A Proficiency-Oriented Approach to Listening and Reading

- Developed for the NRCAL Professional Development Seminar (April 14-16, 2015) by James Hussar, Associate Professor of Spanish and Portuguese, CSUF
Session Objectives

Participants will be able to:

• **Discuss** the differences and similarities between listening and reading.
• **List** and **locate** authentic materials and resources for listening and reading activities.
• **Use realia to create** a listening, reading, oral proficiency or writing activity consistent with their schools’ respective curriculums.
Talking Points (in small groups)

• What are some of the similarities and differences between listening and reading?
• What types of authentic materials might you use for listening and reading activities and where might you find them?
• What types of classroom tasks/activities can you create to develop the reading and listening proficiency of novice and intermediate learners?
Sample: Asking for Directions

- Conversation “jumble”: students place phrases in correct order
- Fill-in-the-blanks: students add missing information to dialog (with or without word bank/multiple choice)
- Text recognition: students circle words/expressions that they hear from a list
- Who said it? Students match phrases to characters in the video clip
Work in Small Groups

• Using merlot.org or another site, find and adapt *realia* to create a listening, reading, oral proficiency or writing activity that you can use with your students.