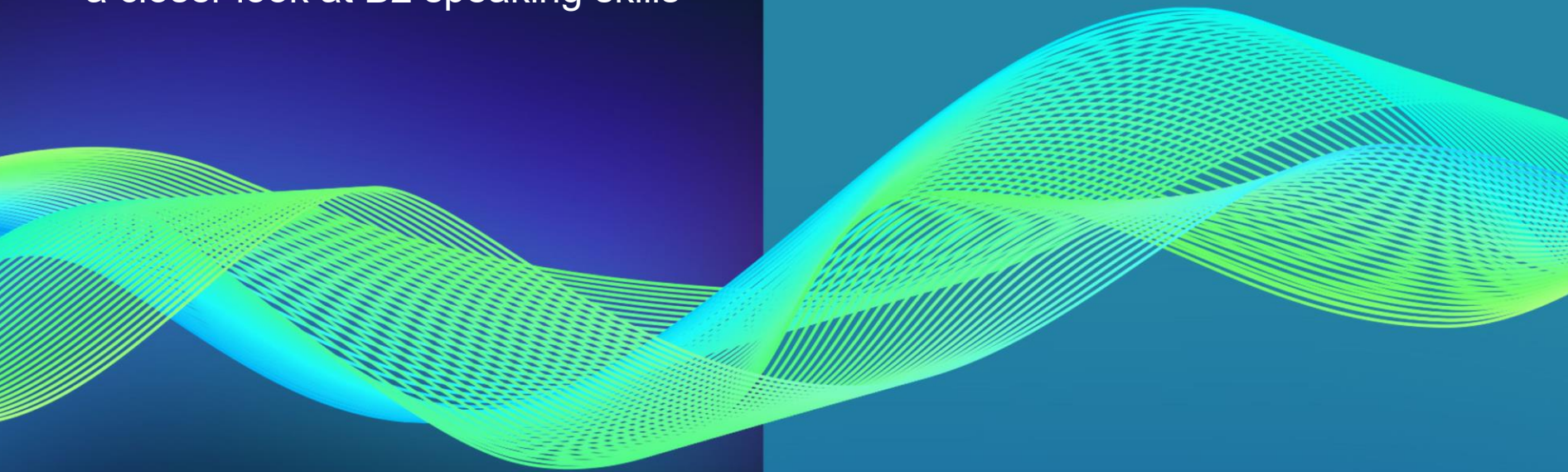




ELT CONFERENCE

Making all the right noises:
a closer look at B2 speaking skills



Brian Engquist

Teacher Trainer: Pearson



Exams
Catalunya
Cambridge English Qualifications



Cambridge Assessment
English

Authorised Platinum Exam Centre



Pearson

Making all the right noises: a closer look at B2 speaking skills

Exams Catalunya

17 November 2018

Brian Engquist



On today's menu



Assessing speaking: challenges

Practical activities to develop the skills
our students need

Assessing speaking: challenges



Assessing speaking: challenges

Productive skill.

Deciding what to assess (Pron? Content? Vocab? Functions?) and what weight to give different areas.

Including tasks that show us whether candidates can perform the functions we expect in a set time and eliciting language that truly represents the candidates ability.

Scoring the exam reliably and validly.

What do we mean by functions?



Speaking 'skills': Bygate (1987)

indicate attitude
draw conclusions
elaborate an idea
initiate interactions
make comments
express need
express opinions
give instructions
express disagreement
apologise
correct themselves or others
attempt to persuade others
provide personal information
present an argument
repair breakdowns in interaction
describe sequence of events (narrate)
indicate uncertainty
modify statements or comments
establish common ground
check that they understand or have been understood correctly
make comparisons
share the responsibility for the development of an interaction
question assertions made by other speakers
respond to requests for clarification
express purpose
provide non-personal information
justify or support statements or opinions of other speakers
change the topic of an interaction
express preferences
recognize other speakers' purpose
express requirements
give turns to other speakers
analyse
summarise (what they have said)
make excuses
take their turn in an interaction
provide required information
paraphrase
make suggestions
express agreement
seek permission
give explanations
come to a decision
justify opinions
end an interaction
elicit opinions
elicit information

How do we communicate to students what is expected of them?

