	informati on Reasona bly capable of making inference s and judgeme nts and with supporti ng evidence Makes mostly reasonab le assumpti ons and predicts consequences fairly accuratel y Reasona bly critical response to language use, word choice, format and	on Makes moderat ely acceptab le judgeme nts and inference s, but with limited supporti ng evidence Makes adequate assumpti ons and sometim es predicts consequ ences accuratel y Respond s fairly critically to language use, word choice, format and pronunci ation	Judgeme nts and inference s very unconvin cing and without supporting evidence Makes mostly inaccurate assumptions and predictions Responds correctly only on isolated occasion s to language use, word choice, format and pronunciation	Can hardly make judgeme nts or inference s Can scarcely make assumpti ons or predict consequ ences Clumsy, vague response to language use, word choice, format and pronunci ation
li li	ocial stening/ stening	Responds excellentl y and	Respond s very well in a	Respond s well in most	choice, format and pronunci ation Respond s reasonab	and pronunci ation Respond s adequate	Finds it difficult to follow	Scarcely functions in a
	or	with	range of	communi	ly well in	ly in	most	communi



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enjoyme	insight in	communi	cation	most	most	communi	cation
nt and	a range of	cation	situation	communi	communi	cation	situation
compreh	communi	situation	S	cation	cation	situation	Uses
ension	cation	S	Uses	situation	situation	S	very few
	situations	Uses	turn-	S	S	Seldom	turn-
	Uses	appropri	taking	Uses	Uses	uses	taking
	appropria	ate turn-	conventi	turn-	turn-	turn-	conventi
	te turn-	taking	ons	taking	taking	taking	ons in
	taking	conventi	meaningf	conventi	conventi	conventi	conversa
	conventio	ons	ully and	ons fairly	ons in	ons in	tions
	ns	meaningf	effectivel	meaningf	conversa	conversa	Barely
	meaningf	ully and	y in	ully and	tions	tions	asks
	ully and	effectivel	conversa	effectivel	fairly	Seldom	question
	exception	y in	tions	y in	meaningf	asks	s and
	ally	conversa	Asks	conversa	ully but	question	does not
	effectivel	tions	good	tions	not	s and	contribut
	y in	Asks very	question	Asks	always	struggles	e to
	conversati	good,	s to	sufficient	appropri	to	conversa
	ons	function	sustain	question	ately	maintain	tion
	Asks	al	fairly	s to	Asks	a	Barely
	meaningf	question	fluent	sustain	sufficient	conversa	responds
	ul,	s to	communi	fairly	question	tion	to
	functional	sustain	cation	fluent	s but not	Limited	language
	questions	fluent	Respond	communi	always	response	,
	to sustain	communi	S	cation	able to	in terms	gestures,
	fluent	cation	effectivel	Respond	sustain	of	eye
	communi	Respond	y to	s well to	fluent	language	contact
	cation	S	language	most	communi	,	and body
	Responds	effectivel	,	language	cation	gestures,	language
	effectivel	y and	gestures,	,	Respond	eye	Shows
	y at all	well	eye	gestures,	s	contact	very
	times	through	contact	eye	sufficient	and body	limited
	through	language	and body	contact	ly in	language	understa
	language,	,	language	and body	some	Shows	nding of
	gestures,	gestures,		language	cases to	inadequa	the
	eye	eye	Shows a	Shows a	language	te	relations
	contact	contact	good	reasonab],	understa	hip
	and body	and body	understa	le	gestures,	nding of	between
	language	language	nding of	understa	eye	the	language
	Sensitivel	Demonst	the	nding of	contact	sensitive	and
	у	rates real	relations	the	and body	relations	culture
	demonstr	awarene	hip	relations	language	hip	by being
	ates	ss of	between	hip	Shows	between	insensitiv
	understan	sensitive	language	between	sufficient	language	е
	unacistail	SCHSILIVE	luliguage	DCCAACCII	Juillellt	iunguage	٠



ding	relations	and	language	understa	and	
between	hip	culture	and	nding of	culture	
language	between	by	culture	the	by	
and	language	showing	by	sensitive	showing	
culture by	and	respect	showing	relations	respect	
showing	culture	for	some	hip	for some	
respect	by	different	respect	between	cultural	
for	showing	cultural	for	language	conventi	
different	respect	conventi	different	and	ons	
cultural	for	ons	cultural	culture	some of	
conventio	different		conventi	by	the time	
ns at all	cultural		ons	showing		
times	conventi			some		
	ons			respect		
				for		
				different		
				cultural		
				conventi		
				ons		

Suggested Solutions

Use the rubric in the Appendix of Assessment Tools to assess each group.

Appendix of Assessment Tools

If a learner does not participate at all, you would look at Code 1:

CODE 1

(Not achieved) 0-2

Hardly able to interpret message or identify purpose

Hardly ever able to distinguish between facts and opinions

Barely understands instructions, directions and procedures

Seldom, if ever, able to identify main ideas

Unable to make notes or summarise information

Unable to interpret information for meaning

Unable to recognise distortion of information

Not able to respond to persuasive, emotive and manipulative language, bias, prejudice or stereotyping

Almost no response to intonation, voice, tone, pace, stress and language use employed to communicate meaning

Almost no response to style, tone and register; no evaluation

Shows very little knowledge of any language forms such as humour



Can scarcely follow the logical sequence of the oral text

Can hardly make judgements or inferences

Can scarcely make assumptions or predict consequences

Clumsy, vague response to language use, word choice, format and pronunciation

Scarcely functions in a communication situation

Uses very few turn-taking conventions in conversations

Barely asks questions and does not contribute to conversation

Barely responds to language, gestures, eye contact and body language

Shows very limited understanding of the relationship between language and culture by being insensitive

Such a learner may be more comfortable in a pair rather than a bigger group, and you might think of moving her for the next discussion.

