



PART ONE:
ASSESSING
SPEAKING
SKILLS

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February 2024

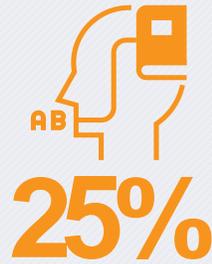
WHAT IS 'ORAL ASSESSMENT'

Put simply:

Students speak in order to provide evidence of their learning.

WHY ARE SPEAKING TESTS SO CHALLENGING FOR YOUR STUDENTS?

- Nervousness and anxiety
- Shyness or embarrassment
- Lack of grammar and vocabulary
- Lack of practice
- Unfamiliarity with the format of the test/assessment
- Fear of making mistakes
- Lack of exposure to the language



Pronunciation and Fluency



Accuracy and Range of Grammar



Communicative effectiveness and Task Fulfillment



Accuracy and Range of Vocabulary

NOW TURN TO THE ASSESSMENT CRITERIA

- WHAT LEVEL?

<ul style="list-style-type: none">- Pronunciation maybe understood.- First language influences may obscure the message- The flow of language is maintained in very short utterances- Frequent hesitations and reformulations	<ul style="list-style-type: none">- A limited range of A1 level grammar is used- Some evidence of grammatical control- Errors occur and the message may occasionally be obscured	<ul style="list-style-type: none">- A limited range of A1 vocabulary is used- Errors occur, and the message may occasionally be obscured	<ul style="list-style-type: none">- Tasks are mostly fulfilled- Relies on the support of the interlocutor- The intended message is usually communicated despite noticeable misunderstandings- Some use of very simple connectors
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A LOOK AT THE MARKING RUBRIC

NOW LOOK AT THE FIRST TASKS (1A & 1B)

- What are the Ss asked to do?
- Do they complete the task?
- When does the interlocutor speak (if at all)?

NOW LET'S LOOK AT TASK 2

- Think about:
- The format
- The set up
- The interlocutor's role in the task

TO RECAP - WHAT ARE THE TASKS THE
STUDENTS WILL BE ASKED TO DO?



PART TWO:
INCOPORTATING
SPEAKING SKILLS
INTO EVERY
LESSON

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TTT VS STT

- What is TTT?
- Why do we need to reduce it and increase STT?



HOW MUCH TIME SPEAKING TIME DO YOUR STUDENTS GET IN EACH LESSON?



LET'S GET BACK TO BASICS

- Classroom language in English
- Including more pair work
- Including more group work
- Asking Ss to repeat your instructions before they begin an activity
- Ss pair-sharing their answers before feedback after completing an exercise
- Asking follow up questions after a correct answer
- Summing up the lesson at the end & getting the Ss to say what the homework is

GET THOSE HEADS UP!
LEAD IN - FILE 5A (EF ELEMENTARY 3E)



USING THE BOOK....

Look at the photo and answer the questions.

- 1 What city is it?
- 2 What monument can you see?
- 3 What's the weather like? Do you think it's typical weather there?



LISTS & RANKING FROM MOST TO LEAST

- Ss work in groups to create lists – for example: Towns & Cities

Name 10 things you find in a town or a city.

- Ss work in groups to rank the types of holidays from least enjoyable to most enjoyable

Camping/Golfing/Hiking/Cruise/Beach/Spa hotel/Skiing

CREATING GAPS FOR COMMUNICATION

- **Information gap** tasks for example
- **Surveys** are a great resource for getting students out of their chairs and mingling with the rest of the class – whatever age they maybe.
- **Surveys** can be prepared by the teachers, or better still by the students themselves, practising their skills at forming questions.
- **Surveys** can be effective for all levels from beginners to more advanced students.
- Remember – **Feedback** is an important part of the survey activity – provide students time to prepare their feedback, which they can deliver
- **Surveys** – check the teacher’s book first before you begin creating your own or use Chat GPT - here’s an example of a simple survey I created in seconds!

OVER TO YOU...WHAT DO YOU DO WHEN.....

1. you're sick?
2. have a tight deadline?
3. you feel tired?
4. you feel sad?
5. you're busy and stressed

DRILLING NEW CHUNKS OF LANGUAGE

- Listen & repeat
- Using props
- Individual students
- Silent teacher
- Student to student
- Mill drill
- Remedial drills
- Building on the drills
- Transformation drills – I went to London/I've been to London
- Substitution drills – I travelled by car/bus/taxi/train

DRILLING – WHY?

