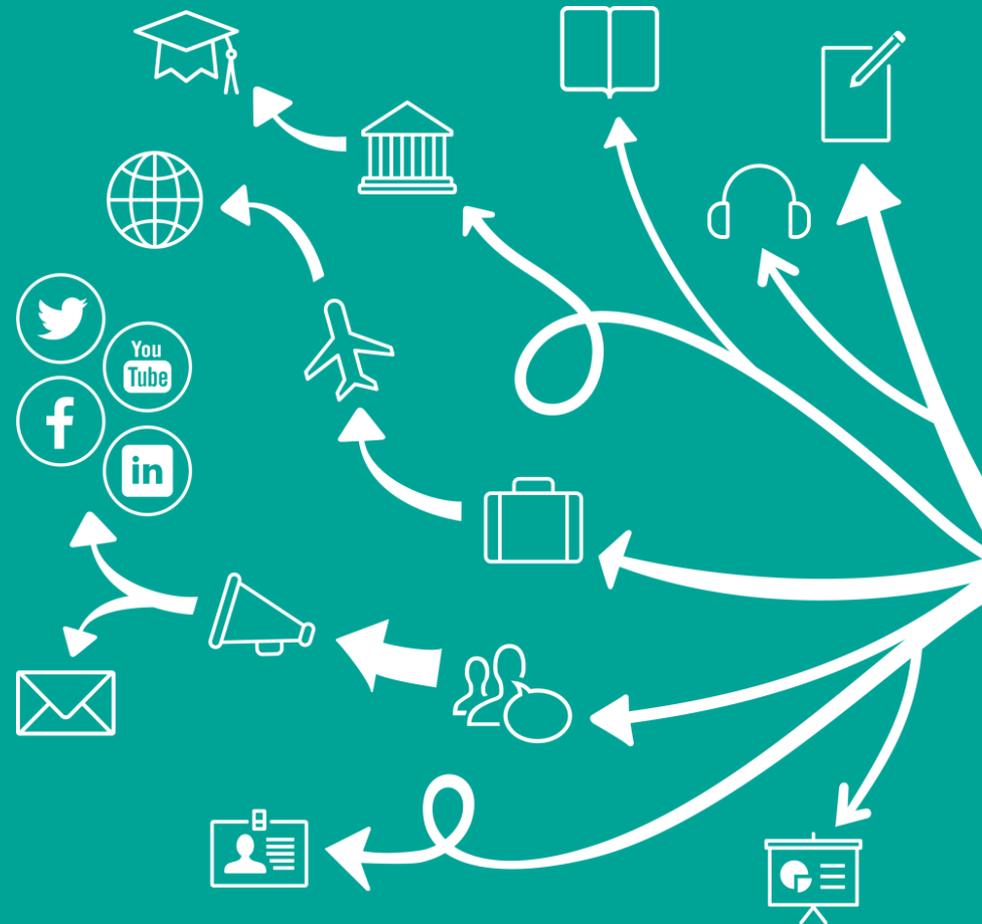


---

# The Assessment of Speaking

---

Santander,  
16<sup>th</sup> March 2017

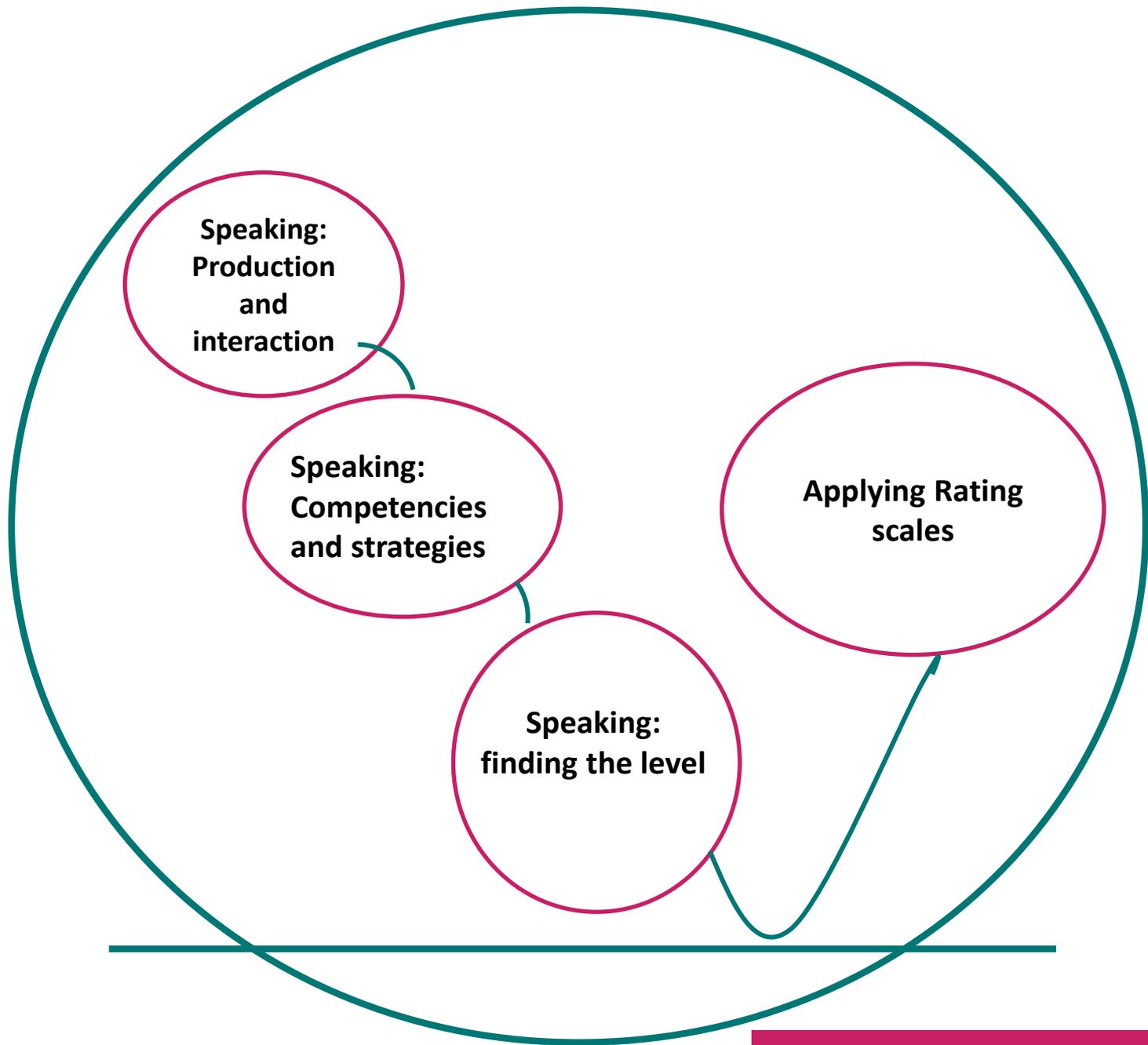


---

# Overview

## Session 3

---



# Aims of the seminar

- To discuss the issues around assessing speaking
- To develop teachers' awareness of the assessment of speaking across the CEFR levels, and the Cambridge English Speaking Assessment Scales
- To explore the usefulness of these scales as a tool for describing and analysing specific aspects of spoken language
- To share practical ideas for:
  - evaluating learners' speaking and identifying areas of strength/weakness
  - developing speaking skills in class in order to prepare for the tests.

# The issues: assessing speaking

- Why is speaking a difficult skill to assess?
- What are the practical problems often involved in the language class?
- What are the traditional ways of assessing speaking in class?
- What is a good way to assess learners' speaking abilities?



