INVALSI

Dal QCER alle PROVE INVALSI di LISTENING COMPREHENSION

Sviluppo delle competenze di ascolto dalla scuola primaria alla secondaria

EVENTO ONLINE

15 dicembre 2020

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Di che cosa parleremo oggi

■ **Processo di produzione delle prove**

■ **Caratteristiche dell'ascolto**

■ **Il testing dell' ascolto**

■ **Esempi di task INVALSI di Listening Comprehension in ottica verticale**

Processo di produzione delle prove

- Task predisposti da team di docenti su testi / file audio autentici e vaglio qualitativo di esperti.

- Pretestati su un campione significativo di studenti di tutte le aree geografiche e di tutti gli indirizzi di studio.

- Procedura di Standard Setting con giudici internazionali esperti del QCER.

WHAT IS LISTENING?

'Listening is the invisible, inaudible process of internalizing meaning from the auditory signal being transmitted to the ear and brain' (Brown & Abeywickrama, 2010).

Listening is essentially a transient and invisible process that cannot be observed directly' (Rost, 2011)

WHAT IS LISTENING?

➡ No permanent record to refer to.

➡ Uninterrupted flow of speech.

➡ Receptive skill: not a passive process.

➡ Multitasking: many operations simultaneously in real time.

➡ Cognitive load on short-term memory.

How does Listening Comprehension work?

LISTENING COGNITIVE PROCESSES

- **Lower-level processing (bottom-up):**

  - **Acoustic-phonetic decoding**: accessing acoustic sounds, registering the sounds, and converting these into the representations of the phonological system of the relevant language.

  - **Word recognition**: identifying words or phrases in a speech stream.

  - **Parsing:** mapping the recognized words onto the syntactic or semantic structures of the language, or segmenting chunks of information.

- **Higher-level processing (top-down):**

  - **Semantic processing**: combining the textual information and interpreting it with reference to one's world knowledge, to make the processed information meaningful.

  - **Pragmatic processing**: relying on texts' linguistic information and communicative contexts to identify speakers' intentions, since the 'true' meaning of a text is often implied rather than explicitly stated. Listeners thereby draw on their social and cultural knowledge to complement the available linguistic information.

Rukthong, & Brunfaut (2020)

How does Listening Comprehension work?

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Rukthong, & Brunfaut (2020)

What strategies?

LISTENING COGNITIVE STRATEGIES

- *Inferencing*: relying on information from the text or immediate context to identify the meaning of unknown language items, fill gaps in one's listening, or create links between pieces of information to enable a more coherent interpretation of the text.

- *Elaboration*: using knowledge from outside the text or from the broader context to interpret the text's meaning.

- *Prediction*: anticipating upcoming information.

- *Reconstruction:* relying on words/phrases decoded from the listening text to recreate parts of the text missed while listening, in order to make comprehension complete.

LISTENING METACOGNITIVE STRATEGIES

- *Preparing for listening*: planning or preparing for and analysing the task instructions.

- *Selective attention:* focusing selectively on information the listener anticipated to hear.

- *Directed attention:* consciously steering one's attention back to the incoming text when one has lost focus.

- *Monitoring comprehension*: checking and confirming the accuracy of one's textual interpretations.

- *Real-time assessment of input*: foregrounding and backgrounding information depending on the task's requirements.

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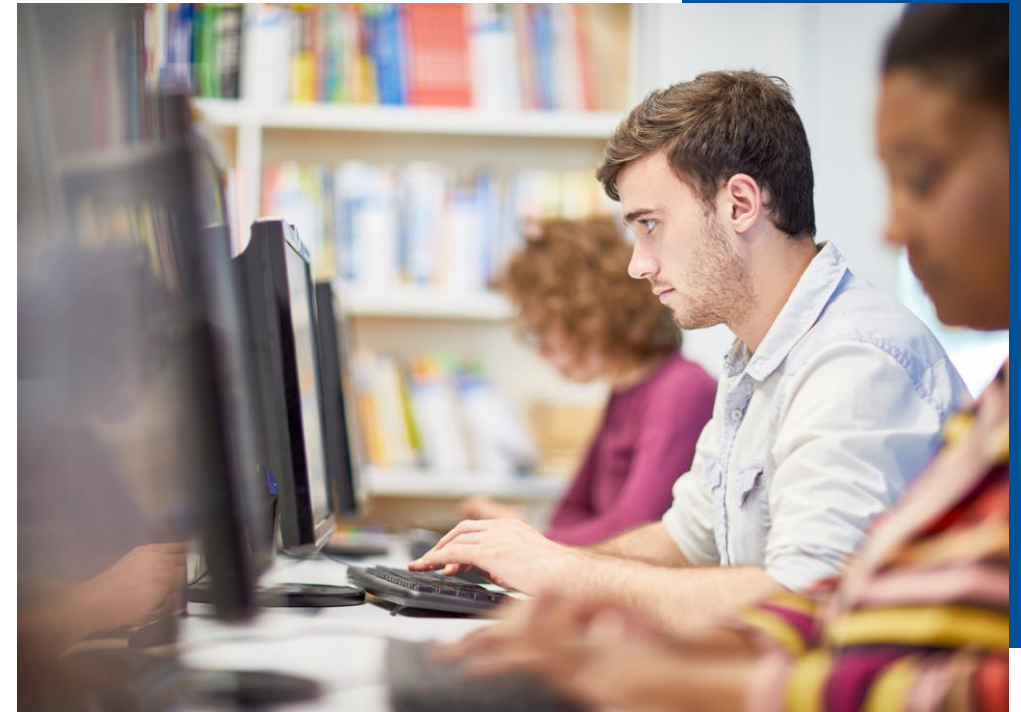Rukthong, & Brunfaut (2020)

