

## GAC014 Academic English III: Listening & Speaking Skills

GAC014-aligned critical listening and seminar practice; the centre's brief sets the actual criteria and timing.

## Critical listening up to the formal seminar

GAC014 develops critical listening, evaluation of arguments, presentations with media, and the formal class seminar.

## What the sheets can and cannot measure

- Your teaching centre supplies the actual brief, criteria and timing.
- A seminar presentation needs real delivery and interaction.
- The six sheets provide written scripts, evidence records and rehearsal tasks.
- Printed-script checks do not measure one-pass listening, pronunciation, fluency or actual duration.

## Your turn: what the rehearsal measures

### Your turn

A written seminar rehearsal can verify which of these?

- A. The pronunciation of key terms
- B. Whether the contributions follow the evidence and the agreed roles
- C. One-pass listening comprehension
- D. The live duration of the interaction

## Critical listening tracks four things

| Track          | The question it answers                |
|----------------|----------------------------------------|
| The claim      | What does the speaker want accepted?   |
| The support    | What is offered for it?                |
| The limits     | Which qualification narrows the scope? |
| The unanswered | What remains open?                     |

### Use the evidence

A qualification such as "in this sample" narrows the scope; a strong summary retains it.

## Worked example: revisions after a combined activity

- 1 Record what happened** Sixteen fictional volunteers used a teacher checklist and exchanged peer comments; twelve made a relevant revision.
- 2 Apply the stated definition** A relevant revision clarifies a claim or adds checklist-required support — not just correcting spelling.
- 3 Name what is missing** There is no checklist-only comparison and no earlier revision rate.
- 4 Bound the conclusion** The record supports revisions after a combined activity, not an isolated causal effect of comments.

### Decision

Limited evidence is not the same as no useful evidence.

## Keep the three records distinct



- The observed revisions: twelve of sixteen, by the stated criterion.
- The combined activity: checklist plus peer comments together.
- The missing comparison: no checklist-only group, no earlier rate.

## Rehearse with headings, verify on the second pass

- Before a rehearsal, choose note headings suited to the question.
- Claim, evidence, limitation and next check work for an argument.
- On a permitted second reading, verify numbers, negatives and conditions.
- A confident voice does not strengthen the evidence; a sentence without a hedge is not automatically exaggerated.

## Your turn: the four who did not revise

### Your turn

Twelve of sixteen volunteers made a relevant revision. What can be said of the other four?

- A. They changed nothing at all
- B. They did not meet the stated criterion; that does not establish they changed no words
- C. They refused to participate
- D. They proved peer comments do not work

## Abstract discussion needs a working definition

- An abstract discussion can concern access, fairness or evidence rather than one concrete object.
- Ask what the term means in the task before agreeing or disagreeing.
- Clarification identifies the uncertainty, then lets the speaker explain it.
- The invented medical-communication examples are language tasks, not clinical studies or health advice.

## Worked example: the mean that rose while most fell

- 1 Record the before scores** Five fictional volunteers each score ten on a notice-comprehension quiz before reading.
- 2 Record the after scores** Nine, nine, nine, nine and twenty-four.
- 3 Compute the group change** The total rises from fifty to sixty, so the mean rises from ten to twelve.
- 4 Check the individuals** Only one individual score rises; four fall.

### Decision

An average increase does not establish that most people improved.

## Percentage point, or doubling

### One percentage point

A date-label check changes from 1% to 2%.

The absolute difference is one percentage point.

### A doubling

Relative to the initial rate, 1% to 2% is a doubling.

A 100% relative increase — from a very small base.

## Correct the distinction, then ask

### Responding in discussion

Acknowledge the contribution, then correct the specific distinction: "Do you mean the mean score or the number of people improving?"

Follow with a useful question about access or the design of a suitable comparison.

Do not invent missing data to make the answer sound decisive.

## Validity, reliability, bias

| Concept     | The question it asks                                        |
|-------------|-------------------------------------------------------------|
| Validity    | Does the evidence measure the intended thing?               |
| Reliability | Is it consistent under suitable repeated conditions?        |
| Bias        | Did recruitment, wording, measurement or reporting skew it? |

### Use the evidence

Reliability cannot be inferred merely because a result comes from an official-looking page.

## Worked example: the fair new review procedure

- 1 **Read the population and the sample** An invented library wants all five hundred students' views; twenty voluntary website respondents answer.
- 2 **Read the question wording** "How helpful is our fair new review procedure?" — sixteen choose helpful.
- 3 **Bound the result** 80% of those respondents, not observed support from 80% of all students.
- 4 **Check the concepts** Self-selection and positive framing threaten validity; no repeat measurement leaves reliability unestablished.

### Decision

Helpful is also not a measurement of every disputed case's fairness.

## Your turn: the 80% claim

### Your turn

Sixteen of twenty voluntary website respondents call the procedure helpful. What does "80% support" establish?

