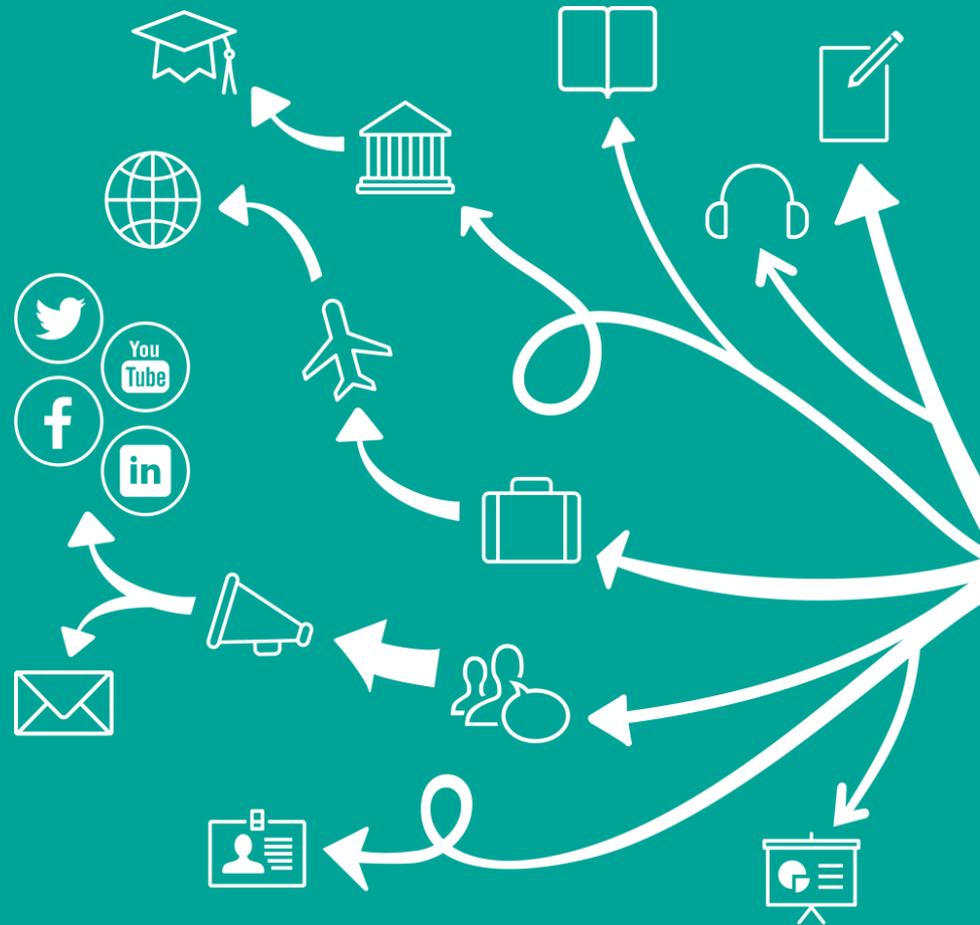


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# The Development and Assessment of Listening and Speaking

