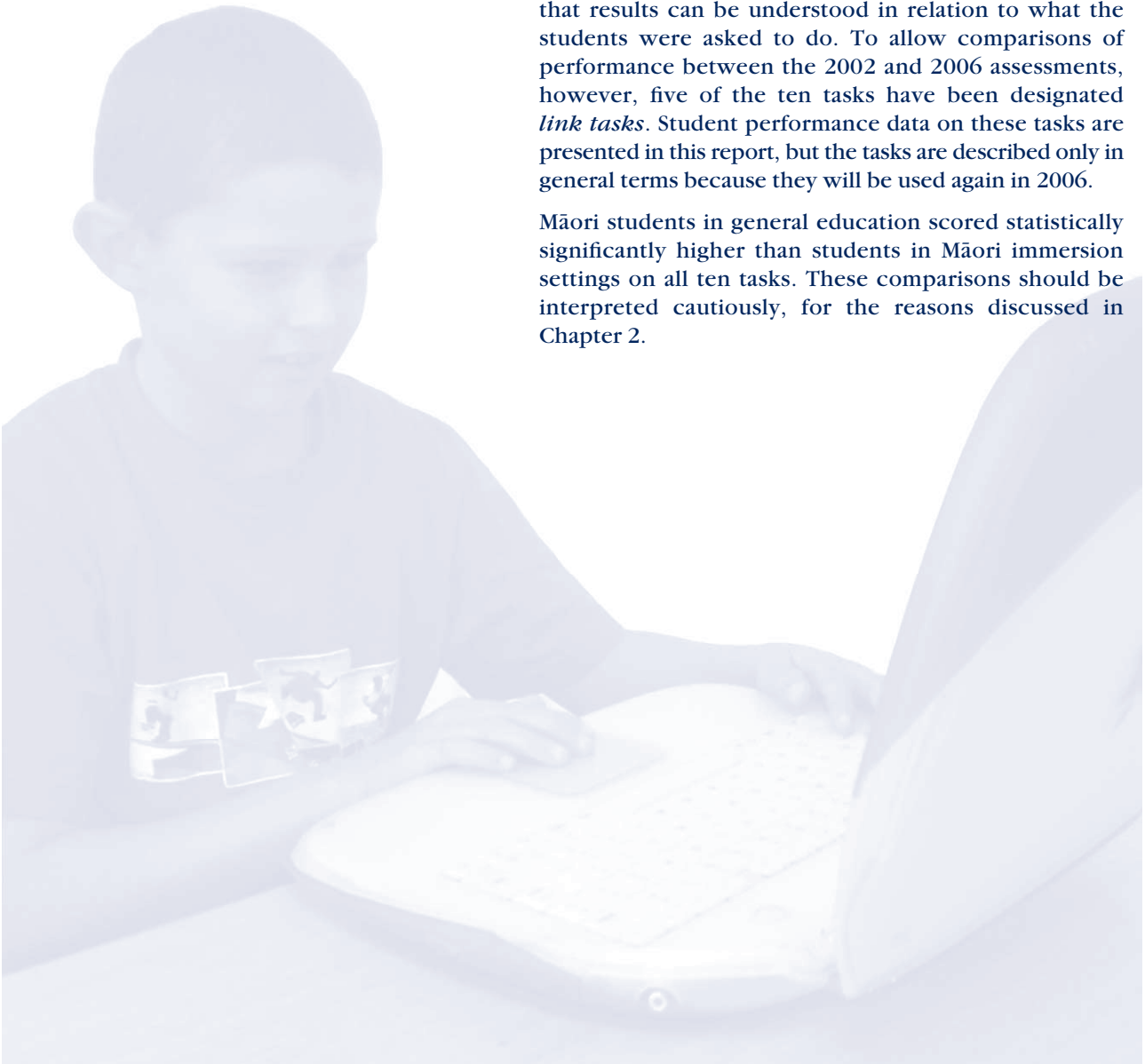


Listening is an important skill. Good listening is required for a wide variety of purposes, such as participating in conversations, understanding stories, obtaining information, identifying opinions or viewpoints, enjoying entertainments or events, and extending personal language knowledge and skills.