# Why is speaking difficult to assess?

- ephemeral, fast, easily lost, difficult to hold onto
- many aspects to assess
- often no right/wrong outcome
- assessed over a block of performance, not sentence by sentence



# What practical problems are involved?

- large numbers of students & little time
- many people talking at the same time
- Sometimes teachers lack the expertise/ confidence to develop speaking tests and rating scales or to evaluate performance in any detail
- Teachers don't always have a fixed 'benchmark' to compare performances against

# Traditional ways of assessing speaking

- One-to-one/paired interviews (mock tests) with the teacher
- Question and answer tasks – limited range of functions to assess
- Prepared and rehearsed talks or dialogues – not spontaneous
- Subjective impressionistic assessment based on experience

# A good way to assess speaking abilities

- range of tasks to elicit a range of language
- interactive tasks (pairs/groups)
- consistently use clear, detailed descriptors as a benchmark



# Speaking: Production and Interaction scales

# Cambridge English Speaking Tests

Candidates assessed in pairs (or 3s)

2 examiners: the interlocutor & the assessor

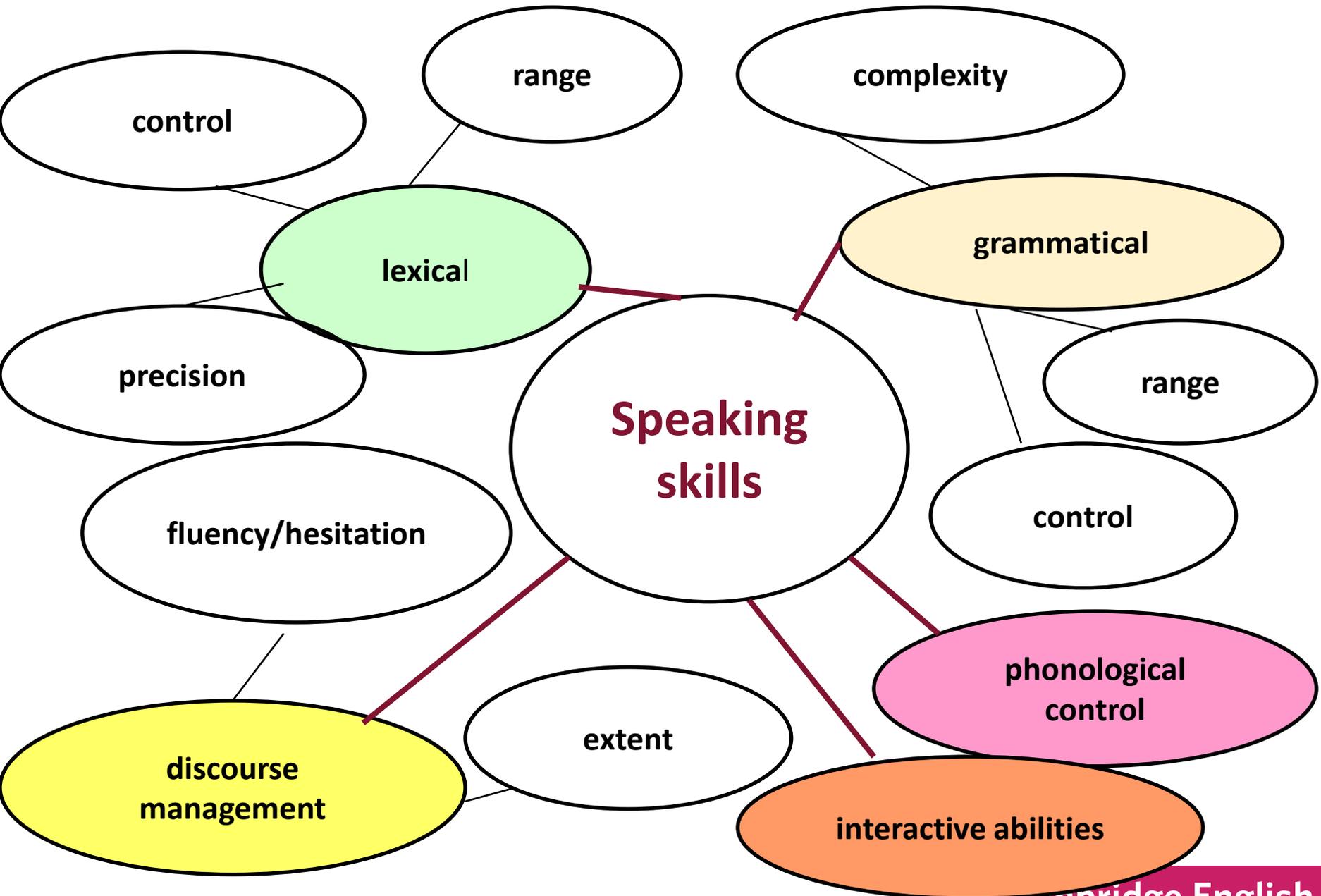
Candidates assessed individually, not in relation to each other