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## Overview of the session

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1

**Assessing  
Listening**

2

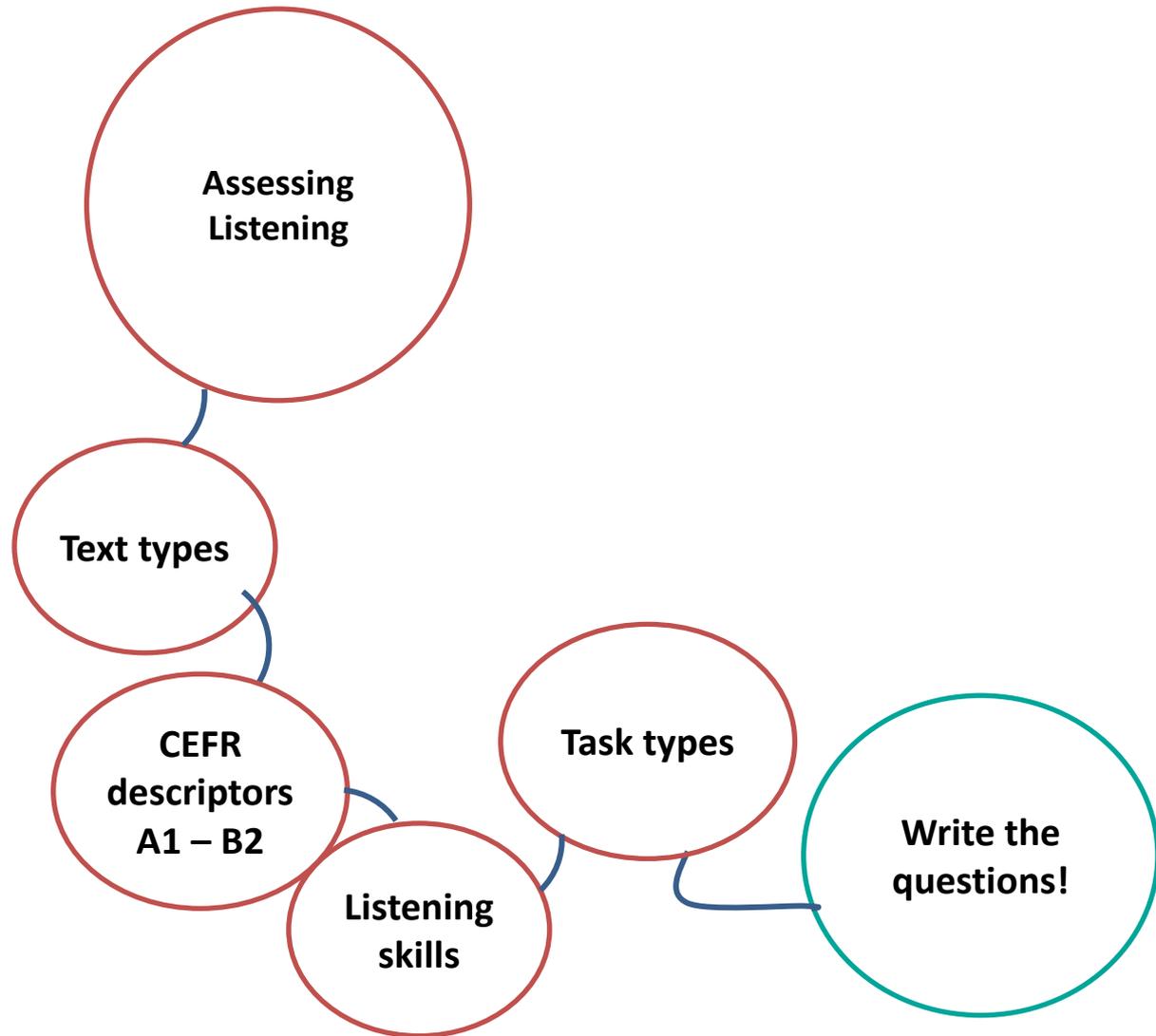
**Assessing  
Speaking**

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## Assessing listening

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**What have you listened to today?**

# Text types key

- A) one side of a phone conversation
- B) a radio discussion
- C) a conversation
- D) a talk
- E) a news report
- F) a recorded message
- G) a guided tour
- H) a television announcement

# Cambridge English Text types

- formal/informal conversations
- answerphone/recorded messages
- news broadcasts/podcasts
- radio discussions
- speeches
- interviews
- TV or public announcements
- anecdotes
- lectures/talks

# Importance of using a variety of text types

- Variety of interaction: monologues, dialogues, multilogues
- Variety in length
- Variety in organisation and type of information
- Different types of language

**Important to use a range of text types in listening assessment, to be sure assess a range of features and language.**

# Key: CEFR descriptors

<b>B2</b>	<b>concrete and abstract topics</b> delivered in a standard dialect ... <b>extended speech</b> and complex lines of argument ... <b>sign-posted by explicit markers</b>
<b>B1</b>	<b>straightforward factual information</b> about common <b>everyday or job-related topics</b> ,... <b>in a generally familiar accent.</b> the main points of clear standard speech on <b>familiar matters.</b> ...
<b>A2</b>	<b>phrases and expressions</b> related to areas of most immediate priority (e.g. very basic <b>personal and family information</b> , shopping, local geography, employment) provided speech is <b>clearly and slowly</b> articulated.
<b>A1</b>	speech which is <b>very slow</b> and <b>carefully articulated</b> , with <b>long pauses</b> for him/her to assimilate meaning.