This chapter reports the results of ten listening tasks administered to individual Māori students in both general education settings and Māori immersion settings. Five tasks were administered in a videotaped one-to-one interview format, while the other five tasks were attempted in a station or independent format.

National monitoring results are reported task by task so that results can be understood in relation to what the students were asked to do. To allow comparisons of performance between the 2002 and 2006 assessments, however, five of the ten tasks have been designated *link tasks*. Student performance data on these tasks are presented in this report, but the tasks are described only in general terms because they will be used again in 2006.

Māori students in general education scored statistically significantly higher than students in Māori immersion settings on all ten tasks. These comparisons should be interpreted cautiously, for the reasons discussed in Chapter 2.



He Pānui Waea — Phone Message

Approach: One to one

Focus: Accurately recalling a message.

Resources: Audio recording on laptop computer.



Questions/instructions:

[This activity uses the computer for a soundtrack only. There are no visuals provided on the computer.]

This activity uses the computer.

Click the **Phone Message** button.

On the video you are going to hear a message left on an answerphone. You will only hear the message once, so listen carefully.

After you have listened to the message, I will ask you to tell me what it said.

Put the headphones on so that I can't hear.

Click the **Play** button.

Audio script:

Hello. This is Frank Kane of the town library speaking. I'd like to leave a message for one of the teachers called Mrs Bright. Would you tell her that it will be all right for her class to visit the library next Tuesday at 11 o'clock. We'll have the videos about wild animals that she wants the kids to see. It takes about half an hour. Thanks.

You've listened to the message and I didn't hear it.

I want you to tell me what the message said.

Try to tell me all of the information.

	% responses	
	GE _d	MI
from Frank Kane (or interpretable variant)	62	53
of town library (or interpretable variant)	49	63
to Mrs Bright (or similar)	44	24
okay for class to visit library	80	53
next Tuesday	29	16
at 11am	38	26
has the video	73	53
about wild animals	54	42
video takes about half an hour	52	55

He mahi rorohiko tēnei.

Pāwhiria te pātene **He Pānui Waea**.

He mahi rīpene atatata tēnei. E rongō ana koe i tētahi pānui ki te waea hopu kōrero. Kotahi noa te wā, ka rongō koe i te pānui, nō reira me āta whakarongo.

I muri i tērā, ka tonoa koe ki te kōrero mai, he aha te pānui.

Whakamaua tō kawē rongō kia kore ai au e rongō atu.

Pāwhiria te pātene **Tīmataria**.

Audio script:

Kia ora, ko Frank Kane tēnei, nō te whare taonga pukapuka o te taone. Kei te hiahia whakarere mai au i tētahi kōrero mō tētahi o ngā kaiako, ko Mihi Bright tana ingoa. Tēnā, kī atu ki a ia kei te pai te toro mai o tana karaihe ki tā mātou whare pukapuka a tērā Tūrei, a te tekaumarua karaka. Kei a mātou ngā rīpene atata o ngā kararehe puihi mō ngā tamariki. Ko te hawhe haora pea te roa o te wā mātakitaki ataata. Hei kōnā!

Kua rongō koe i te pānui, ā, kāore au i rongō.

Ko taku hiahia, me kōrero mai e koe, he aha te pānui.

Me kaha tonu koe ki te kōrero mai i ngā kōrero katoa, i rongō koe.

	% responses	
	GE _d	MI
Total score:	8-9	3 0
	6-7	34 24
	4-5	43 31
	2-3	17 32
	0-1	3 13

Commentary:

Māori students in general education (GE_d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

Te Tohu Huarere — Weather Forecast

Approach: One to one

Focus: Inferential listening.

Resources: Audio recording on laptop computer.



Questions/instructions:

This activity uses the computer. Click the **Weather Forecast** button.

He mahi rorohiko tēnei. Pāwhiria te pātene **Te Tohu Huarere**.



[stationary image only on screen throughout task]

Imagine your sports team wants to go to Wellington. You are going to play outdoors for the whole day. You want fine, dry and calm weather to do this. The weather forecast you will hear tells you the weather for a week. Listen to the forecast so you can tell me what day you would choose to go to Wellington. Remember, you want weather that is fine, dry and calm.