Why do we listen? How do we listen?

Selective listening

When we need to catch **specific information** or **important details** or if we want to get the **gist** of a spoken text, we apply a selective listening style.

Careful Listening

When we need to understand the **main ideas** of a spoken text we listen more carefully.

CEFR LISTENING FAMILIARISATION EXERCISE

INVALSI

	DESCRIPTORS	
1	Can understand **words and short sentences** when listening to a **simple conversation** (e.g. between a customer and a salesperson in a shop), provided that people talk **very slowly and very clearly.**	**A1**
2	Can catch the **main points** in **short, clear, simple** messages and announcements	**A2**
3	Can understand **the main points** of what is said in a **straightforward monologue** like a guided tour, provided the **delivery is clear** and **relatively slow**.	**B1**
4	Can follow **complex lines of argument** in a clearly articulated **lecture** provided the topic is **reasonably familiar.**	**B2**
5	Can pick out **concrete information** (e.g. places and times) from **short** audio recordings on **familiar everyday topics**, provided they are delivered **very slowly and clearly**	**A1**
6	Can understand a **short factual description** or report **within his/her own field** provided that it is written in **simple language** and does **not** contain **unpredictable detail.**	**A2**
7	Can understand the **main points and important details** in **stories** and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	**B1**
8	Can identify the **main reasons for and against** an argument or idea in a **discussion** conducted in **clear standard speech.** .	**B2**

Testing Listening Comprehension

Natural language - authentic texts
Different speed of delivery for different levels, but no artificial slowing down or pauses.

Task provides a frame guiding students to process and elaborate information.

Test takers cannot refer back to a text to check their understanding, so they are likely to exploit the items more than in reading tests.

Test takers can listen to the sound file twice.

Questions are given in advance with some time to read through them and make predictions. Students know in advance what info/ideas/ details they must focus their attention on.

Testing Listening Comprehension

Items based on the sound file, no transcript.

Distribution: questions refer to info located at a reasonable interval of time.

Reformulation: concepts or information are rephrased in the items

EFFECTIVE LISTENERS

➡ Impact of multimedia tools

➡ Viewing vs «pure» listening

➡ Uncertainty

➡ Careful listening

B2 OVERALL LISTENING COMPREHENSION

Can understand the **main ideas** of **propositionally and linguistically complex speech** on both **concrete and abstract** topics delivered in **standard** speech, including technical discussions in his/her field of specialisation.

Can follow **extended speech** and **complex lines of argument** provided the topic is **reasonably familiar**, and the direction of the talk is signposted by **explicit markers**.

MULTIPLE MATCHING

- **MATCHING SHORT SPOKEN TEXTS WITH SHORT SUMMARIES**
- **REPHRASING (COMPREHENSION, NOT RECOGNITION)**
- **ONE OR TWO DISTRACTERS**

BBC NEWS AT MIDDAY

0	Example	H
Q1	Speaker 1	C
Q2	Speaker 2	E
Q3	Speaker 3	A
Q4	Speaker 4	D
Q5	Speaker 5	G
Q6	Speaker 6	B

Listen to a number of BBC speakers reading both national and international news items.
First you will have 1 minute to study the task below, then you will hear the recording twice.
While listening, match the speakers (1-6) with their statements (A-H). There is one extra statement that you should not use.
The first one (0) has been done for you.
After the second listening, you will have 1 minute to check your answers.