# Listening skills

- listening for gist
- listening for specific details or main points
- listening to understand opinion
- listening to follow an argument
- listening to infer something not directly stated

# Response formats

- Multiple-choice questions
- Matching
- Note-taking/gap-filling
- True/False or Yes/No

# Multiple-choice tasks

**1) Which film will they see?**

- A Sunny Day
- B Field of Green
- C Heart of Gold

**2) How did Mickey feel when he first became successful at gymnastics?**

- A convinced he had a natural aptitude for the sport
- B conscious that others in his area didn't have the same chances
- C lucky to have had one of the best training routines

# Note-taking tasks

## 1) Film-making competition

Maximum length of film: .....

Type of film: .....

Subject this year: .....

## 2) My vacation job in Australia

Chris is studying ..... at university.

For most of the time he was working at the travel company, Chris lived in a ..... outside the town.

# Matching task 1

Listen to Kerri talking to a friend about her new room.  
Where do they decide to put her things?

For questions **6-10**, write a letter **A-H** next to each thing.  
You will hear the conversation twice.

**Example:**

**0**    **computer**   

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## THINGS

**6**    books   

**7**    plant   

**8**    lamp   

**9**    pillow   

**10**    toy bear   

## PLACES

**A**    bed

**B**    big cupboard

**C**    small cupboard

**D**    desk

**E**    floor

**F**    shelf

**G**    sofa

**H**    table

# Matching task 2

## part 3

You will hear five short extracts in which people are talking about their visit to a city. For questions 19 – 23, choose from the list (A – H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

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A the efficiency of the public transport system

B the natural beauty of the scenery

Speaker 1  19

C the variety of goods in the markets

Speaker 2  20

D the style of the architecture

Speaker 3  21

E the well-designed plan of the city

Speaker 4  22

F the helpfulness of the people

Speaker 5  23

G the range of leisure opportunities

H the standard of the accommodation

# Write the questions!

## Listening • Part 3

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### Questions 11 – 15

Listen to Susie talking to her friend Matt about going to the cinema.  
For each question choose the right answer (A, B or C).  
You will hear the conversation twice.