# Assessment criteria

- Grammar and vocabulary
- Discourse management
- Pronunciation
- Interactive communication
  
- Global Achievement

# Rationale for the Assessment scales

- To follow the approach of communicative language teaching by assessing different communicative competences.
- To make assessment objective and fair.
- To provide a link between the CEFR and Cambridge English Language Assessment.
- To provide a coherent whole, in which the levels 'stack' to form a common scale.



# Part 1 of the Cambridge English speaking tests

- Natural first meeting – giving information of a personal kind
- Put candidates at ease
- Questions are given, so standardisation is ensured

**Part 1 is part of the Test!**

# Speaking: finding the level

# Speaking Competences and Strategies



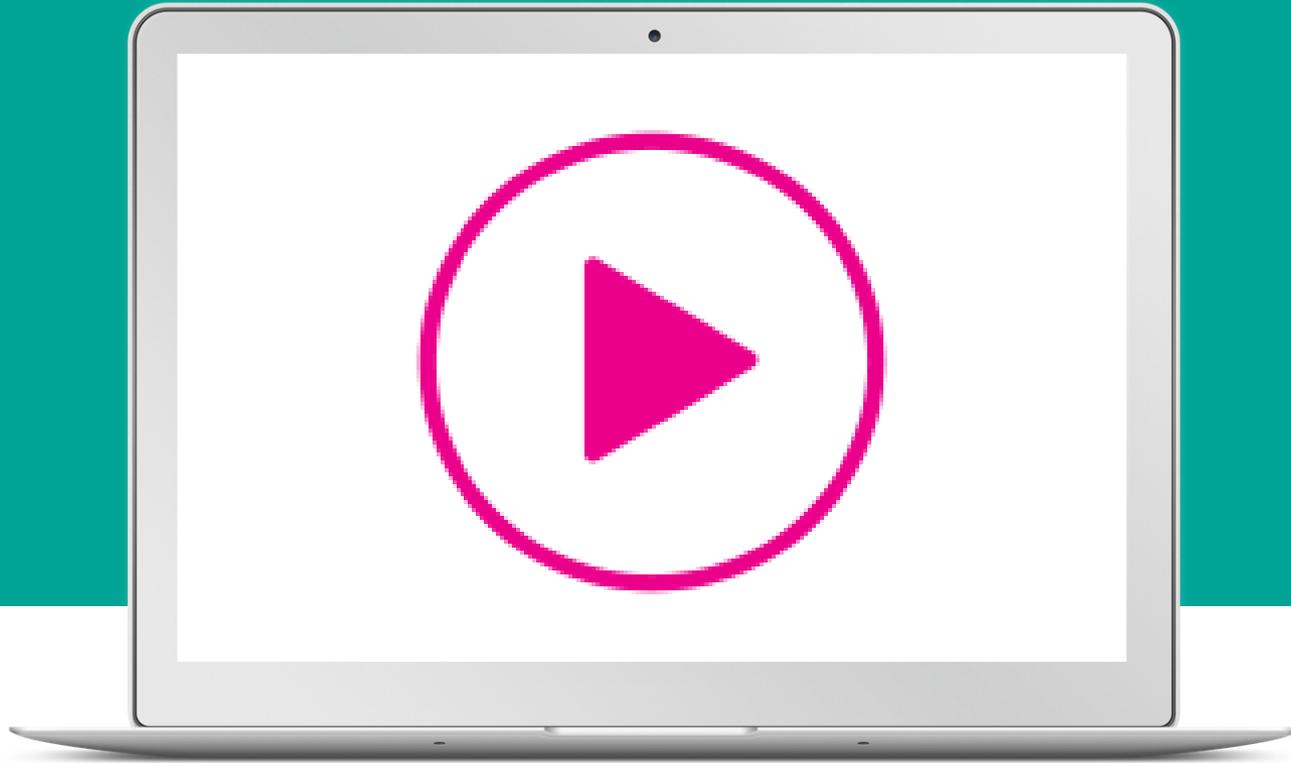
**Let's watch a short video clip**

[https://www.youtube.com/watch?v=7D8\\_X5PzUpQ](https://www.youtube.com/watch?v=7D8_X5PzUpQ)