Cambridge English: First Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page B3:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

Have a look at examiner feedback...



“The interaction would be more effective if they linked their contributions more closely to what their partner said.”

“The test taker does not initiate discourse and only responds to the interlocutor”

“There is an over-dependence on the examiner to keep the interaction going. There is little, if any, initiation of interaction.”

“The interaction would be more effective if they linked their products to their customers at their point of purchase.”

“The technology only reaches a limited audience and is not always used.”

“There is a need to keep the list short and simple. If any, initiation of interaction.”

Make a Do's and Don'ts list

Show them what success looks like





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Practical idea #1

Guess the question



Aims

To get used to listening to your partner

To practice formulating questions (First Collaborative task)

To practice answering personal information questions

Possible functions: provide personal info, narrate, give explanations, express opinions, express preferences, indicate attitude.

Personal information questions

First

Likes and dislikes

- How do you like to spend your evenings? (What do you do?) (Why?)
- Do you prefer to spend time on your own or with other people? (Why?)
- Tell us about a film you really like.
- Do you like cooking? (What sort of things do you cook?)

We'll need some practice!



SPEAKING

Speak up

Power up

exam tip: interview

4 e Read the exam tip. Work in pairs and ask each other the questions in the questionnaire. Expand your answers to include a specific example or explanation each time.

4 e Read the exam tip. Work in pairs and ask each other the questions in the questionnaire. Expand your answers to include a specific example or explanation each time.

When answering short interview questions about yourself, give concise replies that include a brief explanation of your answer.

explaining/giving reasons:

I like going to a campsite. Because it is by the sea, I can swim every day.

I like spending my holidays with my cousins. They're very sporty so we do lots of sports together.

We don't always go away but I don't mind that as there are lots of things to do in the town where I live.

giving examples:

I enjoy doing creative activities such as painting and drawing.

I went to a summer school. It was great because you could learn things like horse-riding.

There are lots of things to do around here. For example, there's an open-air swimming pool down the road and a huge park as well.

Questionnaire

- 1 How did you spend last summer?
- 2 Who were you with (or did you go alone)?
- 3 Did you share your summer with anyone?
- 4 Did you read any books?
- 5 Did you take any selfies?
- 6 What was your soundtrack to last summer?
- 7 If you had one top travel tip, what would it be?
- 8 What's the best/worst souvenir you have ever given or received?

Speaking extra

- 5 Tell the story behind the photo. If you were the person with the sandwich, then compare it with other members of the class using the words below to help you.
dive sandwich seagull

- 3 Did you share your summer experiences on social media?
- 4 Did you read any books during the summer holidays?
- 5 Did you take any selfies?
- 6 What was your soundtrack to last summer?
- 7 If you had one top travel tip, what would it be?
- 8 What's the best/worst souvenir you have ever given or received?

Fancy a road trip? At 30,000 miles the Pan American highway is the world's longest motorable road.

29

We'll need some practice!



Guess the question



What about...question sheets?

Pupil A has five questions and answers them to pupil B

Pupil B has five questions and answers them to pupil A

Pupil A works out pupil B's questions and vice-versa

Let's have a go!



Pupil A

Why are you learning English?

Do you recycle at home?
Why? Why not?

Are you going to do anything special at the weekend?

Tell us about a festival or celebration in Spain.

Do you prefer to spend time on your own or with people?

Pupil B

If you could have any job, what would it be?

Tell us about a film you really like

Will English be useful to you in the future?

What is there to do at the weekends in your area?

What do you do to help the environment?

Question sheets

*Could also do as a mingle – each pupil takes a question out of the box, pairs up, swaps questions and finds a new partner

*Make easier / harder – choose questions from a list / can't use question words in answer

Other 'guess the question' ideas

Where were you?

Who did you go with?

What river is that?



What did you do there?

When was the picture taken?

Another point on ‘Getting them to listen’

What did you do at the weekend?