#### Example:

0 Who is going to the cinema with Susie?

- A Jane
  - B Sam
  - C Pete
- 

11 Which film will they see?

- A *Sunny Day*
- B *Field of Green*
- C *Heart of Gold*

# Write the questions!

13 How will they get there?

A by car

B on foot

C by bus

14 Matt should meet Susie at

A 3.45

B 4.15

C 4.20

15 The cinema tickets will cost

A 5.50

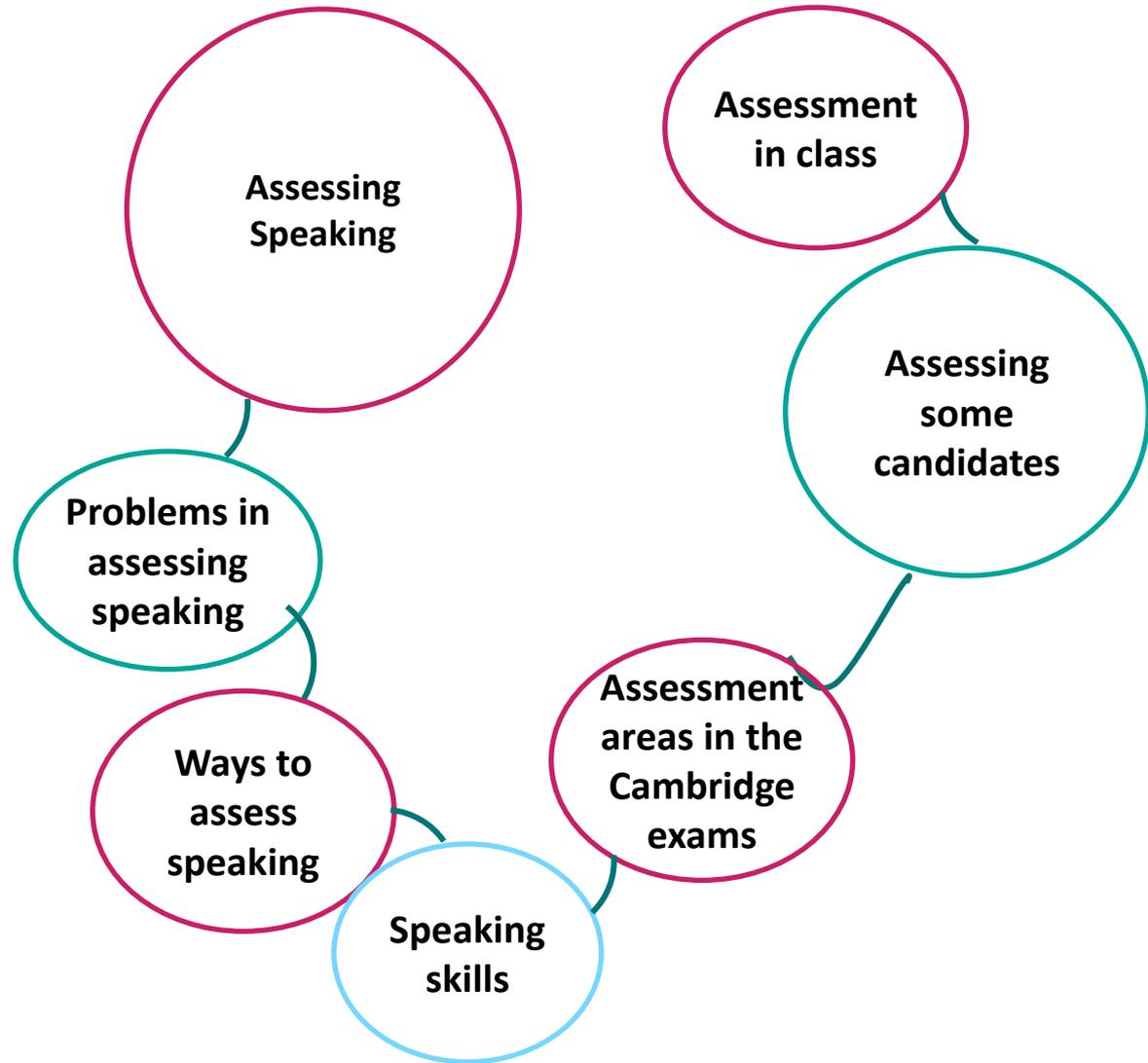
B 6.20

C 8.00

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## Overview of the second half

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# Problems in 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
- It is assessed over a block of performance, not sentence by sentence

# What are the practical problems?

- Teachers often have large numbers and little time to devote to speaking assessment
- During speaking activities many people are talking at the same time
- What should students be able to produce?
- What do we assess and how?

