

Skills in speech comprehension

(“*fourfold matrix*”)



Hardi's skills in speech comprehension is laid out in another similar matrix, where the focus is on the comprehension of on-lesson conversations in different subjects. Again, we'll start off with the top section of the matrix, meaning the functions that Hardi can manage on his own.

- In speech situations, it's typical for Hardi to **understand single details** from the flow of even quite abstract speech. Often, he **also understands the situation, topic and context**, where he is helped by the knowledge of current world events. It's not enough, however, to build a bigger picture of the subject at hand or to memorize the study matter.
- Hardi understands **concretely spoken instructions** fairly well but needs support from teachers and peers when more abstract and complex instructions are given.
- He often gets **the core contents** from concrete themes but in more abstract subjects, he needs help to differentiate between main and secondary points.
- If there's, for example, a prolonged conversation during a lesson, Hardi's focus often starts to slip away and he loses the will to think about **what he understands and what he doesn't**. Quite often he doesn't dare to ask the teacher, if he doesn't comprehend something. He may also find it embarrassing to **express** to the rest of the group that he **doesn't understand everything**. It may also be that he can't express clearly what it is that he doesn't get. A teacher should therefore visit Hardi's side from time to time to make sure the essential contents are understood. It's also important to create an atmosphere where anyone can confess their lack of understanding. A teacher should also make it possible for Hardi to be the expert sometimes and thus let him shine.

- Hardi needs a lot of support **to understand relations between things, attitudes, tones, forms of language and different speech styles**. In social interactions, Hardi is prone to interpreting tones and attitudes as more negative towards himself than would be in most cases necessary. For example, when doing group work, he can't interpret why other group members might withdraw from him, why they might laugh and why they aren't always able to direct and adjust their speech for and towards him. It's not always about bullying but rather about the group being unable to work together or concentrating on something else. Hardi is particularly timid and sensitive in these situations and needs the support of a grown-up – as does the rest of the group.

To sum up, it can be said that Hardi needs quite a lot of guidance and support in being able to participate in the classroom as an equal with the others. Strategic skills don't usually develop by themselves, so the teacher's guidance in their development makes it faster and more efficient to learn content knowledge.

Descriptors on the matrix:

- Listens actively to others
- Monitors his comprehension and expresses incomprehension
- Understands situation and context
- Understands different forms of language, speech styles and even fast speech
- Understands instructions
- Understands core contents
- Understands various detached details
- Understands relations between things
- Understands attitudes and tones (e.g., critique, humor, dismissal)

