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ABSTRACT

A classroom activity for teaching vocational English as a Second Language to adults and focusing on development of listening comprehension is described. The exercise is based on the principles for development of workplace skills offered by the Secretary's Commission on Achieving Necessary Skills (SCANS), and addresses specific competencies outlined by that group. The description begins with specification of performance outcomes (active listening, repeating and paraphrasing, use of phrases and intonation in asking for clarification, giving instructions to another, following instructions given by another), communication teaching points (use of imperatives), SCANS competencies targeted, possible classroom configurations (pairs, small groups, whole class), and needed instructional materials. A four-part procedure for presenting and conducting the exercise is then detailed. Sample visual aids consisting of flashcards of workshop tools, pictures of occupations and jobs, and worksheets for an active listening exercise are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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SCANS PLANS PORTFOLIO**Active Listening - Information Gap**

by Barbara Sample, Spring Institute for International Studies

Level: Multi-level**Performance Outcomes:**

1. Students will use active listening, repeating or paraphrasing what has been said, to confirm understanding.
2. Students will use introductory phrases and rising intonation to ask for clarification.
3. Students will give instructions to another person.
4. Students will follow instructions given by another person.

Communication teaching points: Giving and following commands (imperative)**SCANS Competencies:**

Interpersonal skills: teaching others
Information: acquiring data, interpreting and communicating
Systems: understanding organizational systems
Basic Skills: reading, speaking, listening
Thinking Skills: knowing how to learn
Personal Qualities: self-esteem, self-management

Classroom configurations: Pairs, small groups, whole class**Materials:** Grids for each student, sets of work-related picture and simple vocabulary word cards (See attached examples.)**Procedure:**

1. Demonstrate the activity first with a volunteer.
2. Have students work in pairs with a barrier such as a notebook or folder to block the view; give each student a set of picture cards (or word cards) and a blank grid with six or eight spaces. Students take turns placing a picture or word card in a space and describing the card and the location to their partner; the partner repeats (active listens), finds, and places the corresponding card from his set of cards in the appropriate space. For example, Student A: "Put the hammer in space 1." Student B: "Okay. The hammer is in space 1. Put the paintbrush in space 2." etc. (See examples.) The object is to arrange the pictures or word cards without looking at the partner's grid so that both grids are the same.

Vary the use of words and cards to provide the most practice manipulating these concepts. For example, both students can work with word or picture cards, or one person can have word cards and the partner can work with picture cards. People can also work with grids that have opposite spaces filled in with words, shapes or other information. (See example.) The process is the same; students follow each other's instructions to complete the grids so they are identical.