# 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

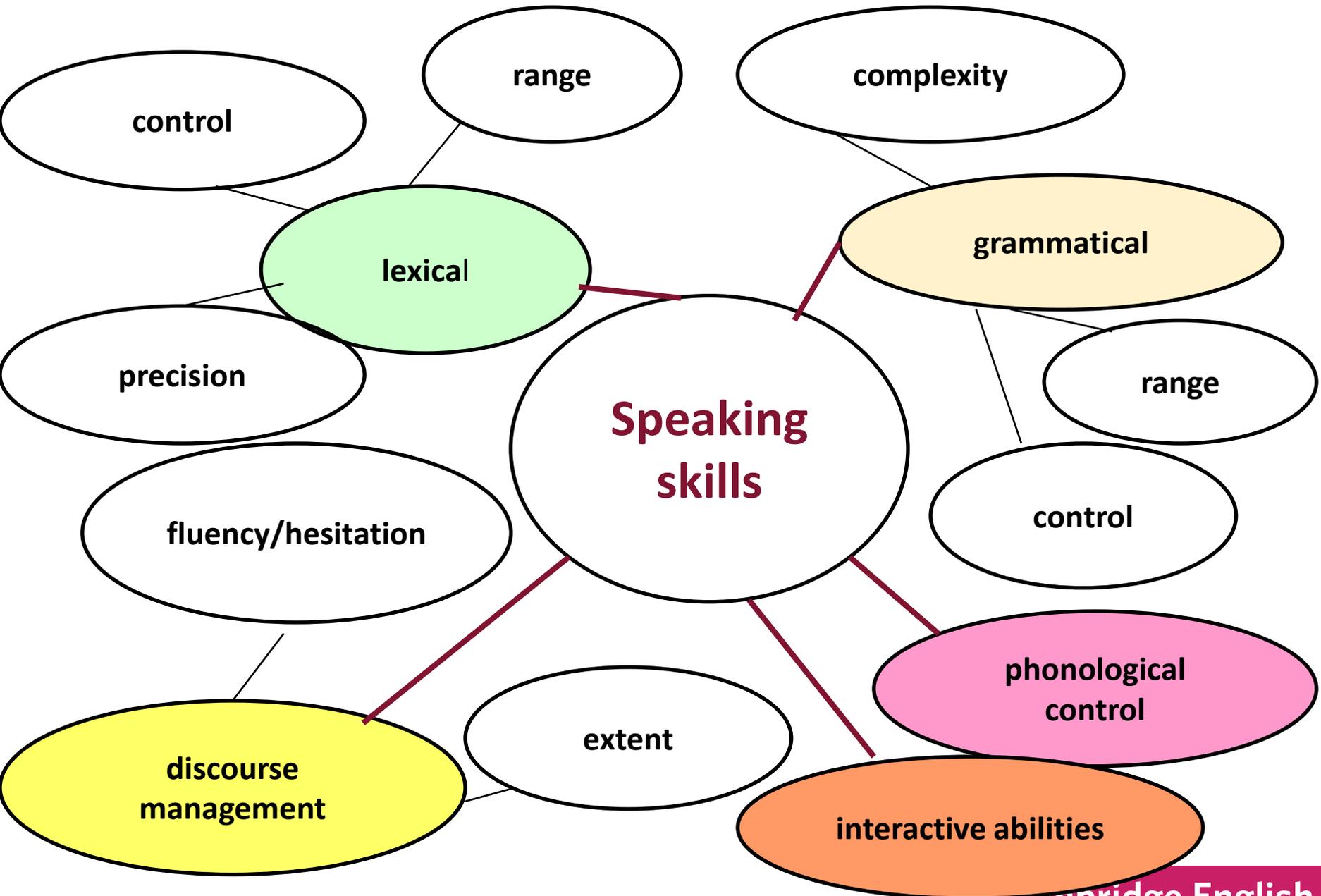
- range of tasks to elicit a range of language
- interactive tasks (pairs/groups)
- consistently use clear, detailed descriptors as a benchmark

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What are  
speaking skills?

