



Some Features of Communication Across Stage I Listening

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
<ul style="list-style-type: none"> • Communication is face-to-face (usually one-on-one) or via digital media (video, online). • Speech is clear and at a slow rate. • Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). • Listening texts can be short, informal monologues, dialogues or short, simple instructions. • Monologues are very short (a few phrases or a simple sentence). • Dialogues are very short (2 turns, often a simple question and answer). • Instructions are short and simple (just a few words). • Language is limited to familiar, individual, high-frequency words and short phrases. • Topics are related to familiar, everyday situations of immediate personal needs. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing. 	<ul style="list-style-type: none"> • Communication is face-to-face (usually one-on-one) or via digital media (video, online). • Speech is clear and at a slow rate. • Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). • Listening texts can be very short, informal monologues, dialogues or simple instructions. • Monologues are short (up to a few phrases or sentences). • Dialogues are short (no more than 4 turns). • Instructions are a few simple sentences. • Language is limited to simple phrases and simple, short sentences. • Topics are related to familiar, everyday situations of immediate personal needs. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing. 	<ul style="list-style-type: none"> • Communication is face-to-face (usually one-on-one or in small groups) or via digital media (video, online). • Speech is clear and at a slow to normal rate. • Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). • Listening texts can be short, informal monologues, dialogues or simple instructions. • Monologues are relatively short (a few short sentences). • Dialogues are relatively short (up to about 6 turns). • Instructions are simple and may contain simple and compound structures. • Language is limited to formulaic phrases, questions, commands and requests of immediate personal relevance. • Topics are related to familiar, everyday situations of personal relevance. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing. 	<ul style="list-style-type: none"> • Communication is face-to-face (usually one-on-one or in small groups), very briefly on the phone or via digital media (video, online). • Speech is clear and at a slow to normal rate. • Visual clues and setting support the meaning when the topic or situation is less routine or familiar. • Listening texts can be short, informal monologues, presentations, dialogues or instructions. • Monologues and presentations are relatively short (up to about 10 sentences). • Dialogues are relatively short (up to about 8 turns). • Instructions contain simple and compound structures, and longer phrases of location, movement and manner. • Language is simple and related to everyday topics and situations. • Topics are related to familiar, everyday situations of personal relevance. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing.

Note: Length of text and speed of delivery are often beyond the listener's control and are determiners of degrees of simplicity across Listening Stage I.