- A. 80% of all five hundred students support it
- B. 80% of the twenty respondents chose helpful, under a positively framed question
- C. The procedure is reliable across terms
- D. The procedure is fair in every disputed case

## Represent the viewpoint before judging it

- In the fictional community-hall case, quiet access matters to residents without a calm home space.
- Group activities also need a room.
- Neither viewpoint means banning the other activity everywhere.
- State the comparison criteria explicitly: access, noise, demand or setup effort.

## A preference and a priority need different support

### A measured preference

Twenty-four of forty voluntary respondents choosing quiet study.

A bounded empirical result with a stated denominator.

### A priority

The value placed on quiet access.

A judgement about what should matter, which the count alone cannot settle.

## Worked comparison: scaling is arithmetic, not observation

- 1 State the recorded result** Twenty-four of forty voluntary respondents choose quiet study.
- 2 Scale carefully** The hall serves two hundred residents; scaling  $24/40$  gives 120 — a calculation, not an observed census.
- 3 Compare the options by what they prioritise** A quiet-only option prioritises quiet access; a group-only option prioritises shared activities.
- 4 Propose the conditional next step** A scheduled-use trial could explore both needs; time-slot demand, noise and switching effort remain unmeasured.

### Decision

The original script approves no schedule.

## Your turn: the scaled-up number

### Your turn

A speaker says "120 residents want quiet-only use." On what basis?

- A. An observed census of the hall's two hundred residents
- B. A scaling of 24/40 — arithmetic that assumes the respondents represent everyone
- C. The scheduler's records
- D. The group's unanimous decision

## Digital media serve the spoken point

- Digital media should clarify the point you explain aloud.
- Readable headings, contrast, clear labels; colour alone should not carry the distinction.
- Include the quantity, denominator, scope and source.
- Use real credit for real evidence; label these supplied classroom records as fictional.

## Worked example: two more correct, not a doubling

- 1 **Record the two results** Eight of twelve first-day volunteers answer the event-time question correctly; ten of twelve different second-day volunteers, viewing a revised notice.
- 2 **State the difference plainly** Two additional correct responses — not a doubling.
- 3 **Attach the comparison limits** Different people and different days do not isolate the revision's effect.
- 4 **Keep the outcome narrow** One event-time question does not measure overall understanding of the event.

### Decision

The table carries the fractions; the speech carries their limits.

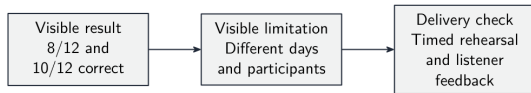
## The three-slide plan

First slide: the question and the notice change being considered

Second slide: a clear table retaining 8/12 and 10/12, with group labels and the fictional source

Final slide: visible comparison limits and a proposed next check

## The delivery check is part of the media



- The result, the comparison limitation and the delivery check support different parts of the update.
- The slide carries quantities; the voice carries explanations.
- A listener restating the result and its limit is the comprehension test.

## The seminar is not consecutive speeches

- A formal seminar connects preparation, evidence-based contributions, questions and an accurate synthesis.
- Roles can include chair, prepared speakers and recorder; the brief sets the allocation and timing.
- Protect discussion time instead of treating several consecutive speeches as the whole seminar.

## Worked seminar brief: the equipment log

- 1 Read the record** The fictional equipment log records forty requests and six double bookings across two weeks.
- 2 Name the gaps** Waiting time, abandoned attempts and unique-user counts are missing; no interface trial has occurred.
- 3 Frame the question** What a limited trial should measure before wider adoption — not whether an untested interface has succeeded.
- 4 Follow the synthesis** The group agrees to recommend measuring conflicts and access difficulties; duration and a numerical success threshold remain undecided.

### Decision

Keep specific proposed indicators distinct from the broader agreed categories.

## Fielding a question honestly

- Fielding a question means responding to the question actually asked.
- Clarify an unclear term; answer from available evidence; identify what remains unknown.
- A short restatement can help; do not repeat the whole talk to avoid the question.
- When the record covers a limited period, it cannot establish an unmeasured long-run outcome.

## Close with the honest ledger

- Close with what was agreed, what remains unresolved, and what planning comes next.
- Invite correction from the recorder and the participants.
- Silence is not consensus; a recommendation is not rollout approval.
- Criteria should be defined before observing trial results.

## Your turn: the seminar close

### Your turn

The group recommends measuring conflicts and access difficulties, with duration undecided. How should the seminar close?

- A. Report the recommendation as an approved rollout
- B. Report the agreed measurements, the undecided duration and threshold, and the next planning step
- C. End without a summary to save time
- D. Ask the chair to decide the threshold silently

## Check yourself

- Mean rises from ten to twelve while four of five individuals fall. What is established?
- 1% to 2% — give both true descriptions.
- Why does 24/40 scaled to 120 not prove 120 residents want quiet-only use?
- What three things does an honest seminar close contain?