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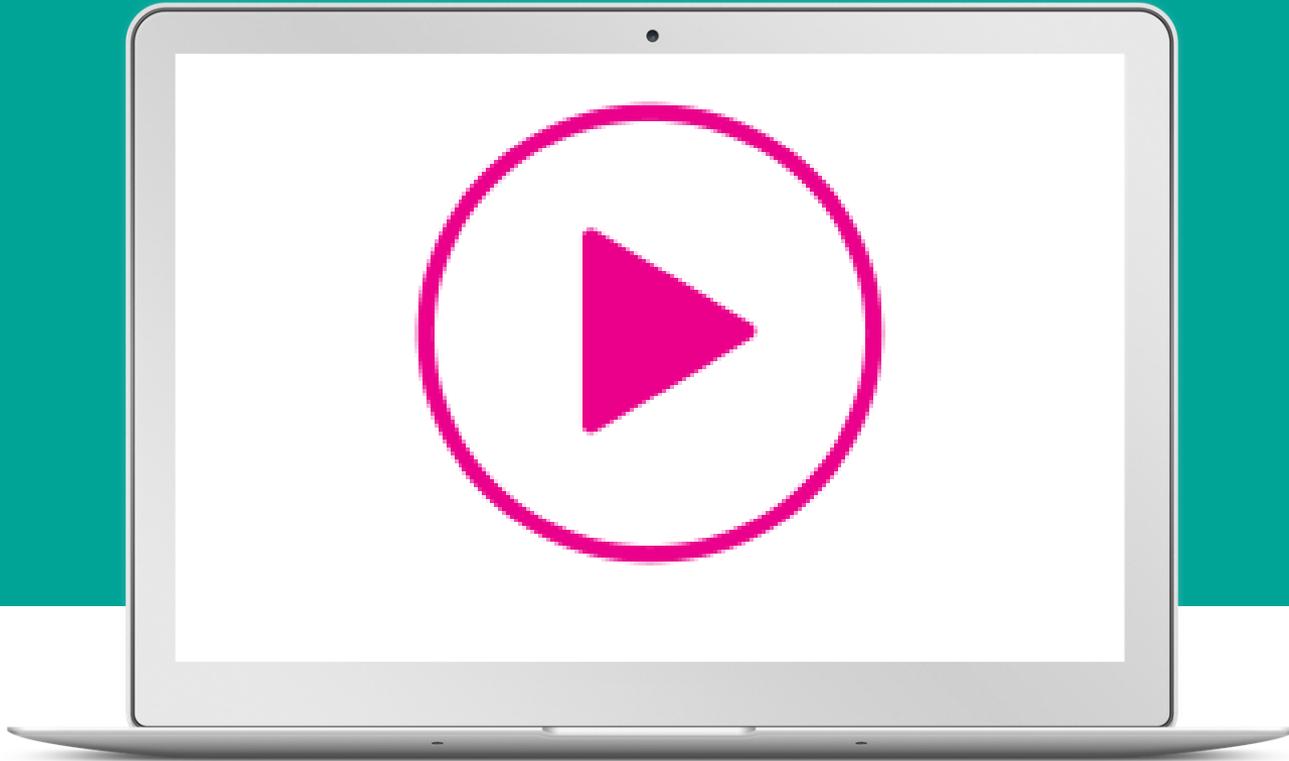




# Watch and think about:

- Does the speaker use simple grammatical forms with sufficient control or a good degree of control?
- Does the speaker use appropriate vocabulary to talk about everyday situations?