Click the **Play** button.

Kei te hiahia tō tīma tākaro ki te haere ki Te Whanganui-a-Tara. Ka tākaro koutou i waho mō te katoa o tēnei rā. Ko te hiahia kia paki te rā, kia maroke, kia marino hoki. Mā te tohu huarere ka rongu koe ka pēhea te wiki. Whakarongo ki te Tohu Huarere, ā, kōrero mai ko tēhea te rā ka hiahia koe ki te haere ki Te Whanganui-a-Tara. Kia maumahara, kia paki, kia maroke, kia marino hoki te rangi.

Pāwhiria te pātene **Tīmataria**.

Audio script:

And now the 5-day forecast for the Wellington region.

- Monday:** Strong westerlies over the Tararua Ranges with some snow flurries over 800 metres. Some light rain with skies clearing later in the day.
- Tuesday:** Light rain forecast for the morning, with continued drizzle expected throughout the day, lifting by early evening. Calm weather with little wind.
- Wednesday:** Clear, calm weather expected throughout the region. Warm and sunny in all areas. Temperatures dropping at night-time with frost in some areas.
- Thursday:** Winds rising in the morning. Mostly fine, however, a few cloudy areas expected night and morning with rain in the east.
- Friday:** Continued wind with driving rain spreading throughout the region.

Anei te Huarere mō te wāhanga o raro iho o Te Ika-a-Maui.

Te Mane: Ko ngā hau kaha o te hauāuru mai i ngā paeroa o te Tararua, me ētahi rerenga hukapapa neke atu i te waru rau mita. Anō te hāuaua me te mārama haere o te rangi i muri mai.

Te Tūrei: He hāuaua i te ata, ā, haere tonu he kōnehunehu i te nuinga o te rā, katahi ai ka hiki i te ahiahi. Ka marino te rangi anā, iti noa te hau.

Te Wenerei: Ka mahea, ka tau te huarere aupaki ki te rohe. He mahana, me te whiti o te rā i ngā rohe katoa. Ka heke iho te pāmahana i te ahiahi me te whai hukapapa i ētahi rohe.

Te Tāite: Ka kaha ake ngā hau i te ata. I te nuinga o te wā, he rā paki, ahakoa he kapua ka kitea i te pō me te ata, me te paku marangai i te rāwhiti.

Te Paraire: Ka pupuhi tonu te hau, ā, ka hora atu i te rohe katoa.

	% responses	
	GE _d	MI
1. Which day would you choose? Ko tēhea te rā kōwhiri ai koe?		
Wednesday	95	69
2. Why would you choose that day? He aha koe i kōwhiri ai i taua rā?		
lack of rain	38	16
lack of wind	68	24
clear/sunny/frosty	84	76

	% responses	
	GE _d	MI
Total score:	4	11
	24	16
	43	16
	29	41
	1	16
	0	3

Commentary:

Māori students in general education (GE_d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

Te Hau me te Rā — The Wind and the Sun

Approach: One to one

Focus: Retelling and critical thinking.

Resources: Video recording on laptop computer; 4 pictures.



Questions/instructions:

This activity uses the computer.

Click the *The Wind and the Sun* button.

We will start this activity by listening to a fable called 'The Wind and the Sun'. A fable is a story which has a moral or a lesson in it. You will need to listen carefully because when the story has finished, I'm going to ask you to tell it to me.

Click the *Play* button.

He mahi rorohiko tēnei.

Pāwhiria te pātene *Te Hau me te Rā*.

Me whakarongo tāua ki te pakiwaitara e kiia nei ko 'Te Hau me te Rā'. He momo kōrero whakatō tikanga. Me āta whakarongo koe, nā te mea, i te mutunga, ka kōrerotia mai e koe ki au. Nā, whakarongo mai.

Pāwhiria te pātene *Tīmataria*.

Video script:

One day, the Wind and the Sun were having an argument.

"I'm stronger than you!" said the Sun.

"No you're not," said the Wind. "I'm much stronger than you!"