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*Barbara J
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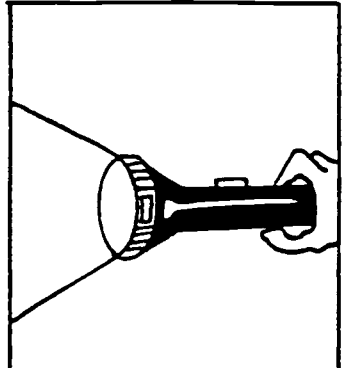
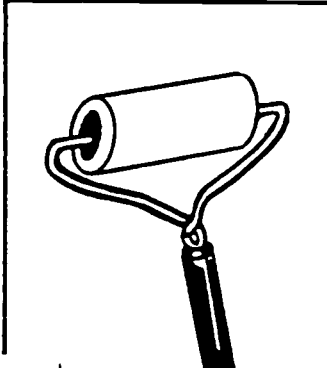
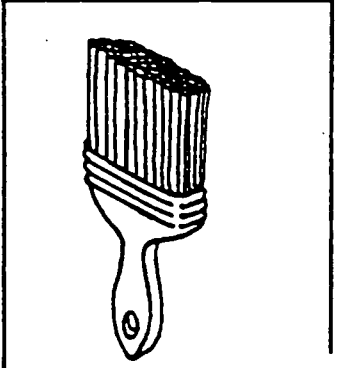
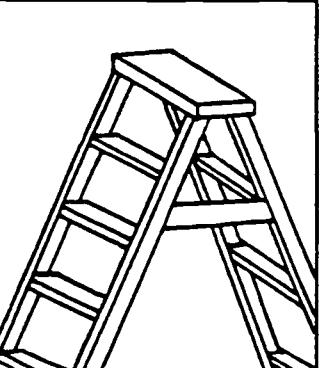
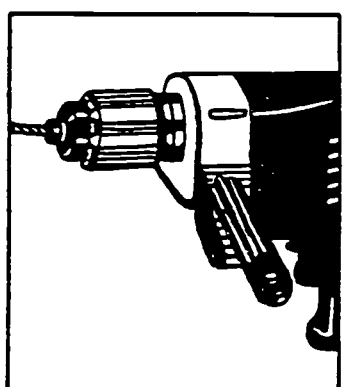
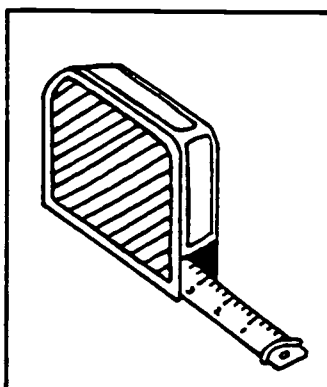
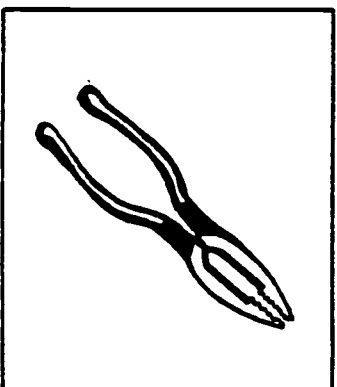
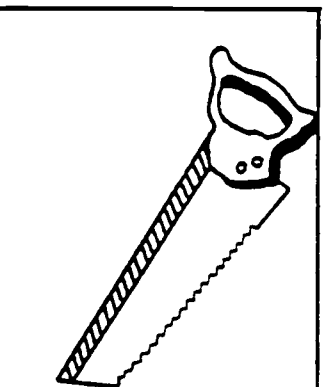
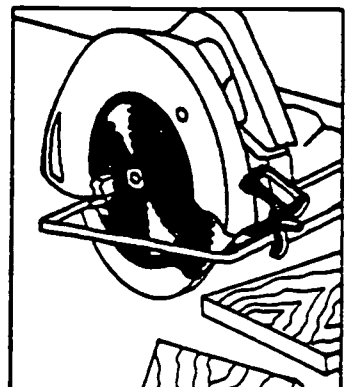
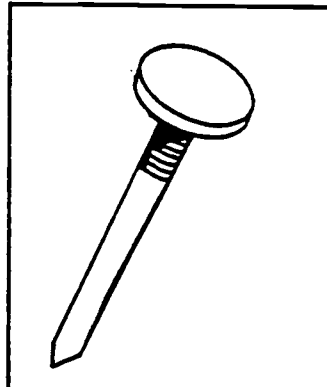
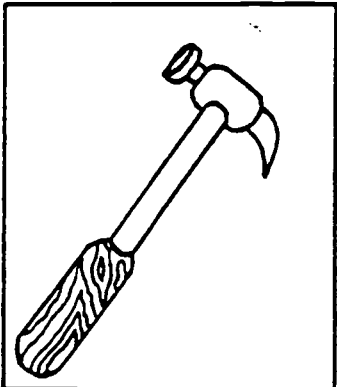
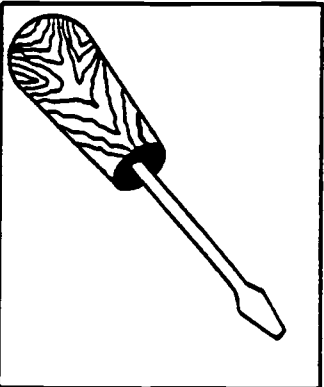
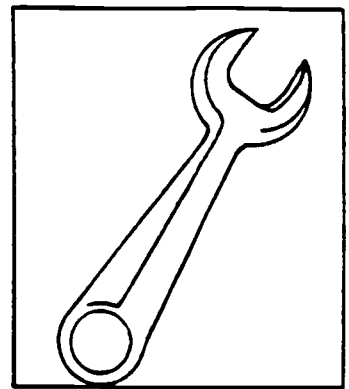
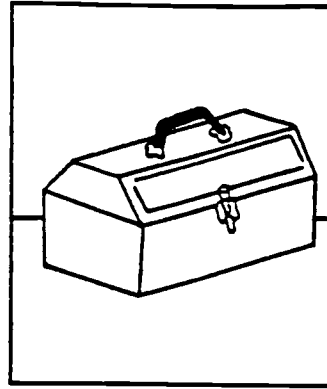
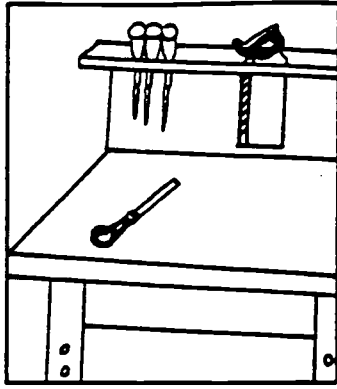
3. When the students believe they have completed the activity, they can remove the barrier and check to see if both grids are the same . They do not need a teacher to tell them they have been successful. And if there is a mistake, they can discuss why the discrepancy occurred.