# Gustavo and Luis



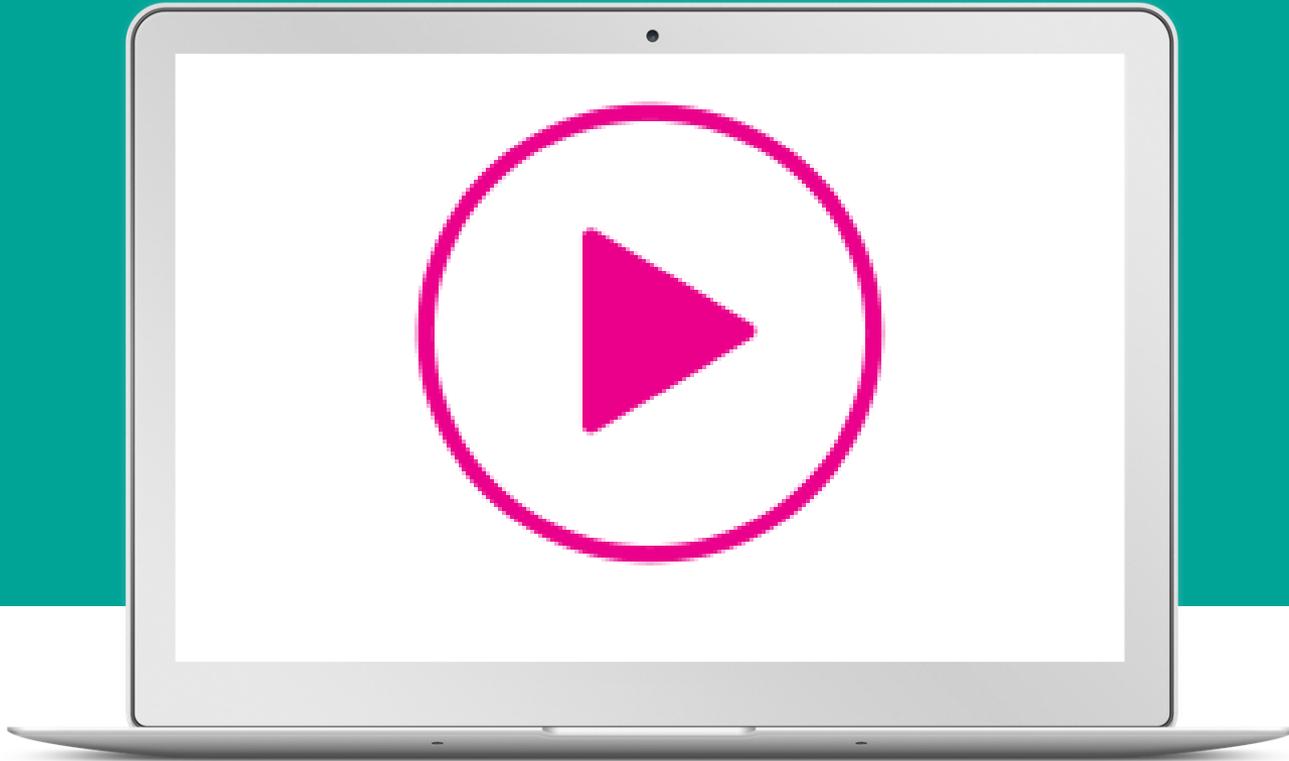
**Let's watch a short video clip**

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

<https://www.youtube.com/watch?v=HT55nG6Vn>

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# Leticia and Manuel



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

<https://www.youtube.com/watch?v=BXzpvV7-yO4>

<https://www.youtube.com/watch?v=V28m3nU7E44>

<https://www.youtube.com/watch?v=ZsFUVcsF2pE>

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

# B1 Interactive communication: Leticia

Leticia responds appropriately and extends her answers. Although her partner speaks more and tends to generate the ideas, she listens carefully and is able to respond in a meaningful way (*e.g. when suggesting books, when adding a reminder about spending money, when warning about overweight luggage*).

She picks up on her partner's ideas effectively and attempts to negotiate an outcome: *'Finally, what do you decide?'* She shows she can initiate too and add her opinion in order to develop the interaction (*'Your friend is very lucky', 'I love to go shopping'*).

# B1 Interactive communication: Manuel

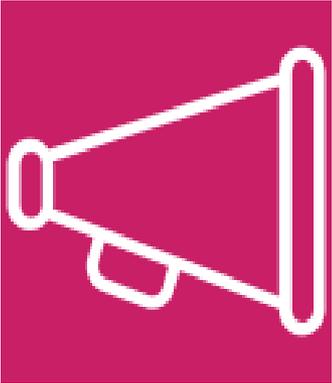
Manuel responds and interacts appropriately and effectively and is able to develop the discussion topics with very little support. He keeps the discussion going and introduces new ideas without dominating the interaction.

He is sensitive to turn-taking, reacts naturally and invites his partner to comment by pausing or using eye contact. He is quick to pick up the prompt about the haircut from the interlocutor's hand gesture and responds to his partner's negotiation of an outcome with a suggestion (*'clothes?'*).

# Classroom assessment ideas

- Assessment can be done informally or more formally
- For informal assessment, it's better to focus on one aspect of language at a time
- Plan activities that will provide a good stretch of language to allow assessment
- Decide how you will assess the language
- Decide how to give feedback
- Decide how to advise on improvement/ development

# Listening and Speaking text types



- A) phone conversations
- B) discussions
- C) conversations
- D) talks
- E) news reports
- F) recorded messages
- G) guided tours
- H) TV or public announcements
- I) Podcasts
- J) speeches
- K) interviews
- L) TV or public announcements
- M) anecdotes

# Get in touch

## Cambridge English, Spain and Portugal

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c/ Alcalá 21, 3º Izqda.  
28014  
Madrid

Tel. 91 541 2422

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



/CambridgeEnglishSpainPortugal



@CambridgeEngSP



/CambridgeEnglishTV