As they argued, they saw a man wearing a red cloak, walking along the road.

"I propose a test," said the Wind. "Whichever one of us can tear the cloak from the back of that man is the stronger."

The Wind took the first turn. He blew so hard that leaves and branches were torn from trees. Clothes hung out to dry were blown off the line. Everyone hurried indoors for shelter. But the Wind could not take the cloak off the man. The man shivered and held tightly to his cloak.

"You have failed," said the Sun. "And now it is my turn."

The Sun shone. It was very warm. The man felt hot and thirsty. He stopped to drink a cup of water.

The Sun shone brighter and the man became hotter and hotter. He pulled off his boots. It was much too hot to wear them.

At last he came to a stream. He sat on the bank and dipped his feet in the cool water. But the Sun shone warmly on his back.

The man decided to lie down in the shade of a tree to rest. He took off his cloak and laid it across the grass.

"I have won," said the Sun to the Wind.

"As you can see it is easier to influence people with gentleness than with force."

Video script:

I tētahi rangi, i te tautohetohe te Hau me te Rā.

"He kaha kē atu ahau i a koe!" ko te kī a te Rā.

"Ehara!" ko te kī a te Hau. "He kaha kē atu ahau i a koe!"

I a rāua e tohetohe ana, ka kite rāua i tētahi tangata e mau kaitaka ana i a ia e hīkoi ana i te huarahi.

"Ānei he whakamātautau" ko te kī a te Hau. "Ko te mea o tāua ka taea te tīhae i te kaitaka i te tuara o te tangata ra, ko ia te mea kaha"

Ka mahi te hau i tāna mahi. Te kaha o tana pupuhi, ka rere ngā rau me ngā peka i ngā rākau. Ko ngā kākahu i whakairihia kia maroke, hōropa ana ki raro. Tere tonu te oma o ngā tangata ki ro whare. Engari, kāre i taea e te Hau te tango mai te kaitaka o te tangata. Ka wiriwiri te tangata me te takai i a ia mā tōna kaitaka.

"Kua raru koe!" te kī a te Rā. "Nōku te wā ināianei."

Ka whiti te Rā. He tino mahana. Ka wera te tangata, me te mate inu wai. Ka tū ki te inu wai.

Ka kaha ake te whiti o te Rā, kātahi ka werawera haere te tangata. Ka tangohia e ia ōna hū. He wera rawa ki te mau i ēra.

A, ka tae tērā ki tētahi awa. Ka noho ia ki te taha, ā, ka whakamātao i ōna waewae ki ro wai mātao. Engari ka mahana rawa atu te whiti o te Rā ki runga i tōna tuara.

Ka whakatau te tangata ki te takoto i raro i te marumaru o te rākau ki te whakangā. Ka tangohia e ia tōna kaitaka.

"Anā, kua wikitoria ahau" te kī a te Rā ki te Hau.

"Nā, ka kitea ināianei, he pai ake te hūmarire, i te taikaha".

Here are some pictures that show parts of the story.

Place pictures in front of student in order 1 to 4.



1. Now I want you to retell the fable to me. Use these pictures to help you as you tell the story to me.

Give student time to retell the fable.

There is a main message or lesson at the end of this story which said: 'it is easier to influence people with gentleness than with force'.

2. Try to explain to me what that lesson means.

PROMPT: What does the main message of the story mean?

Ānei ētahi pikitia e whakaatu ana i ētahi wāhanga o te pūrākau.

Whakatakotoria ngā pikitia mai i te 1 ki te 4 ki mua o te taura.

1. Nā, kōrerotia mai anō te pakiwaitara nei. Whakamahia ngā pikitia hei āwhina i a koe.

Hoatu he wā hei kōrerotanga.

He whakahau tōtika kei te mutunga o tēnei pakiwaitara. Ānei nā, 'He pai ake te hūmārire i te taikaha'.

2. Kōrero mai, he aha te tikanga o tēnei whakahau.

HE ĀWHINA: He aha te tikanga matua o te pakiwaitara nei?