A	The cost of living has reached a new height this year after a long increase
B	Higher-priced train tickets are justified with improvements to the network
C	Innovative vehicles will be available for those people most in need in the near future
D	Toxic fumes from cars and power plants have caused a health crisis in an Asian country
E	Experts claim 2017 will be record-breaking for its extremely high temperatures
F	UK economic depression has led to lower pay for civil servants
G	A soccer team has recently engaged a new chief executive
H	*Unclear economic strategies on a type of fuel have affected car sales*

SHORT ANSWER QUESTIONS

- **OPEN ENDED QUESTIONS/ SENTENCE COMPLETION**
- **MAX 4 WORDS**
- **GIVE ONE ANSWER OR GIVE TWO ANSWERS**
- **GRAMMAR OR SPELLING ERRORS ARE NOT PENALIZED**

MOST AMAZING HOUSES
YOU WONT' BELIEVE ACTUALLY EXIST

Listen to the description of some unusual houses.

First you will have 1 minute to study the task below, then you will hear the recording twice.

While listening, complete the sentences (1-8) using a maximum of 4 words.

Write your answers in the spaces provided.

The first one (0) has been done for you.

After the second listening, you will have 1 minute to check your answers.

0	The Skinny House is in ___.	Poland
Q1	At its broadest, the house reaches ___.	**122 cm**
Q2	The Hobbit House was built using ___.	**natural materials**
Q3	The designer of the Hobbit House was a ___.	**photographer**
Q4	The Sleeper House features in a film released in ___.	**1973**
Q5	In the past, Turkish people cut their houses in ___.	(volcano) ash/ashes
Q6	Architect Wright's house was meant to be used at ___.	weekends/ (the) weekend
Q7	At his death, Bruno was ___.	64 (years old)/ sixty four
Q8	An unexpected facility inside the Stone House is a ___.	(swimming) pool

B1 OVERALL LISTENING COMPREHENSION

Can understand the **main points** of **clear standard** speech on **familiar matters** regularly encountered in work, school, leisure etc., including **short narratives**.

INTERVIEW WITH A CLASSICAL MUSICIAN

Listen to part of an interview with a classical violinist.
First you will have 1 minute to study the task below, then you will hear the recording twice.
While listening, answer the questions (1-8) using a maximum of 4 words.
Write your answers in the spaces provided.
The first one (0) has been done for you.
After the second listening, you will have 1 minute to check your answers.

0	What helps the violinist remember all the notes?	Repetition
Q1	When did she start practising her instrument?	(At) four
Q2	Who influenced her to start playing?	(Her) sister
Q3	How old was she when she entered music school?	Ten /10 (years old)
Q4	What method encouraged her to perform?	(the) Suzuki (method)
Q5	How many concerts did she use to have weekly?	3 (concerts) per week
Q6	What helps musicians get to the top? (Give one answer)	Technical proficiency
Q7	What prize was a turning point in her professional life?	BBC young musician(s)
Q8	Who does she prefer to play with?	An orchestra/Other musicians

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MULTIPLE MATCHING

- **MATCHING ANSWERS IN AN INTERVIEW WITH THE INTERVIEWER'S QUESTIONS GIVEN IN SCRAMBLED ORDER**
- **ONE DISTRACTER**

MY COOKING HABITS

Listen to an English woman who lives in Italy with her family talking about cooking. First you will have 1 minute to study the task below, then you will hear the recording twice.
While listening, match the interviewer's questions (A-I) with the answers (1-7). There is one extra question that you do not need to use. The first one (0) has been done for you. After the second listening, you will have 1 minute to check your answers.

QUESTIONS
A Do you like trying food from other countries?
B Do you usually pay attention to nutritional information?
C What is your favourite Italian food?
D What food reminds you of your country?
E Are you good at cooking?
F What dish are you best at cooking?
G When did you begin cooking?
H How many Italian dishes do you know?
I Do you prepare English meals for your family ?

ANSWERS	
0	**E**
1	G
2	F
3	D
4	I
5	A
6	C
7	B

A2 OVERALL LISTENING COMPREHENSION

Can understand phrases and expressions related to **areas of most immediate priority** (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is **clearly and slowly articulated**.

Can understand enough to be able to meet **needs of a concrete type** provided speech is **clearly and slowly articulated.**

MULTIPLE MATCHING

- **MATCHING PARTS OF A SENTENCE SUMMARIZING AN IDEA FROM THE SOUND FILE**
- **ONE OR TWO DISTRACTERS**

A SEASON OF CHANGES

Listen to someone talking about autumn.
While listening, match the first part of the sentences (1- 6) with the second part (A- I).
There are two parts that you do not need.
The first one (0) is an example.
You will hear the recording twice.
You will have 20 seconds at the end of the second recording to complete your answers.
You now have 20 seconds to look at the task.

