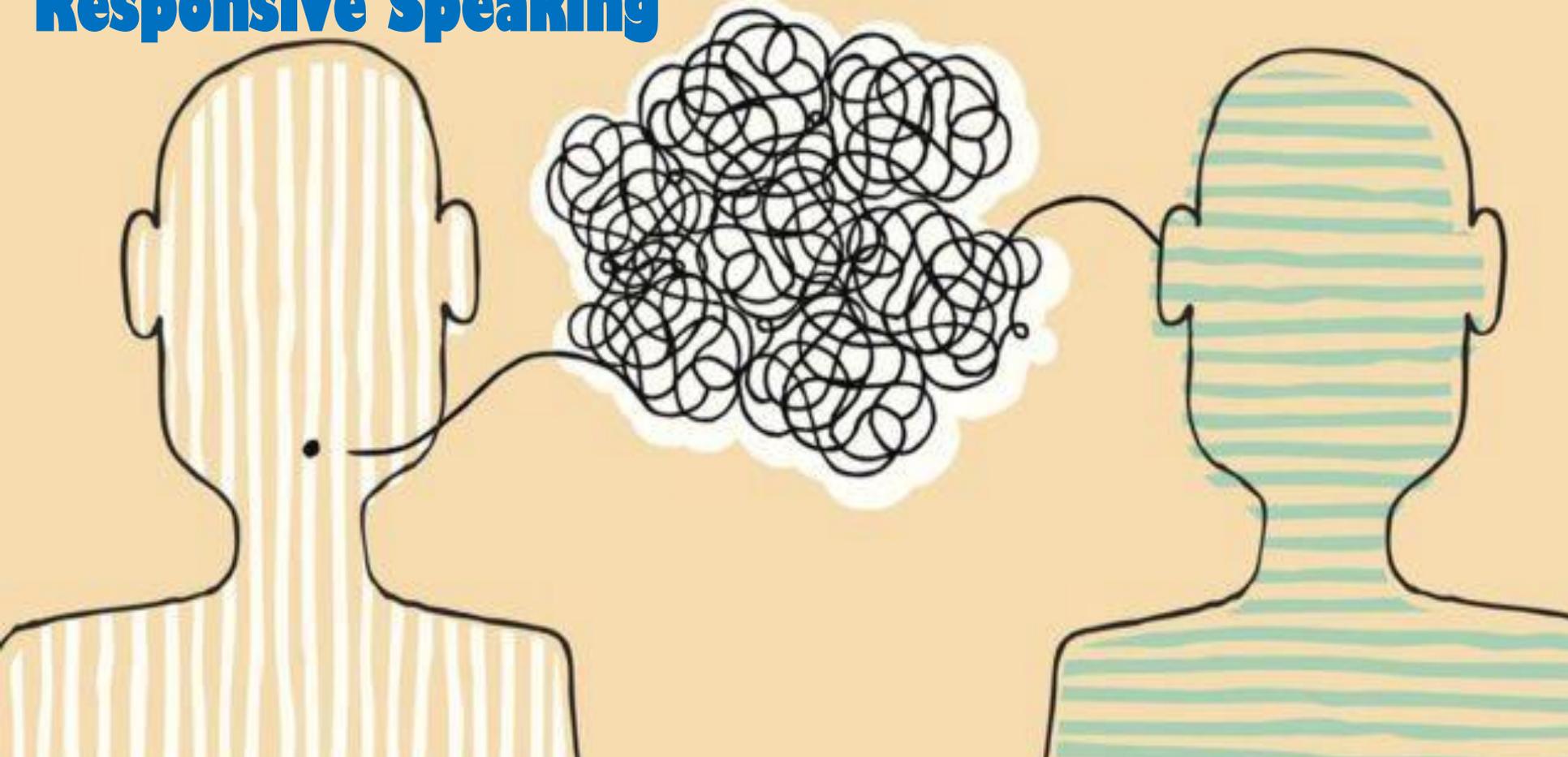


Assessing Speaking

Part 2

Designing assessment test tasks: Responsive Speaking





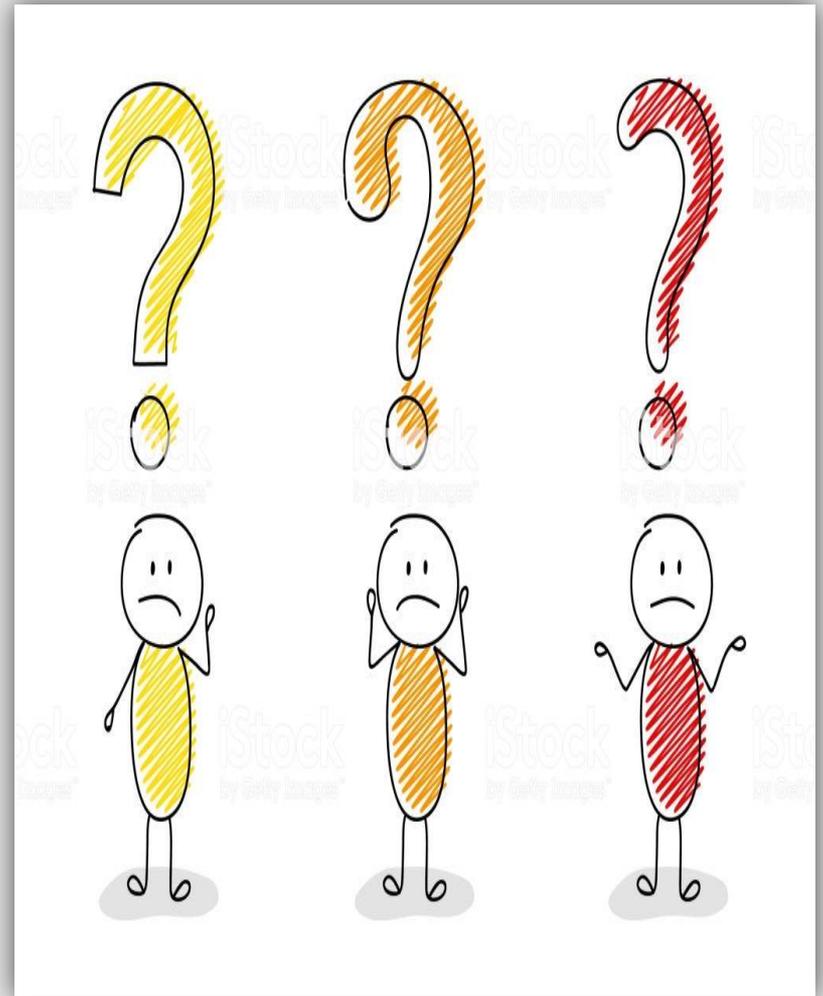
1-Questions and
anSwEr.

They can vary from simple questions like:

“What is this called in English?”

to complex questions like:

“What are the steps government should take, if any to stem the rate of deforestation in tropical countries?”



Genuine referential questions
Give More opportunity to produce
meaningful language in response.

In designing such questions for
test-takers, it is important to
make sure that you know:



01

Are you simply trying to elicit strings of language output to gain a general sense speaker's discourse competence?

02

Are you combining discourse and grammatical competence in the same question?

03

Is each question just one in a whole set of related questions?

Questions eliciting open-ended responses

Test-takers hear:

1. What do you think about the weather today?
2. What do you like about the English language?
3. Why did you choose your academic major?
4. What kind of strategies have you used to help you learn English?
5. a. Have you ever been to the United States before?
b. What other countries have you visited?
c. Why did you go there? What did you like best about it?
d. If you could go back, what would you like to do or see?
e. What country would you like to visit next, and why?

Test-takers respond with a few sentences at most.

5. a. Have you ever been to the United States before?
- b. What other countries have you visited?
- c. Why did you go there? What did you like best about it?
- d. If you could go back, what would you like to do or see?
- e. What country would you like to visit next, and why?

Test-takers respond with a few sentences at most.

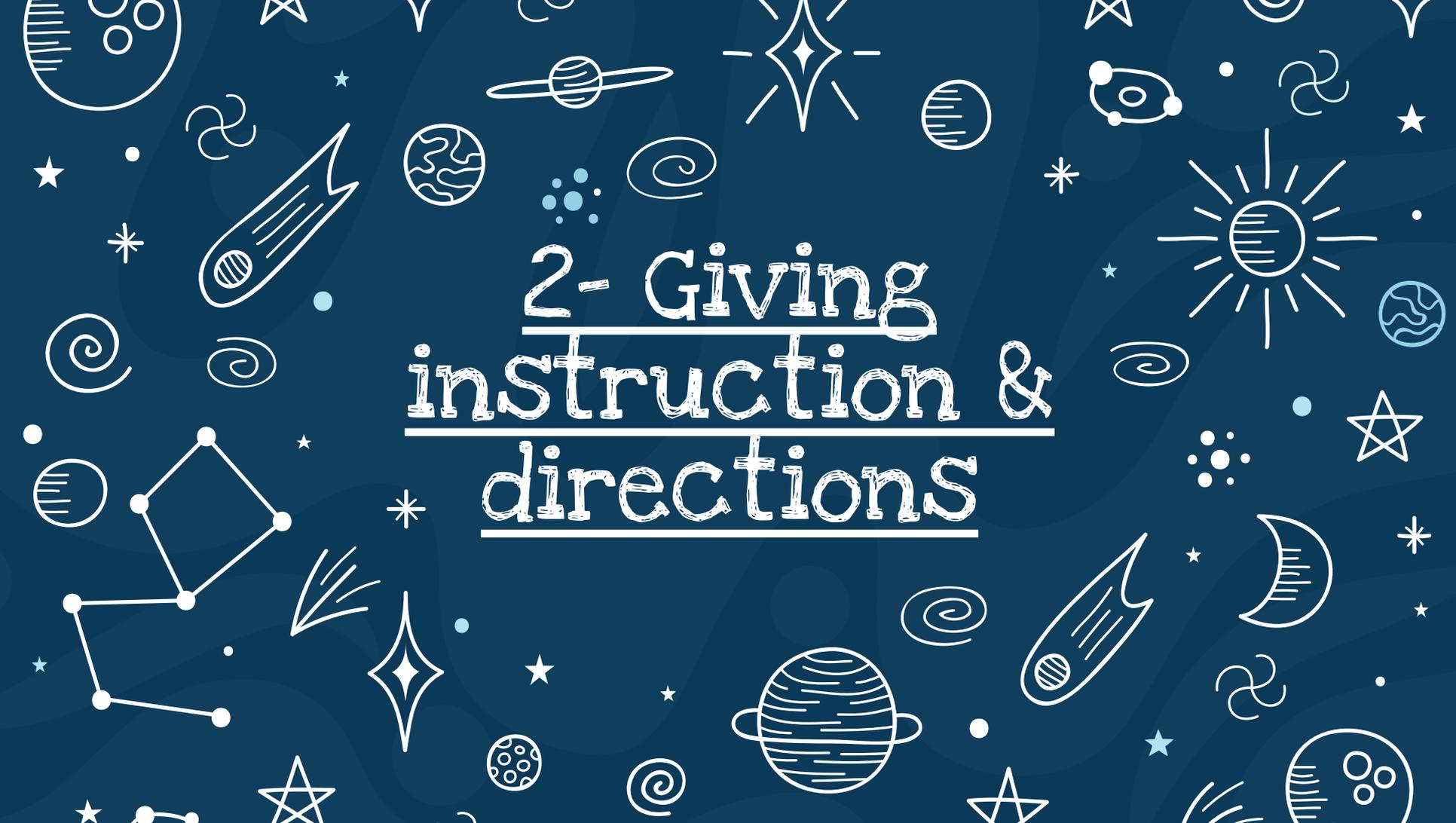


Elicitation of questions from the test-taker

Test-takers hear:

- Do you have any questions for me?
- Ask me about my family or job or interests.
- If you could interview the president or prime minister of your country, what would you ask that person?

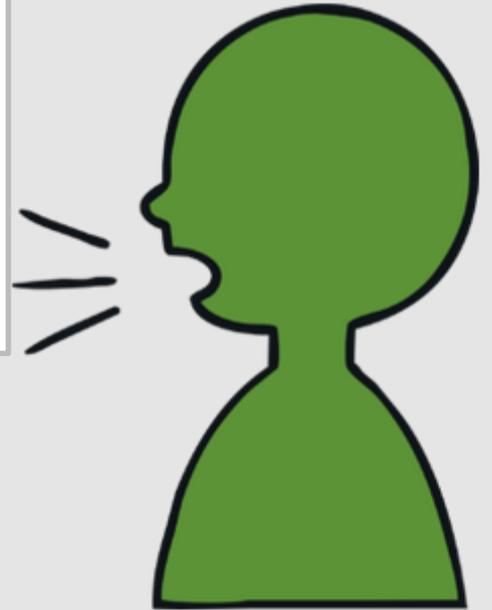
Test-takers respond with questions.

The background is a dark blue field filled with white line-art illustrations of various celestial objects and symbols. These include stars of different shapes and sizes, planets with rings and craters, a comet with a long tail, a rocket ship, a sun with rays, a moon, a spiral galaxy, a cluster of stars, and various geometric shapes like circles and triangles. The overall theme is space and astronomy.

2- Giving
instruction &
directions

What are the situations in which you encounter reading instructions?

When do you provide instructions orally?



Using such a stimulus in an assessment contexts provides an opportunity for the test-taker:

- 1- to engage in an extended stretch of discourse.
- 2- to be clear and specific.
- 3- to use appropriate discourse markers and connectors.



The administrator poses the problem and the test-taker responds.

Scoring is based on:

1- the comprehensibility.

2- The other specified grammatical or discourse categories.

Eliciting instructions or directions

Test-takers hear:

- Describe how to make a typical dish from your country.
- What's a good recipe for making _____?
- How do you access email on a PC computer?
- How would I make a typical costume for a _____ celebration in your country?
- How do you program telephone numbers into a cell (mobile) phone?
- How do I get from _____ to _____ in your city?

Test-takers respond with appropriate instructions/directions.

What are the possible problems that you might face as an administrator?

01

Choice of
topics



02



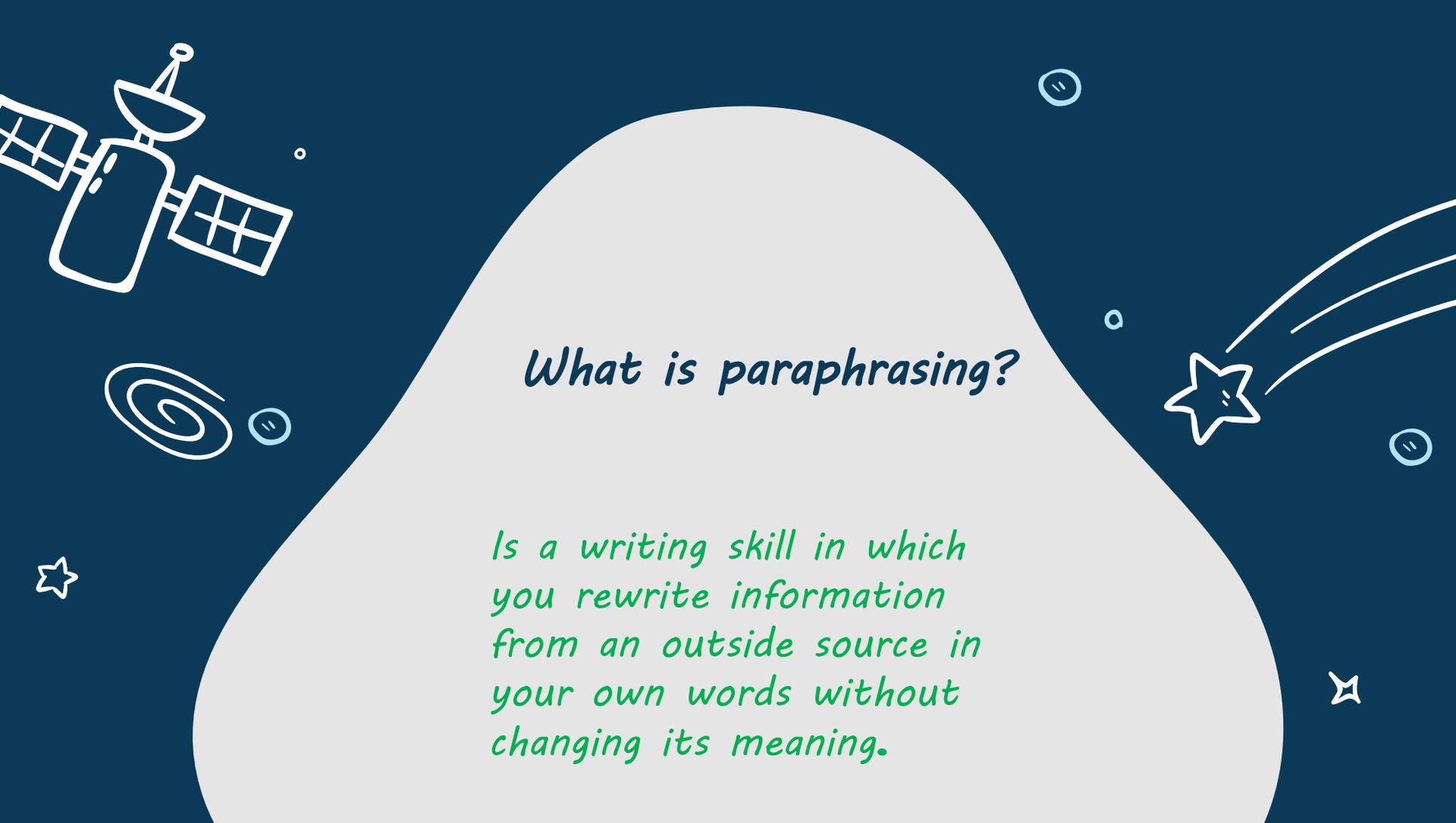
General
knowledge



03

At least 5 or 6
sentences (of
connected
discourse)

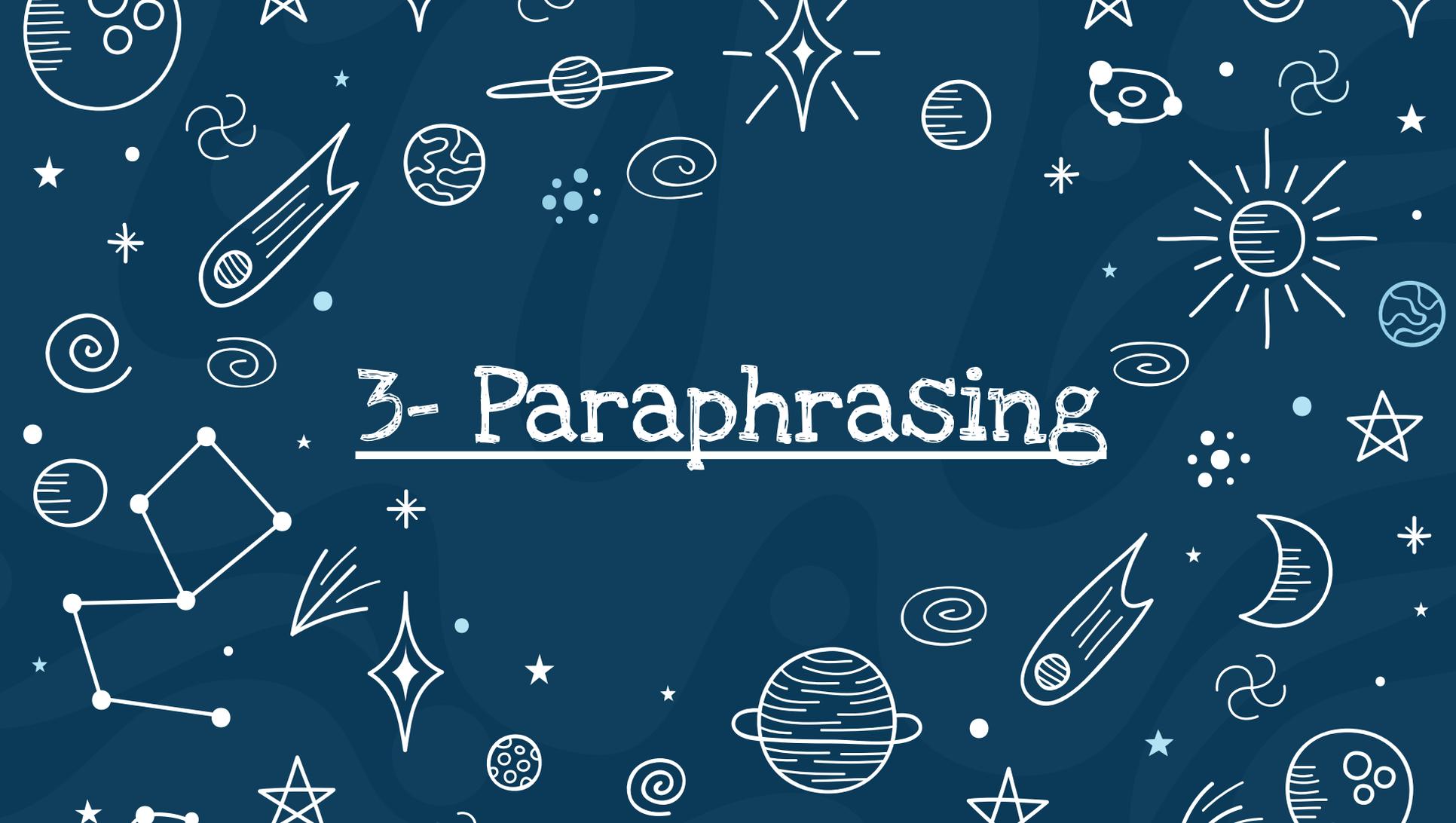


The background is a dark blue space-themed illustration. In the top left, there is a white line-art satellite with a central body, a parabolic dish antenna, and two rectangular solar panel arrays. To the right of the satellite are several small white circles of varying sizes. In the bottom left, there is a small white five-pointed star. In the bottom right, there is a white shooting star with a long, curved tail. In the top right, there is a white circle containing two horizontal lines. In the middle right, there is a white circle containing two horizontal lines. In the bottom right, there is a white circle containing two horizontal lines. In the bottom right, there is a white four-pointed star.

What is paraphrasing?

Is a writing skill in which you rewrite information from an outside source in your own words without changing its meaning.

3- Paraphrasing

The background is a dark blue field filled with white line-art illustrations of various celestial objects. These include a large moon with craters in the top left, a ringed planet in the top center, a bright star with four-pointed rays in the top center, a sun with rays in the top right, a comet with a long tail in the middle left, a spiral galaxy in the middle right, a constellation of stars connected by lines in the bottom left, a planet with horizontal bands in the bottom center, a crescent moon in the bottom right, and numerous other stars, planets, and galaxies scattered throughout.

Paraphrasing a story

Test-takers hear: Paraphrase the following little story in your own words.

My weekend in the mountains was fabulous. The first day we backpacked into the mountains and climbed about 2,000 feet. The hike was strenuous but exhilarating. By sunset we found these beautiful alpine lakes and made camp there. The sunset was amazingly beautiful. The next two days we just kicked back and did little day hikes, some rock climbing, bird watching, swimming, and fishing. The hike out on the next day was really easy—all downhill—and the scenery was incredible.

Test-takers respond with two or three sentences.



Paraphrasing a phone message

Test-takers hear:

Please tell Jeff that I'm tied up in traffic so I'm going to be about a half hour late for the nine o'clock meeting. And ask him to bring up our question about the employee benefits plan. If he wants to check in with me on my cell phone, have him call 415-338-3095. Thanks.

Test-takers respond with two or three sentences.



- 
- An illustration of a woman on the left and a man on the right, both smiling and holding a large white rectangular sign. The woman has short black hair and is wearing a yellow long-sleeved shirt and black pants. The man has a beard and is wearing a red long-sleeved shirt and light blue pants. The background is a solid teal color.
- 1- They elicit short stretches of output.
 - 2- Tap into test-takers' ability to practice the conversational art of conciseness by reducing the output/input ratio.



Is it a listening task more than production?

Does it test short-term memory rather than linguistic ability?

How does the teacher determine scoring of responses?

So, It is important to pinpoint the objectives of the task clearly. In this case, the integration of listening and speaking is probably more at stake than simple 'oral production alone'.

Test of Spoken English (TSE)

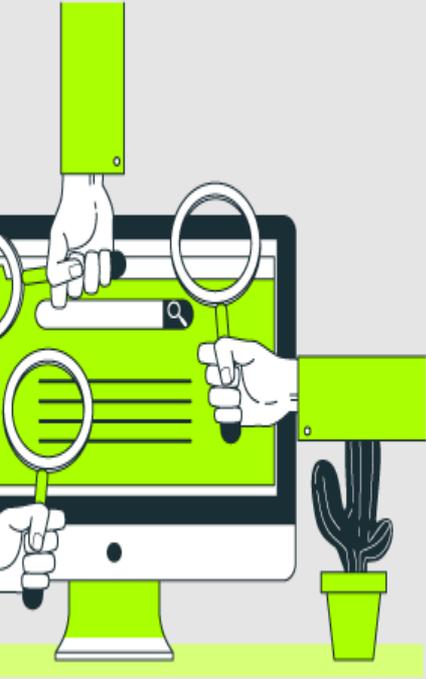
- Is a 20-minute audiotaped test of oral language ability within an academic or professional environment.
- The tasks on the TSE are designed to elicit oral production in various discourse categories.



1. Describe something physical.
2. Narrate from presented material.
3. Summarize information of the speaker's own choice.
4. Give directions based on visual materials.
5. Give instructions.
6. Give an opinion.
7. Support an opinion.
8. Compare/contrast.
9. Hypothesize.
10. Function "interactively."
11. Define.



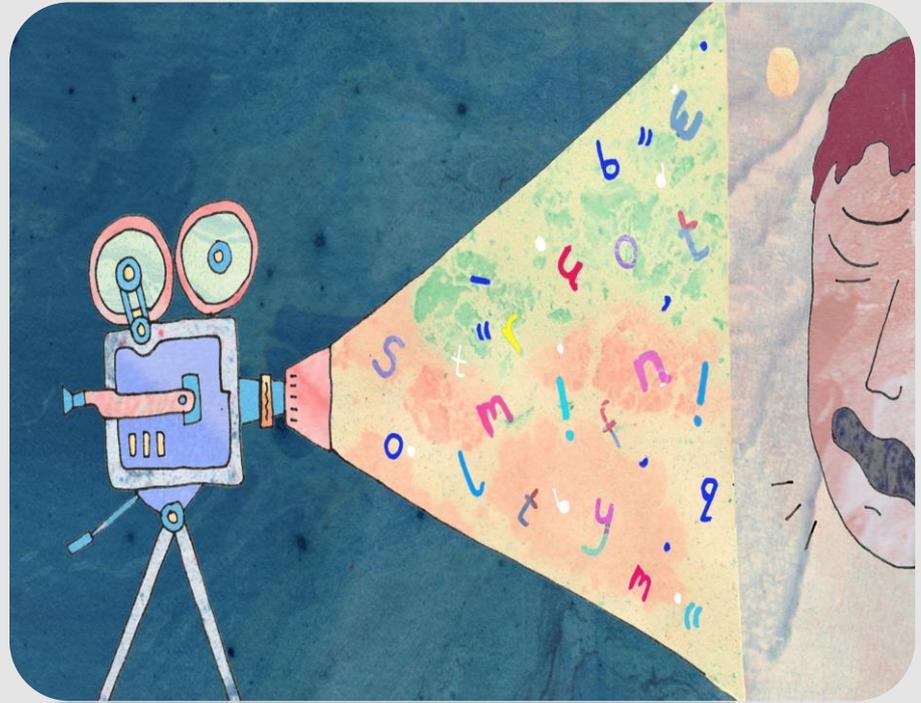
Lazarton and Wagner
(1996) examined 15
different specific
tasks in collecting
background data





Giving directions

Describing a favorite movie

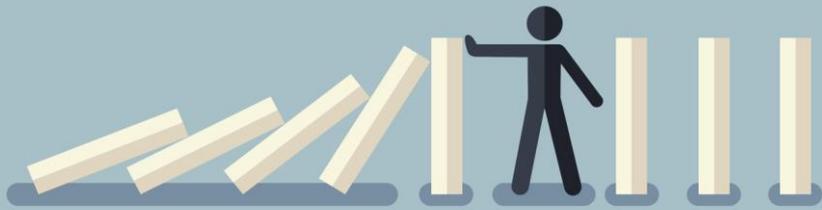




Telling a story from pictures



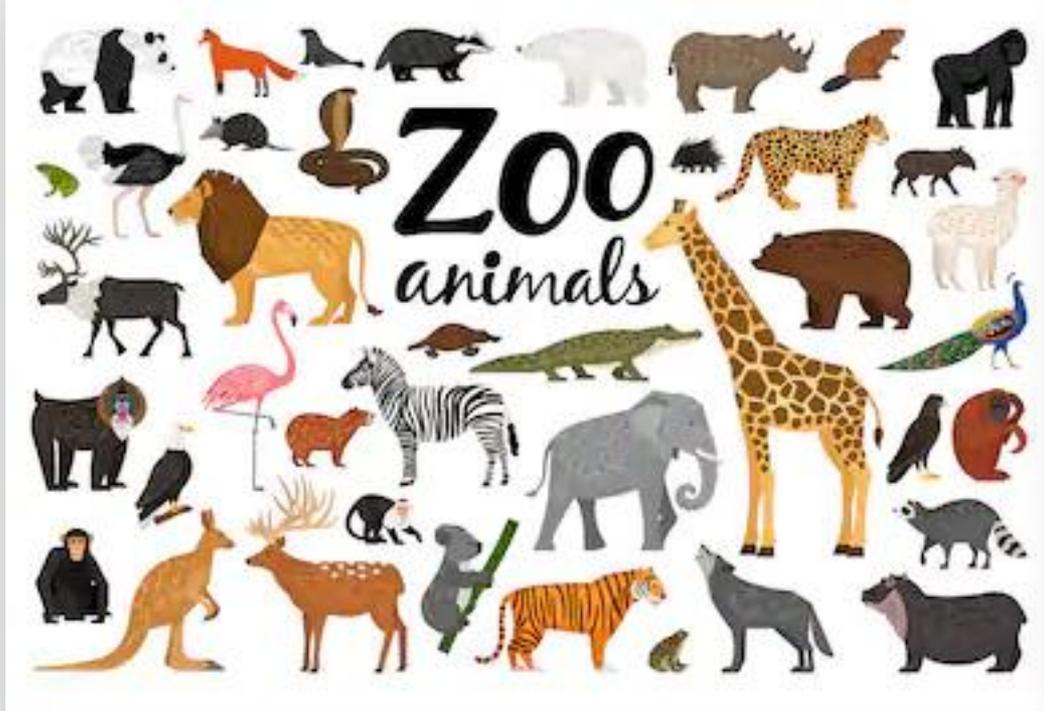
**Hypothesizing
about future
action**



Preventative action



**Making a telephone call
to the dry cleaner.**



Giving an opinion about animals in the zoo.



Defining a technical term

#228764593

EVENTS
NEWS



**Giving details about a
trip schedule.**

Interpersonal

Designing
assessment tasks:

Interactive Speaking



1 Interview.

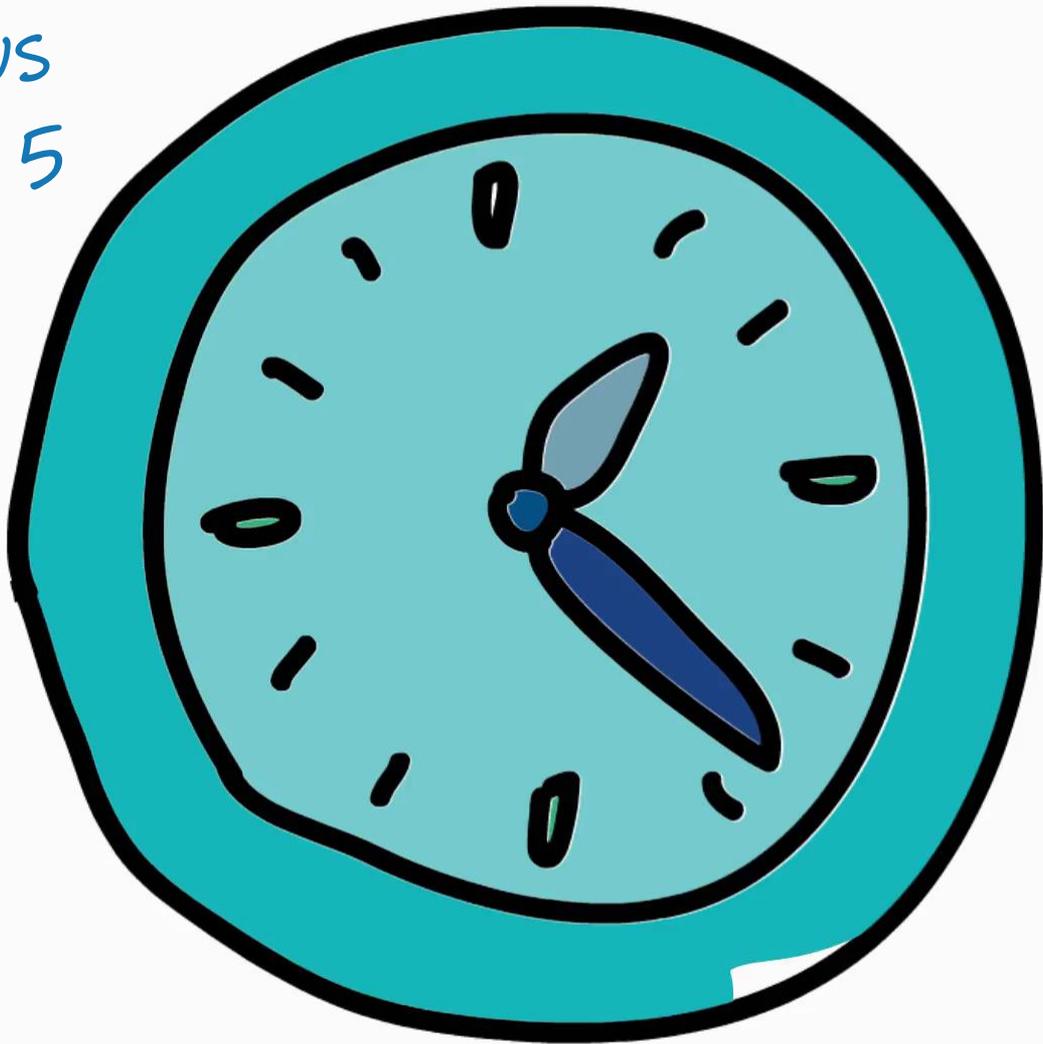


The interview may be tape-recorder for re-listening.
It is scored on one or more parameters.

- 1- Accuracy in pronunciation.
- 2- Grammar & vocabulary usage.
- 3- Fluency.
- 4- Sociolinguistic\ pragmatic appropriateness
- 5- Task accomplishment and comprehension.



Interviews vary from 5 to 45 minutes depending on the purpose and the context.



Placement interviews

Designed to get a quick spoken sample
From a student.

Longer comprehensive
interviews

Such as OPI
Are designed to cover
predetermined oral production
contexts.



1
Warm up

2
Level check

3
Probe

4
Wind-down



1- warm-up

In a minute or so of preliminary small talk, the interviewer directs mutual introductions, helps the test-taker become comfortable with the situation, apprises the test-taker of the format, and allays anxieties. No scoring of this phase takes place.



For example:

How are you?

What's your name?

What country are you from? What (city, town)?

Let me tell you about this interview.



2-level check

Through a series of preplanned questions, the interviewer stimulates the test taker to respond using expected or predicted forms and functions.

Questions are usually designed to elicit:

- 1- grammatical categories (past tense or subject-verb agreement).
- 2- discourse structure (a sequence of events).
- 3- vocabulary usage and sociolinguistic factors (politeness conventions).



2- Level check

The test-taker:

1- Answer wh-questions.

How long have you been in this country?

How long have you been working\ studying?

2- Produces a narrative without interruptions.

Tell me about your family.

Tell me about a country you've visited.

3- Reads a passage aloud.

4- Tells how to make something or do something.

5- engages in a brief, controlled, guided role play

I'd like you to ask me some questions.



3- probe.

Questions and prompts challenge test-takers to go to the heights of their ability, to extend beyond the limits of the interviewer's expectation through increasingly difficult questions.

The test taker:

1- responds to interviewer's questions about something he\she doesn't know and is planning to include in an article or paper.

2- Talks about his\her own field of study or profession.

3- Engages in a longer, more open-ended role play.

4- Gives an impromptu presentation on some aspect of test-taker's field.

3. Probe:

What are your goals for learning English in this program?

Describe your [academic field, job] to me. What do you like and dislike about it?

What is your opinion of [a recent headline news event]?

Describe someone you greatly respect, and tell me why you respect that person.

If you could redo your education all over again, what would you do differently?

How do eating habits and customs reflect the culture of the people of a country?

If you were [president, prime minister] of your country, what would you like to change about your country?

What career advice would you give to your younger friends?

Imagine you are writing an article on a topic you don't know very much about. Ask me some questions about that topic.

You are in a shop that sells expensive glassware. Accidentally you knock over an expensive vase, and it breaks. What will you say to the store owner? *[Interviewer role-plays the store owner]*

4- Wind-down

This final phase of the interview is a short period of time during which the interviewer encourages the test-taker to relax with some easy questions, sets the test-taker's mind at ease, and provides information about when and where to obtain the results of the interview.

This part is not scored.



Wind-down

1- Did you feel okay about this interview?

2- What are your plans for the weekend, the rest of today...etc.

You'll get the results from this interview (tomorrow, next week).

3- Do you have any questions for me.

It was interesting to talk with you. Best wishes.



The success of an oral interview will depend on:

(Practicality)

Clearly specifying administrative procedures of the assessment.

Creating a consistent, workable scoring system (reliability).

(Validity)

Focusing the questions and probes on the purpose of the assessment.

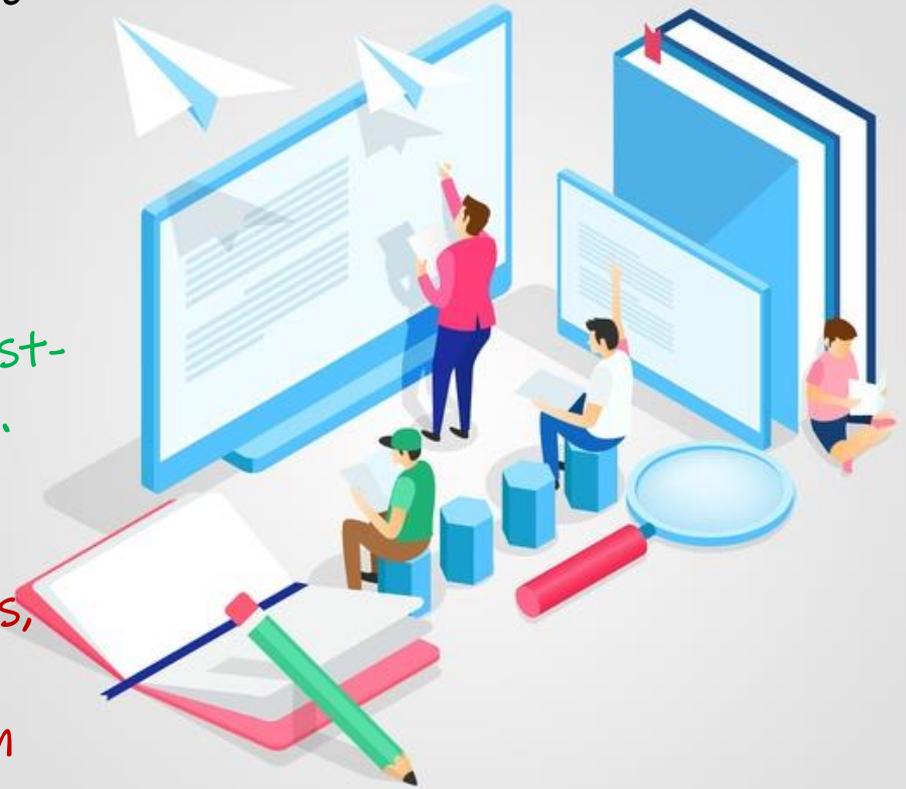
(biased for best performance).

Appropriately eliciting an optimal amount and quality of oral production from test-takers.

A variation on the usual one-on-one with one interviewer and one test-taker is to place two test-takers at a time with the interviewer.

An advantage of this:
Student-student interaction which
Increases authenticity when two test-takers can converse with each other.

Disadvantages are equalizing the output between the two-test takers, discerning the interaction effect of unequal comprehension and production abilities and scoring two people.



Oral proficiency interview

It has five categories:

- 1- Grammar.
- 2- Vocabulary.
- 3- Comprehension.
- 4- Fluency.
- 5- Pronunciation.



2 Role Play

Role playing is a popular pedagogical activity in communicative language-teaching classes.



2 Role Play

It frees students to be somewhat creative in their linguistic output.

As an assessment device, role play opens some windows of opportunity for test-takers to use discourse that might be otherwise difficult to elicit.



Examples:

“Pretend you’re a tourist asking me for directions”

“You are buying a necklace from me in flea market,
and you want to get a lower price”



This technique takes test-takers beyond simple intensive and responsive levels to a level of creativity and complexity that approaches real-world pragmatics.

The test administrator must determine the assessment Objectives of the role play.

Then, devise a scoring technique that appropriately pinpoint those object



3 Discussions and Conversations



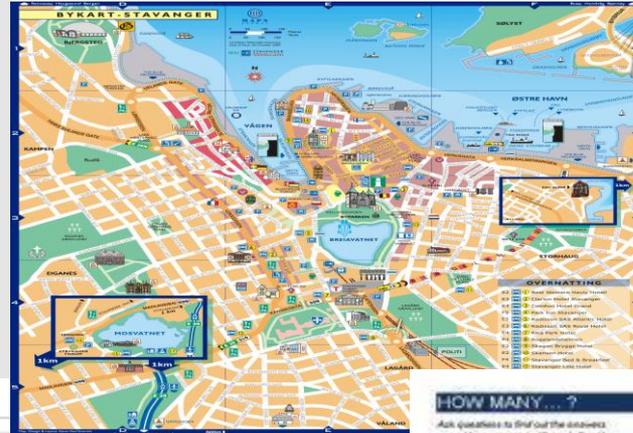
1- They are informal techniques.

2- They offer a level of authenticity and spontaneity that other assessment techniques may not provide.

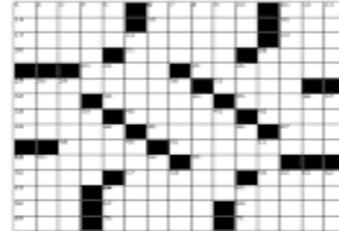
Discussions may be appropriate tasks through which to elicit and observe such abilities as:

- Topic nomination, maintenance and termination;
- Attention getting, interrupting, floor holding, control;
- Comprehension signals (nodding, "uh-hh, "hmm,"
- Negotiating meaning.
- Intonation patterns for pragmatic effect.
- Kinesics, eye contact, proxemics, body language;
- Politeness, formality and other sociolinguistic factors.

4- Games



CROSSWORD Puzzle : 1



ACROSS

1. Flood
6. Abyss
11. Tibetan gazelle
14. Dilemma
15. Passengerway
16. Blow back
17. Easily decided
19. Bony
20. Golf mounds
21. Beliefs
22. Anti-theft marking
23. Rowing implements
25. Put into a sheath
27. Temperance
31. Abominable snowman
32. Exclamation of surprise
33. Runic
35. Lawful
38. Seizures
40. Fatigable
42. Egypt's river

DOWN

4. Main artery
- 4.5. Having lobes
- 4.7. Title of a knight
- 4.8. Yield
- 5.0. State in Malaysia
- 5.2. Lighted by the moon
- 5.5. View
- 5.6. Patched
- 5.7. Bird bones
- 5.9. Boss on a shield
- 6.3. Spanish hero
- 6.4. Rowing
- 6.6. Meadow
- 6.7. Consumed
- 6.8. Monetary unit of Lesotho
- 6.9. Former measure of length
- 7.0. Heed responsible
- 7.1. Regions

DOWN

1. Smoke deposit
2. Hollow cylinder

3. Period of history
6. Pertaining to a cadastre
7. Schist
8. Remains of a fire
9. Sloppy
10. Encumbered
11. Specialist in genetics
12. Societ investing society
13. Sea god
14. Gloomy
15. White poplar tree
16. Sea god
17. Atmosphere
18. Scavenger fish
17. Crack
24. State of USA
29. Painted in grape-like clusters
30. Aquatic opossum
34. Rake
36. Hip bones
37. Web-footed aquatic bird
38. Size to one's fit
41. Delete from a list
44. Tool for making holes in leather
46. Indian dish
49. Resembling a pine cone
51. Asexual
52. Twinned crystal
53. Sun window
54. Outer coat of a seed
58. Stalk
60. Pi
61. Cozy kit bag for holding wine
62. Single
64. Disparate
65. North American nation

HOW MANY... ?

Ask questions to find out the answers

How many pets/friends/fry/frens and systems has David got?
How many pupils are there in David's school?

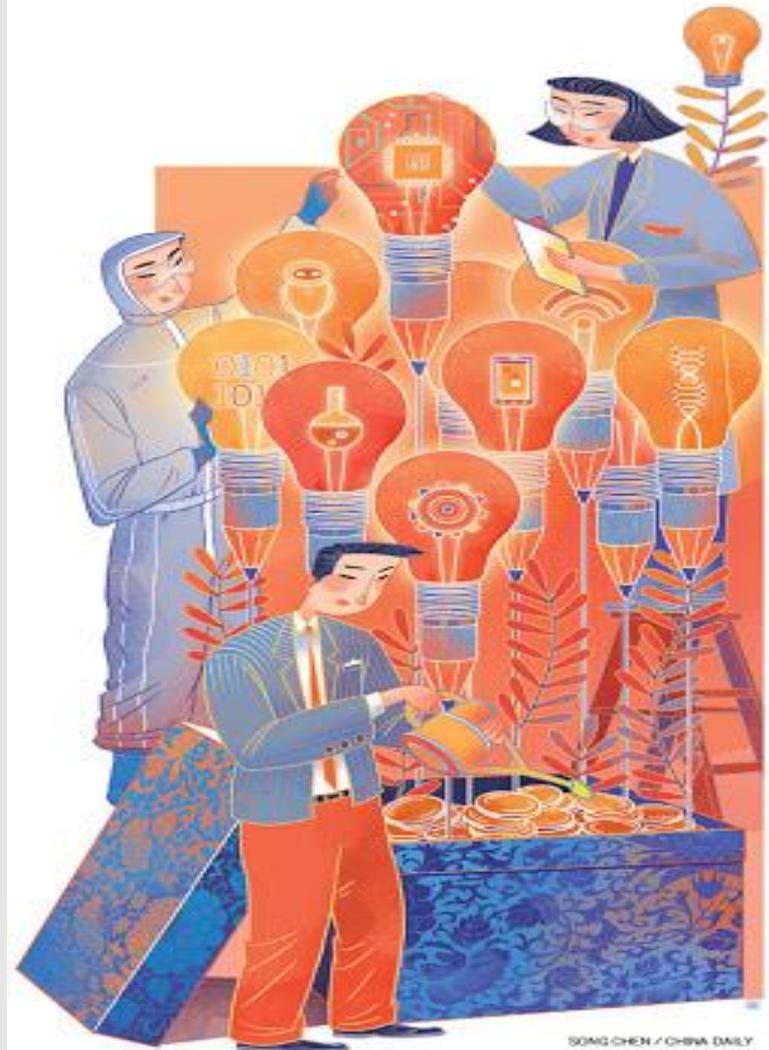
	Eyes	Friends	Fry and Frens	Systems
Samuel	2	56	6	45
David	4	62	3	1045
John	1	18	6	78

Here's a summary of the American Council on Teaching Foreign Languages (ACTFL)
Oral proficiency interview:

Producer:	American Council on Teaching Foreign Languages, Yonkers, NY
Objective:	To test oral production skills of speakers in 37 different foreign languages
Primary market:	Certification of speakers for government personnel and employees in the workplace; evaluation of students in language programs
Type:	Oral interview—telephoned or in person
Response modes:	Oral production in a variety of genres and tasks
Specifications:	Personalized questions geared to the test-taker's interests and experiences; a variety of communication tasks designed to gauge the test-taker's upper limits; role play
Time allocation:	30–40 minutes
Internet access:	http://www.actfl.org/

The rules of effective assessment are:

- a)- Specify the criterion.
- b)- Set appropriate tasks.
- c)- elicit optimal output.
- d)- establish practical, reliable scoring procedures.



DeSigning ASSESSments: Extensive Speaking



1- Oral presentations



Evaluation of oral presentation

Assign a number to each box according to your assessment of the various aspects of the speaker's presentation.

3	Excellent
2	Good
1	Fair
0	Poor

Content:

- The purpose or objective of the presentation was accomplished.
- The introduction was lively and got my attention.
- The main idea or point was clearly stated toward the beginning.
- The supporting points were
 - clearly expressed
 - supported well by facts, argument
- The conclusion restated the main idea or purpose.

Delivery:

- The speaker used gestures and body language well.
- The speaker maintained eye contact with the audience.
- The speaker's language was natural and fluent.
- The speaker's volume of speech was appropriate.
- The speaker's rate of speech was appropriate.
- The speaker's pronunciation was clear and comprehensible.
- The speaker's grammar was correct and didn't prevent understanding.
- The speaker used visual aids, handouts, etc., effectively.

The washback effect will be enhanced by written comments from the teacher, a conference with the teacher, peer evaluations and self-assessment.

2- Picture-cued story-telling task



In the previous example, you can test for:

1- Oral vocabulary (girl, alarm, coffee, telephone, wet, cat...etc.)

2- Time relatives (before, after, when),

3- Sentence connectors (the, and the, so),

- **4- Past tense of irregular verbs (woke, drank, rang)**
- **5- fluency in general.**

- **“Tell the story of these pictures describe. Use the past tense of verbs”**

- **Because you criteria for scoring need to be clear.**

3- Retelling a story, News Event

In this type of task, test-takers hear or read a story or news event that they are asked to retell. This differs from the paraphrasing task discussed above (pages 161–162) in that it is a longer stretch of discourse and a different genre. The objectives in assigning such a task vary from listening comprehension of the original to production of a number of oral discourse features (communicating sequences and relationships of events, stress and emphasis patterns, “expression” in the case of a dramatic story), fluency, and interaction with the hearer. Scoring should of course meet the intended criteria.



4- Translation (of Extended prose)

Translation of words, phrases, or short sentences was mentioned under the category of intensive speaking. Here, longer texts are presented for the test-taker to read in the native language and then translate into English. Those texts could come in many forms: dialogue, directions for assembly of a product, a synopsis of a story or play or movie, directions on how to find something on a map, and other genres. The advantage of translation is in the control of the content, vocabulary, and, to some extent, the grammatical and discourse features. The disadvantage is that translation of longer texts is a highly specialized skill for which some individuals obtain post-baccalaureate degrees! To judge a nonspecialist's oral language ability on such a skill may be completely invalid, especially if the test-taker has not engaged in translation at this level. Criteria for scoring should therefore take into account not only the purpose in stimulating a translation but the possibility of errors that are unrelated to oral production ability.

Thanks!