Look to see whether or not the learners understand the discussion points. A Code 1–2 student is also one who does not understand what is required.

What are you looking for in an average student?

CODE 4	CODE 3
(Adequate) 5	(Moderate) 4
Identifies the purpose and message and	Adequately identifies the purpose but cannot
gives a fairly accurate interpretation	fully interpret message
Distinguishes between facts and opinions in	Distinguishes between obvious facts and
most cases	opinions
Understands most instructions, directions	Understands most instructions, directions
and procedures fairly correctly	and procedures but has difficulty with
Identifies some main and supporting ideas	information-overload
fairly accurately	Identifies main ideas, but not always
Makes fairly coherent notes, but does not	supporting ideas
capture the most important details	Notes contain only basic information and
Fairly reasonable interpretation of explicit	summary is incomplete
and implicit meanings	Explicit meaning interpreted but not implicit
Reasonably aware of deliberate distortion	meaning
of meaning	Shows some awareness of distortion of
	information
Reasonably accurate interpretation of	Able to interpret persuasive, emotive and
persuasive, emotive and manipulative	manipulative language, bias, prejudice and
language, bias, prejudice and stereotyping	stereotyping but often makes mistakes
Reasonable interpretation of intonation,	Moderate awareness of intonation, voice,
voice, tone, pace, stress and language use	tone, pace, stress and language use
Responds reasonably well to style, tone and	Responds adequately to style tone and
register, but evaluates very superficially	register
Reasonable evaluation of language forms	Adequate evaluation of only elementary



such as humorous elements	forms such as humour
Shows reasonable understanding of logical	Shows adequate understanding of logical
sequence of information	sequence of information
Reasonably capable of making inferences	Makes moderately acceptable judgements
and judgements with supporting evidence	and inferences, but with limited supporting
Makes mostly reasonable assumptions and	evidence
predicts consequences fairly accurately	Makes adequate assumptions and sometimes
Reasonably critical response to language	predicts consequences accurately
use, word choice, format and pronunciation	Responds fairly critically to language use,
	word choice, format and pronunciation
Responds reasonably well in most	Responds adequately in most communication
communication situations	situations
Uses turn-taking conventions fairly	Uses turn-taking conventions in
meaningfully and effectively in	conversations fairly meaningfully but not
conversations	always appropriately
Asks sufficient questions to sustain fairly	Asks sufficient questions but not always able
fluent communication	to sustain fluent communication
Responds well to most language, gestures,	Responds sufficiently in some cases to
eye contact and body language	language, gestures, eye contact and body
Shows a reasonable understanding of the	language
relationship between language and culture	Shows sufficient understanding of the
by showing some respect for different	sensitive relationship between language and
cultural conventions	culture by showing some respect for different
	cultural conventions

This is the learner who can listen and offer some opinions. This learner does not shout down others, but may repeat his point of view and want everyone else to accept it. This learner can become annoyed with the other members of the group, but can still sustain a conversation.

The excellent learner:

CODE 7	CODE 6
(Outstanding) 8–10	(Meritorious) 7
Interprets and evaluates the purpose and	Interprets and evaluates the purpose and
message thoroughly and with insight	message very well and with insight
Easily distinguishes between facts and	Distinguishes between facts and opinions
opinions	Understands most instructions, directions
Thoroughly understands complex	and procedures well
instructions directions and procedures	Accurately identifies main and supporting
Accurately identifies main and supporting	ideas in most cases
ideas	Makes mainly coherent notes and summary
Makes coherent notes and summary	Gives sound interpretation of explicit and
Gives insightful interpretation of explicit and	implicit meaning



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implicit meanings	Mostly aware of deliberate distortion of
Interprets distortion of meaning by	information
deliberate inclusion or exclusion of	
information	
Interprets persuasive, emotive and	Interprets persuasive, emotive and
manipulative language, bias, prejudice and	manipulative language, bias, prejudice and
stereotyping with insight	stereotyping very well
Excellent, thorough interpretation of	Sound interpretation of elements used in
intonation, voice, tone, pace, stress and	oral presentation such as intonation, voice,
language use	tone, pace, stress and language use
Responds successfully and comprehensively	Responds well to style, tone and register
to style, tone and register	Very good evaluation of language forms
Thorough, confident evaluation of language	such as humorous elements
forms such as humorous elements	
Thorough understanding of the logical	Very good understanding of logical
sequence of information	sequence of information
Makes insightful inferences and judgements	Makes good inferences and judgements and
and supports with convincing evidence	largely supports with convincing evidence
Makes insightful assumptions and predicts	Makes good assumptions and predicts
consequences thoroughly and accurately	consequences very accurately
Exceptional critical response to language use,	Very good critical response to language use,
word choice, format and pronunciation	word choice, format and pronunciation
Responds excellently and with insight in a	Responds very well in a range of
range of communication situations	communication situations
Uses appropriate turn-taking conventions	Uses appropriate turn-taking conventions
meaningfully and exceptionally effectively in	meaningfully and effectively in
conversations	conversations
Asks meaningful, functional questions to	Asks very good, functional questions to
sustain fluent communication	sustain fluent communication
Responds effectively at all times through	Responds effectively and well through
language, gestures, eye contact and body	language, gestures, eye contact and body
language	language
Sensitively demonstrates understanding	Demonstrates real awareness of sensitive
between language and culture by showing	relationship between language and culture
respect for different cultural conventions at	by showing respect for different cultural
all times	conventions
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