	% responses	
	GE ^d	MI
Details included:		
argument	88	81
between wind and sun	84	91
about who is stronger	82	67
test (<i>who can get cloak off</i>)	88	75
red cloak	39	6
wind blew	83	91
leaves/branches torn off trees	43	6
clothes blown off line	36	3
people sheltered	24	16
wind made man shiver/cold	16	31
man held on tightly to cloak	31	9
cloak stayed on	43	41
sun shone	64	94
man hot	68	88
man thirsty/drank water	18	41
man took off boots	81	59
put feet in water/stream	70	44
still sun shone on man's back	34	13
wanted to rest/lie down	77	78
took off cloak	94	56
ending such as sun saying "I have won"	46	53

	% responses	
	GE ^d	MI
Order of main events:		
all in correct order	44	22
slightly jumbled	42	44
seriously jumbled	14	34
Explanation of message:		
very good	16	15
moderately good	41	31
poor	43	54
Total score:		
19-21	10	0
16-18	21	9
13-15	31	35
10-12	22	25
7-9	10	25
<7	6	6

Commentary:

Māori students in general education (GE^d) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

Te Poropeka — Zippos

Approach: Independent

Focus: Recalling information, drawing appropriate conclusions, representing information visually.

Resources: Audio recording on laptop computer.



Questions/instructions:

[This activity uses the computer for a soundtrack only.
There are no visuals provided on the computer.]

This activity uses the computer.

Click the *Zippos* button.

In this activity you are going to listen to some facts about Zippos. Zippos are strange creatures that live deep in caves. We don't know what Zippos look like but we do have some information about them.

Listen carefully to the information you hear about Zippos and draw what you think they look like. Draw your picture while you are hearing the information.

The video will give the information twice. You can add to or change your drawing as you listen to the information a second time.

I'll play the video now.

Click the *Play* button.

Audio script:

In this activity you are going to draw a Zippo. Zippos live in caves and never come into the light. Nobody has ever seen a Zippo so we don't know exactly what they look like. You are going to hear some information about Zippos. Use this information to draw what you think a Zippo would look like.

You can start drawing as the information is given to you. The information will be given twice. You can check your drawing when the information is given the second time.

Facts about Zippos:

- ▶ Zippos are round in shape. This helps them to roll from place to place.
- ▶ They have 2 large round eyes that help them to see in the dark caves. Each eye is made up of four circles.
- ▶ Zippos use their large wings to fly about in the cave, where they feed on spiders and insects.
- ▶ Zippos are friendly. They have big happy smiles.
- ▶ Zippos have 3 short hairy legs, and claws on their feet.

Now listen to the information again.

He mahi rorohiko tēnei.

Pāwhiria te pātene *Poropeka*.

Ka whakarongo koe ki ētahi kōrero pono mō te poropeka. He tipua tino rerekē noho ai rātou i roto ana. Kāore tātou i te mōhio pēhea tō rātou āhua engari kei a tātou ētahi mōhiohio mō rātou.

Āta whakarongo ki te ngā mōhiohio mō te āhua o te Poropeka. I a koe e whakarongo ana, tāhia tētahi Poropeka kia rite ki tāu e whakaaro ai.

E rua ngā whakaturanga o te rīpene ataata. I te wā tuarua, ka taea e koe te whakarerekē, te tāpiri atu rānei, i ētahi atu āhuetanga

Māku e timata te rīpene ataata.

Pāwhiria te pātene *Tīmataria*.