# A2 Spoken Interaction

*Can communicate in simple and routine tasks  
requiring a simple and direct exchange of information  
on familiar and routine matters*

# Speaking Competences and Strategies



**Let's watch a short video clip**

**<https://www.youtube.com/watch?v=nlp8FVs8-f0>**

# Speaking questions per Part

## Part 1

- a.** Tell us about a TV programme you've seen recently.
- g.** Do you enjoy watching TV?

## Part 2

- d.** What are the people enjoying about watching TV in these ways?
- f.** Why have the people chosen to watch these programmes in these ways?

## Part 3

- c.** How important is it for a TV programme to have these things?
- e.** What are the advantages and disadvantages of having these things in a TV programme?

## Part 4

- b.** Do you think that to be able to relax, you should not have a TV in your room?
- h.** Some people say that to be able to relax, you need to have no TV in your room. What do you think?



# Part 1 – past, present, future

- a. Tell us about a TV programme you've seen recently.

I really like En Tu Casa o la Mía. I've been watching it since it started. It's on every Wednesday and although originally there were only 8 programmes planned, it's been extended and there are going to be more.

# Part 1 – where, who with, why

- a. Tell us about a TV programme you've seen recently.

I really like En Tu Casa o la Mía. I watch it at home on Wednesdays with my husband usually. The presenter, Bertin Osborne, interviews famous people and some of them are either very funny or really interesting (or both!)

# Part 1 – past, present, future

**g. Do you enjoy watching TV?**

# Part 1 – who, who with, why

**g. Do you enjoy watching TV?**

## Part 2 – What's in the pictures?

- d. What are the people enjoying about watching TV in these ways?
  
- f. Why have the people chosen to watch these programmes in these ways?



[www.bloomberg.com](http://www.bloomberg.com)

- f. Why have the people chosen to watch these programmes in these ways?



[www.telegraph.co.uk](http://www.telegraph.co.uk)

# Speaking Part 3 – What's in the prompts?

- c. How important is it for a TV programme to have these things?
  
- e. What are the advantages and disadvantages of having these things in a TV programme?

# Speaking Part 4 - evaluation

The questions differ from Part 1 in that they ask primarily **for an evaluation rather than for information.**

## Part 4 questions

Do you think that to be able to relax, you should not have a TV in your room?

Some people say that to be able to relax, you need to have no TV in your room. What do you think?

