

## LISTENING/SPEAKING SKILLS CHECKLIST

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**Instructions:** *Please check the category which best describes the student's listening/speaking skills.*

\_\_\_VII. The student has very strong listening comprehension in social settings. In terms of listening to university lectures, the student can understand the general content, take fairly accurate notes, and comprehend the lecture's thematic and rhetorical organization of unadapted, unrepeated lectures of previously known and unknown content. The listener will benefit from taking steps to pre-view the material ahead of time, such as reading assigned textbook chapters prior to the assigned lecture. In terms of speaking, the student demonstrates facility in content/academic discourse, although discipline specific vocabulary may present some problems. Generally, the student's speech is comprehensible and intelligible, and he/she exhibits good control of the oral grammar necessary for academic discourse. **The student is recommended for full-time university study.**

\_\_\_VI. The student's listening comprehension is generally effective in social situations, being able to understand most of the supra-segmental nuances of speech. When listening to lectures, the student can understand the general content and some supporting detail, take limited notes, and understand the rhetorical organization of non-adapted, unrepeated lectures of content that has been previewed prior to the lecture. As a speaker, the student is generally comprehensible in most discourse settings, though may be occasionally unintelligible when using more complex grammatical forms and low-frequency vocabulary. The student is recommended for part-time university student, i.e., one or two classes with continued part time language study.

\_\_\_V. The student can understand and take notes if the lecturer speaks clearly and at moderate speech, the lecture is well organized, the rhetorical organization is known to the student, and the content is previewed. The student exhibits some spoken facility in content/academic discourse where the subject area and vocabulary are known. Although the student is generally intelligible when speaking, his/her oral grammar may break down with complex academic topics. The student is recommended for taking up to one university credit course that does not require extensive reading or writing, such as Mathematics.

\_\_\_IV. The student understands conversational spoken English with some need for repetition, and is ready for intensive development of academic listening skills. The student is only occasionally unintelligible when speaking, and his/her control of oral grammar and general vocabulary is sufficient for conversational English in a wide range of non-academic discourse settings. However, the student has limited spoken fluency in content/academic situations and his/her content vocabulary is limited. The student is recommended only for listener status in university classes.

\_\_\_III. The student possesses some listening and speaking facility in non-survival situations. The student can understand brief discourse on extensively previewed topics in known content areas, but communicates in those areas only to a very limited extent. His/her control of oral grammar is limited and occasionally his/her pronunciation is unintelligible. Fluency/vocabulary is limited to survival situations and general conversation on familiar subjects. The student is not recommended for any university study.

\_\_\_II. The student can understand spoken English in basic survival situations, but may require repetition. He/she can communicate basic survival needs, but possesses little, if any, communicative ability in content areas. The student's pronunciation is frequently unintelligible, and his/her control of oral grammar and vocabulary is limited to basic communication skills. The student is not recommended for any university study.

## COMMENTS:

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