0	In autumn the weather __
Q1	All living things ____
Q2	Squirrels ____
Q3	Pumpkins ____
Q4	Deer ____
Q5	Days ____
Q6	Many countries ____

A	collect food.
B	grow thicker fur.
C	have four seasons.
D	prepare for the cold season.
E	have festivities.
F	change colour.
G	are shorter.
H	are beautiful.
I	becomes different.

MULTIPLE MATCHING

- **MATCHING SHORT SPOKEN TEXTS WITH SUMMARY**
- **REPHRASING (COMPREHENSION, NOT RECOGNITION)**
- **ONE OR TWO DISTRACTERS**

AT THE STATION

Listen to some train announcements
While listening, match the announcements (A-G) with the speakers (1-5).
There is one announcement that you do not need.
The first one (0) is an example.
You will hear the recording twice.
You will have 20 seconds at the end of the second recording to complete your answers.
You now have 20 seconds to look at the task.

Announcements	
A	Cars parked illegally will be taken away.
B	You must go to a different platform to catch the train.
C	Smoking is not permitted inside the station.
D	You must always keep your bags with you.
E	You must show your train ticket when asked.
F	You should ask for help if you see something wrong.
G	You can't ride your bicycle inside the station.

0	Example	G
Q1	Speaker 1	D
Q2	Speaker 2	F
Q3	Speaker 3	A
Q4	Speaker 4	E
Q5	Speaker 5	B

A1 OVERALL LISTENING COMPREHENSION

Can **follow** speech that is **very slow and carefully articulated**, with long pauses for him/her to assimilate meaning.

Can **recognise concrete information** (e.g. places and times) on **familiar topics** encountered in **everyday life,** provided it is delivered in **slow and clear** speech.
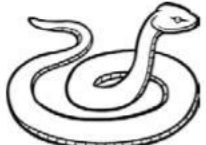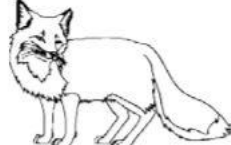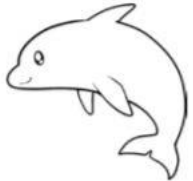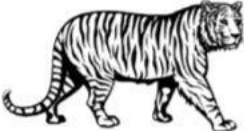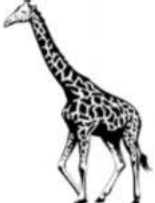
MULTIPLE MATCHING YES - NO

- **MATCHING PICTURES WITH INFORMATION FROM THE SOUND FILE**
- **IF THE OBJECT/PERSON/ ETC IS MENTIONED CHOOSE YES**
- **IF THE OBJECT/PERSON/ ETC IS MENTIONED CHOOSE NO**

FAVOURITE ANIMALS

Listen to a group of students talking about their favourite animals.
While listening, put a cross on "YES" if they talk about that animal (A-I), put a cross on "NO" if they don't talk about that animal. The first one (A) is an example.
You will hear the recording twice.
You will have 20 seconds at the end of the second recording to complete your answers.
You now have 20 seconds to look at the task.

A	B	C
YES ☒ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐

D	E	F
YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐

G	H	I
YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐

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MULTIPLE CHOICE QUESTIONS

- OPEN ENDED QUESTION OR INCOMPLETE SENTENCE
- 4 OPTIONS – ANSWERS OR SENTENCE COMPLETION
- ONLY ONE ANSWER IS CORRECT
- DISTRACTERS ARE PLAUSIBLE BUT NOT CONSISTENT WITH THE TEXT

FIELD TRIP

Listen to an announcement at a school.
While listening, choose the correct answer (A, B, C or D) for questions 1-7. Put a cross in the correct box. Only one answer is correct.
The first one (0) is an example.
You will hear the recording twice.
You will have 20 seconds at the end of the second recording to complete your answers.
You now have 20 seconds to look at the task.

0. The field trip is on
   A   Monday.
   B   Tuesday.
   C   Friday.
   D   Saturday.

1. On that day the students are visiting a
   A   farmer's field.
   B   farmer's house.
   C   farmer's shop.
   D   farmers' market.

2. The students have to be at school at
   A   9:00.
   B   9:10.
   C   9:20.
   D   9:30.

3. The bus will leave at
   A   9:10.
   B   9:15.
   C   9:20.
   D   9:30.

4. The students must bring
   A   fruit and vegetables.
   B   a bottle of lemonade.
   C   a packed lunch.
   D   fruits and drinks.

5. On the field trip the teacher will give them
   A   a bag of vegetables.
   B   some fruit juice.
   C   a bag of sweets.
   D   a worksheet.

6. The students can buy
   A   a souvenir.
   B   some fruits.
   C   some flowers.
   D   a water bottle.

7. On Sunday it's
   A   Mother's Day.
   B   the teacher's birthday.
   C   Easter Sunday.
   D   Farmer's Day.

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THANK YOU!

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