- Students enjoy it!
- Memory plays an important part in language learning.
- Repetition aids memory
- Students often need pronunciation practice

VITAL INGREDIENT OF A GOOD DRILL

Meaningful

Fun

Random

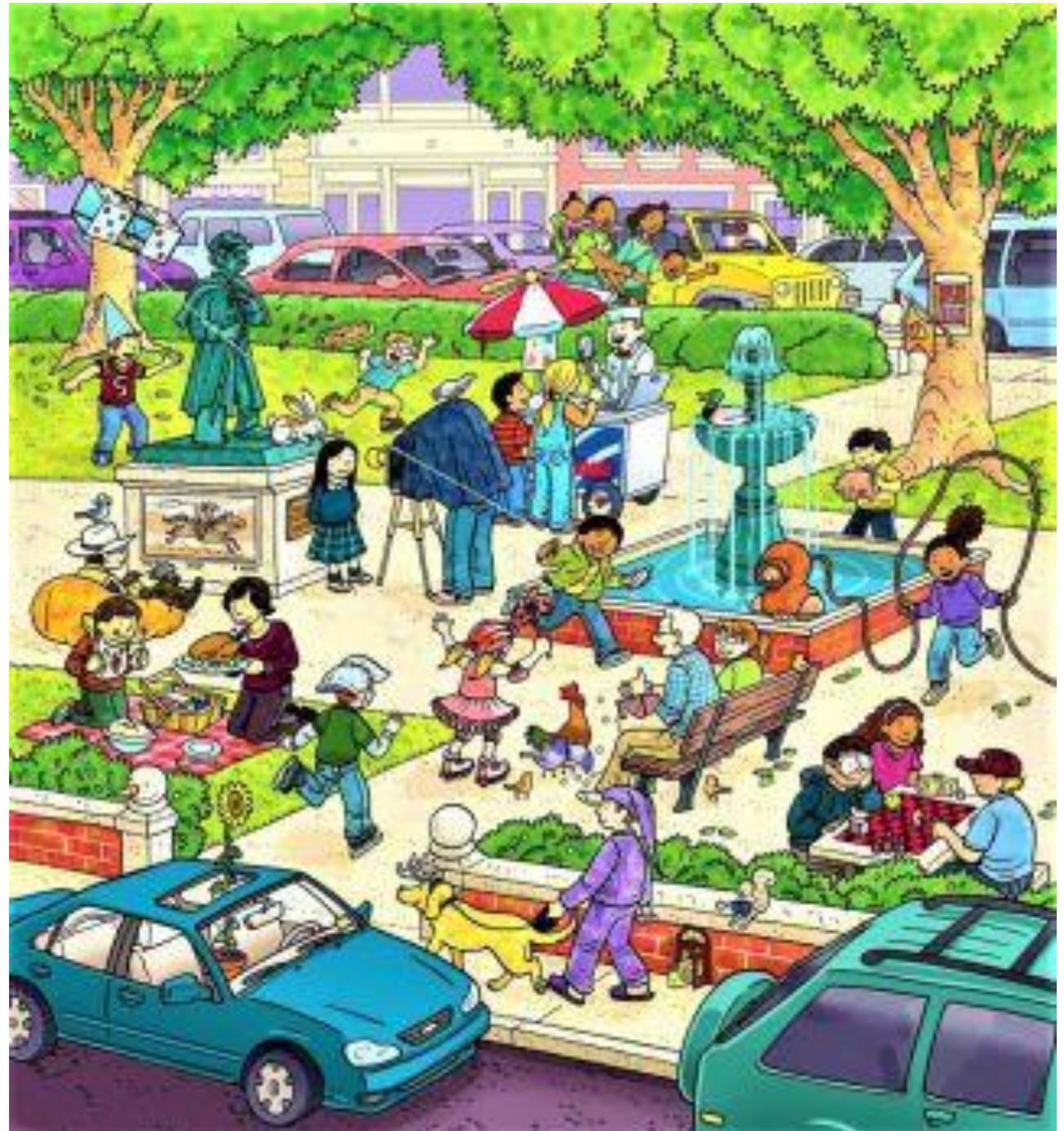
Pacy and snappy

Varied

Sufficient

Made up of meaningful chunks

USING IMAGES



IMAGES

- Description
- People
- Activity
- Imagine you are in the picture
- Time
- Comparison
- Prediction and speculation

BOARD GAMES

- Introducing some competitive spirit into the classroom
- Can be personalised to meet the needs of your lesson or the Ss needs
- Ss are encouraged to speak to complete tasks
- Need little or no preparation
- Student can create their own board game for another group
- Board games are fun & communicative!



ANY QUESTIONS?



Thank you so much for inviting me back and good luck with the assessments!