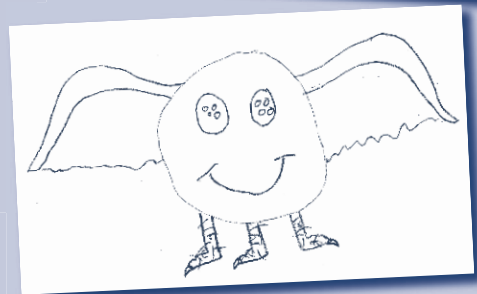
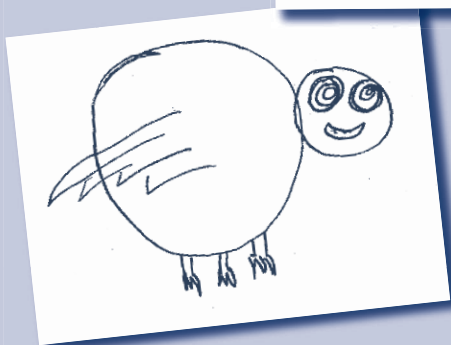
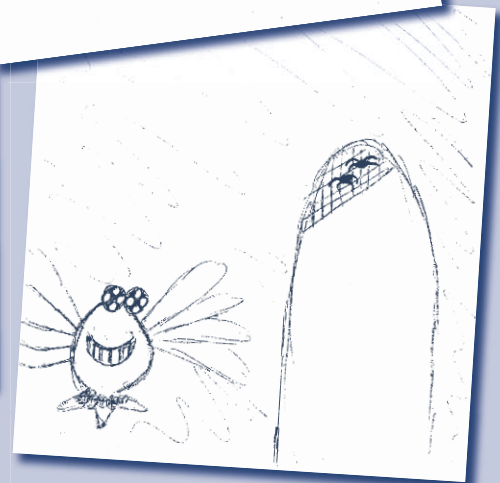
Audio script:

I tēnei mahi, ka rongu koe ki ētahi kōrero mō te Poropeka. He kararehe tipua e noho ana i ngā ana hōhonu. Kāhore tāua i te mōhio ki te āhuetanga o te Poropeka; heoi anō rā, ka rongu koe ki ētahi kōrero mō rātou. Āta whakarongo ki te kōrero mō te Poropeka, ā, me tuhi tō pikitia e ai ki te kōrero. Tuhiā tō pikitia i a koe e whakarongo ana ki te kōrero. E rua ngā putanga o te kōrero. Ka taea te tīni tō pikitia i te wā tuarua e whakarongo ana koe.

Ngā kōrero mō te Poropeka:

- ▶ He momona te Poropeka, rite ki te porohita te āhua o te tinana. He pai tēnā kia takahuri haere ia ki wīwī, ki wāwā.
 - ▶ E rua ōna karu nunui, kia pai ai tāna titiro i te ana pōuriuri. E whā ngā porohita ki ia karu, ia karu.
 - ▶ He rahi tōnu ōna parirau, kia pai ai tāna rere i te ana. Ka kai ai i ngā pungawerewere me ngā ngārara.
 - ▶ He ratarata, he hākoakoa te Poropeka, ā, he nui hoki tāna menemene.
 - ▶ E toru noa iho ōna waewae potopoto, waewae huruhuru hoki, ā, he matikuku rapirapi hoki anō ōna.
- Tēnā, me whakarongo mai anō ki ngā kōrero.

MĀORI IMMERSION STUDENTS' EXAMPLES



Features of drawing:

	% responses	
	GEd	MI
round in shape	80	76
two round eyes	82	78
3 or 4 circles inside eyes	73	52
wings	96	91
wings are large	79	65
smile/happy	89	80
3 legs	88	72
legs are short	83	93
legs are hairy	60	48
legs have claws (on their feet)	91	59

	% responses		
		GEd	MI
Total score:	9-10	48	26
	7-8	37	44
	5-6	11	15
	0-4	4	15

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

Rārangi — Line Up

Approach: Station

Focus: Following instructions, logical thinking.

Resources: Computer programme on laptop computer.

Question/instructions:

This activity uses the computer. Click on the button that says **Line Up** to begin the task. The computer will tell you what to do.

He mahi rorohiko tēnei. Pāwhiria te pātene **Rārangi**. Mā te rorohiko ngā tohutohu.

Audio script:

The five men live in the five houses. Each man lives in his own house. The instructions will tell you which house they live in.

You will hear each instruction once only. Follow the instructions as you hear them, dragging the men and placing them in their house.

[FIRST PHASE]

- ▶ The man with the glasses is in the middle house. When you are ready, click the Next button.
- ▶ The man with the yellow hat is in house number 5.
- ▶ The man with white hair is NOT next to the man with the glasses.
- ▶ The painter is beside the man with the glasses.
- ▶ The man with the black hat is between the man with the glasses and the man with the yellow hat.

When you are ready, click the Next button.