4. When everyone has completed the activity, debrief. What communication strategies worked best to help them complete the activity successfully? When else can they use these strategies?

24. Workshop

Date _____

Teacher _____



workshop

workbench

toolbox

wrench

screwdriver

hammer

nail

electric
saw

saw

pliers

tape
measure

drill

ladder

paintbrush

paint
roller

flashlight

1

2

3

4

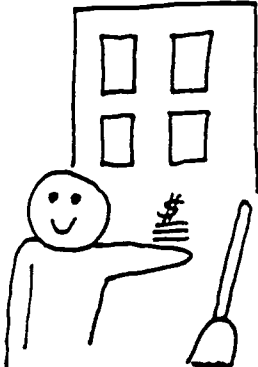
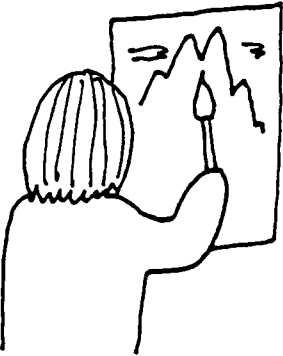
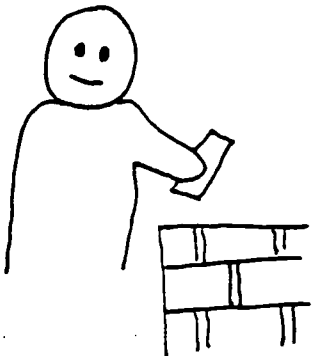
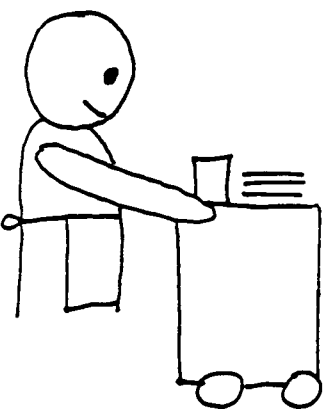
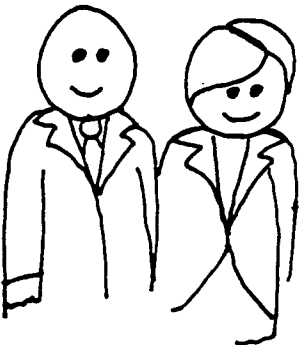
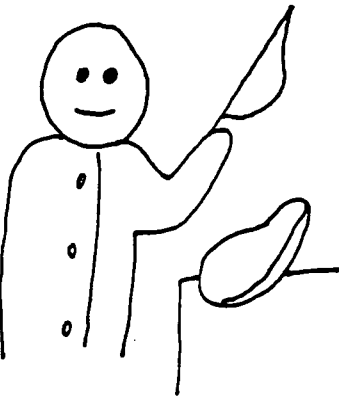
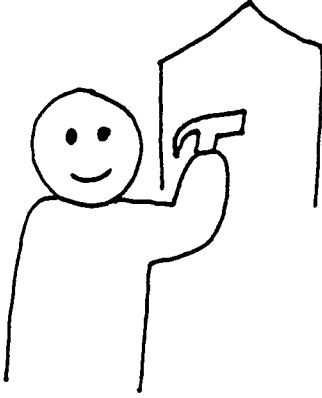
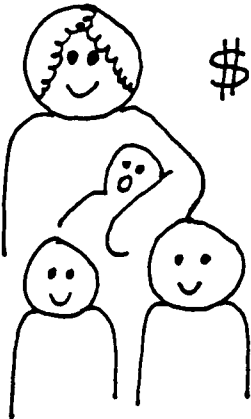

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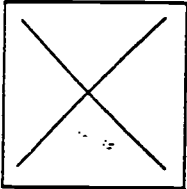

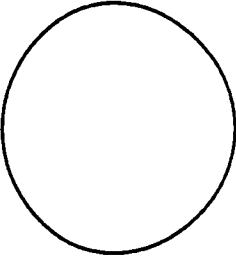
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Occupations and Jobs

| | | |
|--|---|--|
|  <p>apartment manager</p> |  <p>artist</p> |  <p>bricklayer</p> |
|  <p>busboy (girl)</p> |  <p>businessman businesswoman</p> |  <p>butcher</p> |
|  <p>carpenter</p> |  <p>childcare worker</p> |  <p>cook/chef</p> |

WorkStyles - Active Listening Grid

| | | | |
|---|---|--|----------------------|
| A. WORK | B. | C. STOP | D. |
| E. | F.  | G. | H. \$1.00 |
| I. 25¢ | J. | K.  | L. |
| A. | B. 6:00 AM | C. | D. MAY 8, 1985 |
| E.  | F. | G. 18 | H. |
| I. | J. USA | K. | L. TV |





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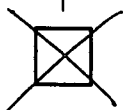
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