Set a task!



Inspiration for questions

<http://iteslj.org/questions/>

<https://www.eslconversationquestions.com/english-conversation-questions/topics/>

Aims

To get used to listening to your partner

To practice formulating questions (First Collaborative task)

To practice answering personal information questions

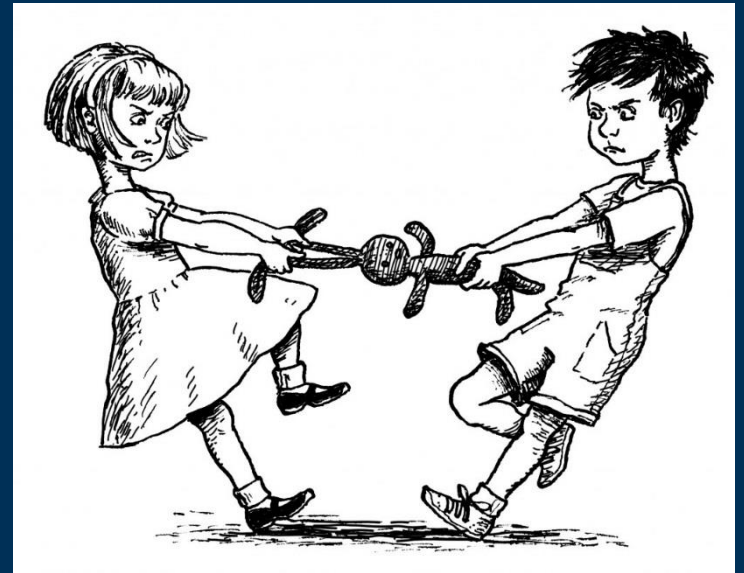
Possible functions: provide personal info, narrate, give explanations, express opinions, express preferences, indicate attitude.



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Practical idea #2

Keep the turn



Aims

To build fluency

To develop intensive listening skills

To link your speech to your partner's (interaction)

To practice interrupting appropriately

Possible functions: complaining, suggesting, persuading, describing, change the topic of an interaction

Role play



Test taker's card

The situation:

You are in a shop. You bought an expensive computer from this shop and when you opened the box the screen was smashed. The examiner is the shop assistant.

Your goal:

You want to get your money back (not a replacement)

What do you think might be on the other role card?

Interlocutor's script

You are in a shop. You bought an expensive computer from this shop and when you opened the box the screen was smashed. I am the shop assistant.

Alright? You start.

- *Hello, how can I help you?*
- *Are you sure it wasn't damaged after you left the shop?*
- *OK, I'll ask my manager to give you a replacement computer.*
- *I'm sure he will give you a refund instead.*

[Retrieve the card]

Thank you. That is the end of the test.

Blocking

Interlocutor's script

You are in a shop. You bought an expensive computer from this shop and when you opened the box the screen was smashed. I am the shop assistant.

Alright? You start.

- *Hello, how can I help you?*
- *Are you sure it wasn't damaged after you left the shop?*
- *OK, I'll ask my manager to give you a replacement computer.*
- *I'm sure he will give you a refund instead.*

[Retrieve the card]

Thank you. That is the end of the test.

Let's have a go!



Four volunteers!



Apologise for

Your behaviour last night
Your level of English

Keep the turn!



It's interesting you mention that, because...

It's funny you should say that, because...

Can I just say something here?

Can I stop you there for a moment?

Can I just butt in for a second?

Can I just mention something?

Can I just add something here?

Do you mind if I come in here?

Before you move on, I'd like to say something.

Before you go on, I'd like to say something.

Excuse me for interrupting but.....

Excuse me for butting in but.....

Sorry for interrupting but....

Just a moment, I'd like to....

If I could just come in here. I think....

Keep the turn!

