

# 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](http://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.

