

Listening Comprehension

The learner is an auditory learner Yes No Difficult to say

Points for Consideration	Frequently	Occasionally	Almost Never	Comments
1. The learner misunderstands instruction and questions, repetition is needed				
2. The learner seems to understand the spoken message in general but hesitates to provide the response He/she tends to: - wait for repetition - ask for repetition - ask questions for clarification before responding - make predictions and inferences from available information and context clues				
3. The learner appropriately understands instruction and questions, NO repetition is required				
4. The learner gets the <i>gist</i> of: - a short spoken message - an extended spoken message				
5. The learner is good at listening for <i>specific</i> information: - details - precise information (numbers, names, places) - similar sounding words - and gap-filling				

Points for Consideration	Frequently	Occasionally	Almost Never	Comments
<p>6. The learner is able to understand:</p> <ul style="list-style-type: none"> - the tutor and a limited number of people during face-to-face interactions - recorded speech and phone conversations - speech samples from TV, radio, videos and Internet on a variety of topics - regional, colloquial and reduced speech 				
<p>7. The learner is able to summarize the main points of the spoken message in his/her own words</p>				

Summary:

1. Instruction must focus on:

2. Strategies for instruction:

LVR Resources:

The LifePrints series, the Side by Side series, the Stand Out series, the Jazz Chants series, Great Ideas, etc.

Language Complexity (grammar + vocabulary + organization of ideas)

The learner is a logical or a visual learner

Yes

No

Difficult to say

Points for Consideration	Frequently	Occasionally	Almost Never	Comments
<p>1. The learner recognizes the main types of questions and responds appropriately:</p> <ul style="list-style-type: none"> • Yes-/No- questions • Specific information questions (Wh-questions) • Choice questions • Open-ended and opinion questions (e.g. What do you think about... ? Do you agree with this statement...?) • Compare-and-contrast questions 				
<p>2. The learner's choice of words is:</p> <ul style="list-style-type: none"> - limited - elaborate - precise 				
<p>3. The learner provides basic information expressed in:</p> <ul style="list-style-type: none"> - a word - a phrase - simple sentences (S-V-O) 				
<p>4. The learner uses long strings of phrases and more complex structures (verb + to..., verb + ...ing), but tends to repeat <i>the same</i> information without adding new information</p>				
<p>5. The learner uses '<i>because</i>', '<i>if</i>', '<i>but</i>', '<i>usually</i>', '<i>sometimes</i>', '<i>however</i>' and organization words ('<i>first</i>', '<i>then</i>', '<i>finally</i>') in his/her speech, and is able to provide <i>minimal</i> details.</p>				

Points for Consideration	Frequently	Occasionally	Almost Never	Comments
6. The learner is able to provide additional details and examples , uses complex grammatical structures and subordination (“... <i>who...</i> , ... <i>what...</i> , ... <i>which...</i> , <i>when...</i> , ... <i>while...</i> ” clauses).				
7. The learner uses the main verb tenses correctly: - Present Simple, Past Simple, Future Simple - Present Continuous, Past Continuous - Present Perfect and Present Perfect Continuous				
8. The learner uses ... in his/her speech: - prepositions of place and time - plural nouns and appropriate possessive adjectives - articles - comparison structures (<i>the same (as)</i> , <i>similar (to)</i> , <i>like...</i> , <i>alike</i> , <i>different from</i>) and comparative and superlative forms of adjectives - verb + to - negative sentences and questions				
9. The learner can use different ways to convey the meaning (synonyms, antonyms, prefixed and suffixes, modal verbs, I need.../ I want..., Could you....? Would you....? Can I...?)				
10. The learner uses a variety of structures, reasons and examples, explanations and descriptions to develop an idea in detail. The messages is well-organized and coherent.				

Summary:

1. Instruction must focus on:
2. Strategies for instruction:

LVR resources: *Grammar books, the Side by Side series, the Stand Out series, the Jazz Chants series, etc.*

Communication

Points for Consideration	Frequently	Occasionally	Almost Never	Comments
<p>1. The learner follows oral directions and responds:</p> <ul style="list-style-type: none"> - mostly nonverbally (by using his/her body language, drawing pictures, performing actions) - verbally, in his/ her native language - verbally, in English only 				
<p>2. The learner's response in English is incomprehensible or inappropriate</p>				
<p>3. The learner's response is more or less understandable due to <i>your</i> knowledge of the learner's background. Otherwise, you would have to guess or feel confused</p>				
<p>4. The learner tends to:</p> <ul style="list-style-type: none"> - start the sentence but does not finish it - use long pauses or hesitate (<i>um, uh</i>) - mispronounce words - use words inappropriately - lack fluency 				
<p>5. The learner's response is understandable in general. You do not need to rely on your knowledge of the learner's background</p>				
<p>6. The response is easy to understand, you do not need to guess the meaning</p>				
<p>7. The learner uses stress and intonation patterns correctly</p>				

Points for Consideration	Frequently	Occasionally	Almost Never	Comments
<p>8. The learner tends to:</p> <ul style="list-style-type: none"> - start and finish sentences - pronounce words correctly - use words appropriately - clear express himself/herself 				
<p>9. The learner can:</p> <ul style="list-style-type: none"> - ask for a moment to think before responding to a question - use time fillers (<i>Well.., I am afraid..., That's an interesting question...</i>) - ask for and give clarification - make requests - give excuses - give instructions and directions - make promises - give advice and suggestions - complain and provide reasons - describe things, people, pictures, places, simple processes, activities and events - compare and contrast things - speak about cause-and-effect relationships - tell a story from his/her life - tell a story using picture prompts - keep the conversation going using conversation prompts - handle questions during the interview - comment on a statement - use repair strategies to convey the meaning in a better way 				

Summary:

1. Instruction must focus on:

2. Strategies for instruction: