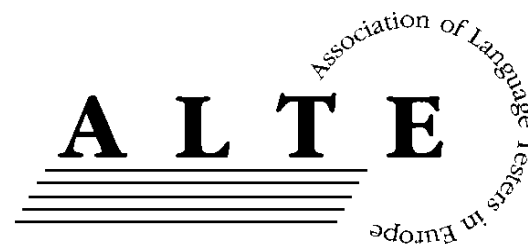


SPEAKING

Individual Component Checklist

for use with ONE task

ENGLISH VERSION



INTRODUCTION

This checklist has been designed for use as a practical tool for describing **ONE TASK** in a test of speaking.

Some pages may need to be photocopied to accommodate further items.

General Notes

In this checklist the following terminology is used:

- ◆ **Component**
One subtest in an examination. Usually an examination is made up of subtests in the different skills, and components are commonly called by the names of skills. This checklist concerns the speaking component of an examination. Components are also often referred to as 'papers'.
- ◆ **Input**
The material provided by the candidate for use in order to produce an appropriate response. In a test of speaking it may take the form of written, pictorial or oral prompts.
- ◆ **Item**
Each testing point which is given a separate mark or marks. It may consist of, for example, one gap in a written text, or one multiple choice question with three or four options.
- ◆ **Response**
The candidate's written or spoken response to a task. The term 'answer' is often used in this context. However, for reasons of precision, it is not used here.
- ◆ **Rubric**
The instructions given to a candidate on how to respond to a particular input. The rubric for a speaking test might be spoken by an examiner, or take the form of a written rubric accompanying written or graphic prompt

material: An example of a rubric for a speaking test is: *In this part of the test I'm going to give each of you the chance to talk for about a minute. First, I'm going to give each of you some pictures to look at. Please do not show your pictures to each other.*

- **Task**
A task is defined precisely as a combination of rubric, input and response. For example, a reading text with several multiple choice items, all of which can be answered by referring to a single rubric, can be classified as a task. If another set of items relates to the same text, but requires a different rubric in order for a response to be produced, then that combination of text, rubric and items constitutes a different task. Thus the same text can form part of the same input for one or more tasks.

The term 'question' which is often used when referring to tasks, whether or not they are presented as grammatical questions, is avoided here because of its ambiguity.

- **Text**
In the context of a reading component of an examination, a text is any piece of written language which is used as part of the input to a task.

Please note

Some of the questions in this checklist are to be answered with a couple of words or numbers, and some have boxes to tick 'yes' or 'no'. Others, which involve making some qualitative judgement, ask for an assessment on a scale of 1 – 4, where 1 represents the most negative judgement and 4 the most positive.

Instructions for Individual Questions

1. **INPUT**
- 3 **Topic used in task**
The likely extent of topic areas used in tests of spoken language is covered by the 'notions' in **Threshold Level 1990**.

4 **Which type of prompt is used?**
A prompt is any material which is used as stimulus to oral production.

2. LANGUAGE ABILITY TESTED

1 **Main focus of testing**
By this it is meant the main focus of what is being tested in language terms, although it may also touch on other areas. It is taken as understood that there is a great deal of ambiguity in this area.

4. EXPECTED RESPONSE

2 **Are role relationships (between candidates or between candidate and assessor (s)) simulated**
In some tests of speaking candidates are asked to imagine that they are in certain situations and respond appropriately, or are given the role of a character with particular views, in support of which they have to argue. Other tests do not use this 'role play' approach, instead asking candidates to respond to prompts by giving their own reactions and opinions.

3 **Is register important?**
This refers to the degree of formality expressed in response, which is determined by the purpose of speaking and the relationship between the participants in the exchange, or the roles they are playing.

6 **To what extent is there an overlap with testing another area of linguistic skill?**
This question attempts to gauge the extent to which skills other than language ability are required in order to provide a response. An example of this would be an item which demands some type of mathematical calculation in order to get the correct answer, or an item which involves the candidate reading a map or interpreting an plan or diagram.

7 **To what extent is there an overlap with testing another area of linguistic skill?**

This question attempts to gauge the extent to which testing one area of language skill also involved the candidate's ability in another area of skill. It is difficult to separate skills completely from one another. For example, it is likely that any test of speaking will involve candidates in reading or listening to instructions and other forms of input.

4. EXPECTED RESPONSE

1 **What are the criteria for marking?**
The emphasis in marking tests of speaking may be placed in various features related to accuracy, or more importance may be given to the achievement of the task set.

5 **How many assessors are involved in each oral assessment?**
This will probably depend on how many candidates are assessed at once. It is difficult for one assessor working alone to assess more than two candidates at a time. In some examinations the number of candidates an assessors will be fixed, while other candidates have a choice of being examined alone, in pairs or in larger groups.

6 **How are their roles defined?**
If there is only one oral examiner, he or she has to act as both interlocutor and assessor, whereas if two people carry out each assessment, one may act solely as interlocutor, talking to the candidates and setting the tasks, while the other is responsible only for assessing the candidate's responses.

GENERAL DESCRIPTION

NAME OF EXAMINATION

NAME OF COMPONENT

NAME / NUMBER OF TASK

1 INPUT

1 Is the interview carried out

- a) face to face?
- b) taped?
- c) other (please specify)

a	<input type="checkbox"/>
b	<input type="checkbox"/>
c	<input type="checkbox"/>

2 Are candidates interviewed

- a) individually?
- b) in pairs?
- c) in groups of more than two?
- d) other (please specify)

a	<input type="checkbox"/>
b	<input type="checkbox"/>
c	<input type="checkbox"/>
d	<input type="checkbox"/>

3 Topic used in task

- a) personal identification
- b) house, home and environment
- c) daily life
- d) free time, entertainment
- e) travel
- f) relations with other people
- g) health and bodycare
- h) education
- i) science and scholarships
- j) current affairs
- k) shopping
- l) food and drink
- m) services
- n) places
- o) language
- p) weather
- q) other (please specify)

a	<input type="checkbox"/>
b	<input type="checkbox"/>
c	<input type="checkbox"/>
d	<input type="checkbox"/>
e	<input type="checkbox"/>
f	<input type="checkbox"/>
g	<input type="checkbox"/>
h	<input type="checkbox"/>
i	<input type="checkbox"/>
j	<input type="checkbox"/>
k	<input type="checkbox"/>
l	<input type="checkbox"/>
m	<input type="checkbox"/>
n	<input type="checkbox"/>
o	<input type="checkbox"/>
p	<input type="checkbox"/>
q	<input type="checkbox"/>

1 INPUT

4 Which type of prompt is used?

- | | | |
|---------------------------|---|--------------------------|
| a) photographs | a | <input type="checkbox"/> |
| b) drawings | b | <input type="checkbox"/> |
| c) diagrams | c | <input type="checkbox"/> |
| d) cue cards | d | <input type="checkbox"/> |
| e) texts | e | <input type="checkbox"/> |
| f) audio | f | <input type="checkbox"/> |
| g) video | g | <input type="checkbox"/> |
| h) other (please specify) | h | <input type="checkbox"/> |

5 How long is the prompt?

- | | |
|---------------|----------------------|
| a) in words | <input type="text"/> |
| b) in minutes | <input type="text"/> |

6 If input includes printed text of any kind, how appropriate is this?

- | | |
|---|--------------------------|
| 1 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> |

2 LANGUAGE ABILITY TESTED

1 Main focus of testing:

- | | | |
|--|---|--------------------------|
| a) describing | a | <input type="checkbox"/> |
| b) reporting events | b | <input type="checkbox"/> |
| c) requesting information | c | <input type="checkbox"/> |
| d) responding to requests for information / explaining | d | <input type="checkbox"/> |
| e) giving examples | e | <input type="checkbox"/> |
| f) agreeing or disagreeing | f | <input type="checkbox"/> |
| g) expressing opinions/preferences | g | <input type="checkbox"/> |
| h) giving instructions | h | <input type="checkbox"/> |
| i) making suggestions | i | <input type="checkbox"/> |
| j) persuading | j | <input type="checkbox"/> |
| k) complaining | k | <input type="checkbox"/> |
| l) apologising | l | <input type="checkbox"/> |
| m) expressing possibility | m | <input type="checkbox"/> |
| n) expressing purpose | n | <input type="checkbox"/> |
| o) comparing and contrasting | o | <input type="checkbox"/> |
| p) classifying | p | <input type="checkbox"/> |
| q) summing up | q | <input type="checkbox"/> |
| r) appropriate social exchange | r | <input type="checkbox"/> |

2 Task type used

- | | | |
|---|---|--------------------------|
| a) reading text aloud | a | <input type="checkbox"/> |
| b) answering questions from an assessor | b | <input type="checkbox"/> |
| c) problem solving | c | <input type="checkbox"/> |
| d) discussion with assessor | d | <input type="checkbox"/> |
| e) discussion with another candidate | e | <input type="checkbox"/> |
| f) other (please specify) | f | <input type="checkbox"/> |

3 VIDEO

1 Number of speakers

4 EXPECTED RESPONSE

1 Which of the following occur?

- | | | |
|-----------------------------|---|----------------------|
| a) short turns | a | <input type="text"/> |
| b) longer turns | b | <input type="text"/> |
| c) questions from candidate | c | <input type="text"/> |
| d) responses from candidate | d | <input type="text"/> |

2 Are role relationships (between candidates or between candidate and assessor(s)) simulated? Yes
No

3 Is register important? Yes
No

4 To what extent is specialist knowledge assumed? 1 3
2 4

5 To what extent is cultural knowledge assumed? 1 3
2 4

6 To what extent are non-linguistic skills being tested? 1 3
2 4

7 To what extent is there an overlap with testing another are of linguistic skill? 1 3
2 4

5 MARKING

1 What are the criteria for marking?

- | | | |
|--------------------------------------|---|----------------------|
| a) grammatical accuracy | a | <input type="text"/> |
| b) range of structure and vocabulary | b | <input type="text"/> |
| c) stress and intonation | c | <input type="text"/> |
| d) pronunciation | d | <input type="text"/> |
| e) fluency | e | <input type="text"/> |
| f) register | f | <input type="text"/> |
| g) task achievement | g | <input type="text"/> |
| h) other (please specify) | h | <input type="text"/> |

2 Are marking criteria indicated to the candidate? Yes
No

3 How many marks does each task carry?

4 Is the number of marks available indicated to the candidate? Yes
No

5 How many assessors are involved in each oral assessment?

- | | | |
|----------------|---|----------------------|
| a) one | a | <input type="text"/> |
| b) two | b | <input type="text"/> |
| c) two or more | c | <input type="text"/> |

6 How are their roles defined? (in terms of interlocutor and assessor)

- | | | |
|------------------------------------|---|----------------------|
| a) one interlocutor / assessor | a | <input type="text"/> |
| b) two interlocutors / assessors | b | <input type="text"/> |
| c) one interlocutor + one assessor | c | <input type="text"/> |