# What do good candidates do?



<https://www.youtube.com/watch?v=iTdte3pksBs>

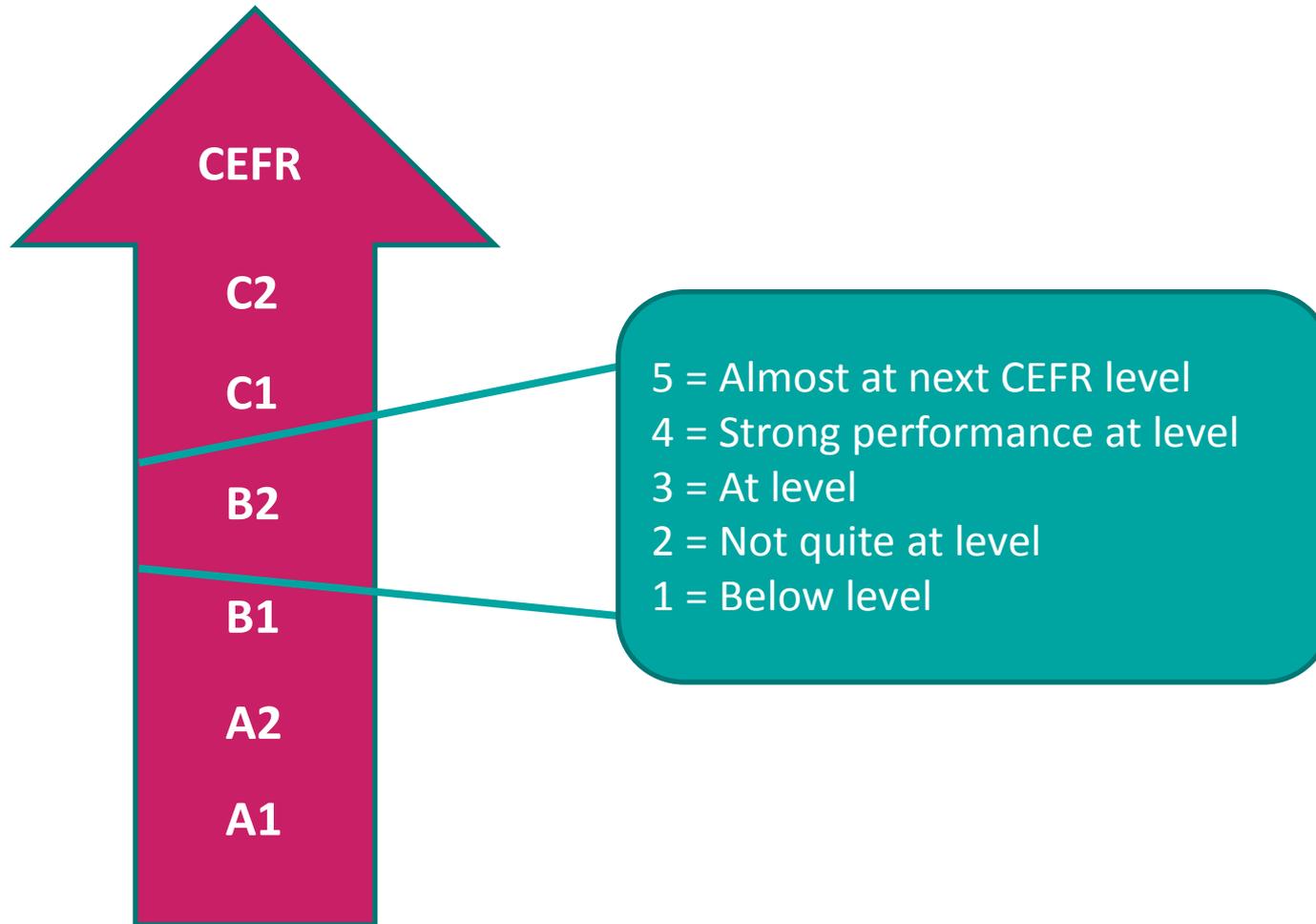
# What do good candidates do?

- ✓ Listen carefully
- ✓ Keep the conversation going
- ✓ Interact with the interlocutor and partner
- ✓ Use eye contact and body language
- ✓ Help their partner

# What do good candidates do?

- ✓ Are resourceful in their use of language
- ✓ Use paraphrasing
- ✓ Balance fluency and accuracy
- ✓ Maintain the flow for a full minute
- ✓ Know how long their answers should be
- ✓ Move the conversation forward
- ✓ Aren't put off if the examiner interrupts

# Degrees of achievement



# C1 speaking



<https://www.youtube.com/watch?v=5nGESyDgmdw>

# On to Speaking



## Exam tip

Speaking

This tip applies to all  
Cambridge English  
Speaking papers

Remember that the Speaking paper is not a contest! Work with the other candidate so you can both show how good you are at English.

Cambridge English

# 360° Video



[https://www.youtube.com/watch?v=IArd6ZadFJ4&index=3&list=PLpmCHL8PnXq-yAx7by3q\\_H72GW4n8fs-m](https://www.youtube.com/watch?v=IArd6ZadFJ4&index=3&list=PLpmCHL8PnXq-yAx7by3q_H72GW4n8fs-m)

# Get in touch

## Cambridge English, Spain and Portugal

---

c/ Alcalá 21, 3º Izqda.  
28014  
Madrid

Tel. 91 541 2422

[infospain@cambridgeenglish.org](mailto:infospain@cambridgeenglish.org)



/CambridgeEnglishSpainPortugal



@CambridgeEngSP



/CambridgeEnglishTV

Cambridge English