One day the men all decided to change houses. Listen to the new instructions. Drag each man into his new house.

[SECOND PHASE]

- ▶ The man with the yellow hat is in the second house from your left.
- ▶ The painter is not next to the man with the yellow hat.
- ▶ The man with the glasses doesn't live in a house with an odd number.
- ▶ The man with the black hat is standing alongside only one person.
- ▶ Put the last man in the empty house.

When you are ready, click the Finish button.



Audio script:

Tokorima ngā tāngata ka noho i ngā whare e rima. Ka noho ia tangata ki tōna ake whare.

Mā ngā tohutohu ka mōhio koe ko ēhea whare o rātou.

Kotahi te wā ka rongu ai koe i ēnei tohutohu. Whakarongo, ā, kumea atu ngā tāngata ki ō rātou whare.

[FIRST PHASE]

- ▶ Ko te tangata whai mōhiti kei te whare i waenganui. Kia reri koe, pāwhiria te pātene **Haere Tonu** ā, ka rongu i te tohutohu o muri.
- ▶ Ko te pōtae kōwhai kei roto i te whare nama rima.
- ▶ Ko te tangata he mā nei ōna makawe, ehara ia i te taha o te tangata mōhiti nei ōna.
- ▶ Ko te tangata peita kei te taha o te tangata mau mōhiti.
- ▶ Ko te tangata mau pōtae pango, kei waenganui i te tangata mau mōhiti me te tangata he kōwhai tōna pōtae.

Kia reri koe, pāwhiria te pātene **Haere Tonu**, ā, ka rongu i te tohutohu o muri.

I tētahi wā, ka tīni whare ngā tāngata nei. Whakarongo ki ngā tohutohu. Kumea ia tangata ki tōna whare hou.

[SECOND PHASE]

- ▶ Ko te tangata kōwhai tōna pōtae kei te whare tuarua, mai i tō taha mauī.
- ▶ Ehara te kaipeita i te taha o te tangata mau pōtae kōwhai.
- ▶ Kāhore te tangata mau mōhiti e noho i te whare taukehe te nama.
- ▶ Ka tū te tangata mau pōtae pango ki te taha o tētahi atu anake.
- ▶ Whakanohoa te tangata e mahue ana ki te whare wātea. Kia oti koe, pāwhiria te pātene **Kua mutu**.

First phase:



	% responses	
	GEd	MI
5 correct	85	77
4 correct	11	0
3 correct	3	7
2 correct	1	7
1 correct	0	7
0 correct	0	2

Second phase:



4 or 5 correct	41	11
3 correct	12	28
2 correct	22	27
1 correct	19	32
0 correct	6	2

	% responses	
	GEd	MI
Total score:	9-10	39 9
	7-8	31 48
	5-6	27 27
	3-4	3 11
	0-2	0 5

Commentary:

Māori students in general education (GE) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

Link tasks 1, 5-8

LINK TASK 1

Approach: One to one*Focus:* Evaluating viewpoints and opinions

		% responses	
		GEd	MI
Total score:	10-14	12	3
	7-9	30	28
	4-6	50	43
	0-3	8	26

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

LINK TASK 5

Approach: Station*Focus:* Understanding and following instructions

		% responses	
		GEd	MI
Total score:	13-14	46	8
	11-12	32	33
	9-10	14	16
	7-8	3	19
	0-6	5	24

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

LINK TASK 6

Approach: Station*Focus:* Listening for specific information

		% responses	
		GEd	MI
Total score:	8	34	7
	7	32	12
	5-6	25	55
	0-4	9	26

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

LINK TASK 7

Approach: One to one*Focus:* Recalling and sequencing instructions

		% responses	
		GEd	MI
Total score:	9-10	30	11
	7-8	48	33
	5-6	13	37
	0-4	9	19

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.

LINK TASK 8

Approach: Station*Focus:* Distinguishing fact and opinion

		% responses	
		GEd	MI
Total score:	7	15	0
	6	25	5
	4-5	33	43
	2-3	22	38
	0-1	5	14

Commentary:

Māori students in general education (GEd) settings scored statistically significantly higher than students in Māori immersion (MI) settings.