

# Literacy and Numeracy for NCEA Level 1 - Speaking and Listening

## Discussion cards

### Content

Developing strong personal communication skills is an essential skill for both work and community environments. This resource supports the teaching and learning of interaction skills and can be used in conjunction with Unit Standard 26625 - Actively participate in spoken interactions. The resources are designed to support tutors to embed strategies that improve communication skills. They are appropriate for ESOL and English speaking learners.

### Alignment

The content aligns with step 3/4 of the Interactive Listening and Speaking progression.

#### AS THEY DEVELOP THEIR EXPERTISE, MOST ADULTS WILL:

- respond to and use more sophisticated skills and appropriate language to monitor and improve the effectiveness of interactions
- respond to and use variations in tone of voice, intonation and stress (for example, the stress placed on specific words or sentences)
- recognise and use the vocabulary and other language features that mark the register appropriate to the topic, audience and context.

Learners use a range of strategies to manage, monitor and improve interactive communication. (See the glossary for an explanation of *register*.)

Areas of study can include:

- extending knowledge of social and cultural communication rules, such as expectations of politeness, marae protocol, or appropriate topics for informal and formal dialogue
- attending to verbal or non-verbal signals (for example, those used to indicate turn-taking, agreement or discomfort), interpreting signals such as “mmm”, “yeah”, “ae” and discriminating between registers of speech and tones of voice
- seeking, giving and receiving feedback in order to negotiate meaning, using strategies such as checking, making evaluative comments, using repetition, interrupting and refocusing the conversation.

Fig 1. Step 3/4 of the Interactive Listening and Speaking progression

## Intent

This resource is designed to support activities that develop learners' awareness of speaking and listening behaviours that inhibit or improve interactions. Although the cards can be used for a variety of purposes, specific activities are described in the resource: [Literacy and Numeracy for NCEA Level 1 - Speaking and Listening: Developing an awareness of good practice.](#)

## Discussion Cards



Lack of eye contact

Loud talking (shouting)

Doesn't let the speaker finish their  
sentences

Says 'what' when seeking to clarify

Changes the topic

Poor articulation (mumbling)

Uses one-word sentences

Talks too fast

Turns away when talking

Gives verbal feedback to the speaker

Gives non-verbal feedback to the  
speaker

Turns away when being spoken to

Has poor manners