CARD A COMPLAIN ABOUT

The price of fish
The weather

CARD B SUGGEST

Somewhere to go for dinner
Ways to help the environment

CARD C PERSUADE

Trump is the best president
Barcelona is the best city

CARD D DESCRIBE

Your house
Your best friend

Aims

To build fluency

To develop intensive listening skills

To link your speech to your partner's (interaction)

To practice interrupting appropriately

Possible functions: complaining, suggesting, persuading, describing, change the topic of an interaction



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Speaking

Forced output



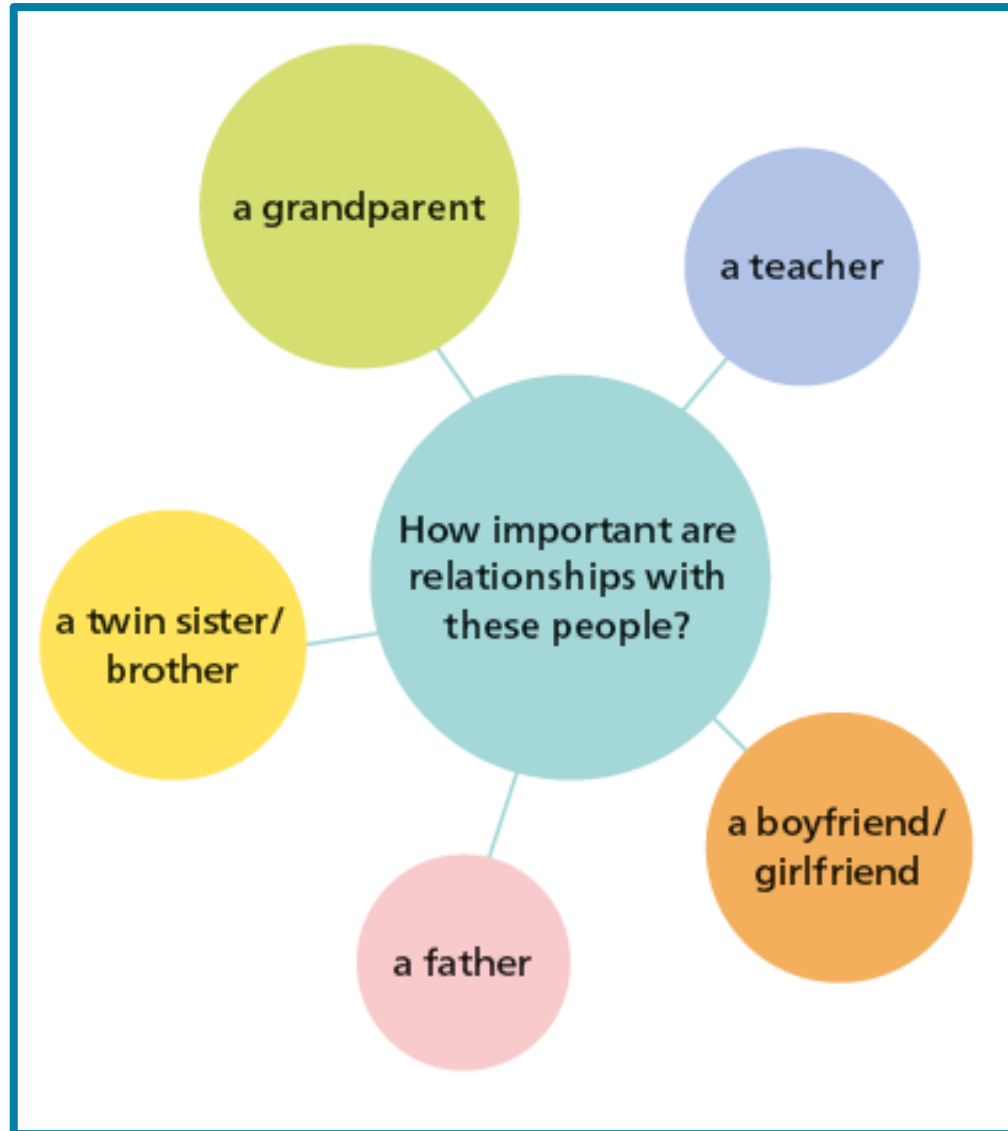
Aims

To build the functional language necessary for interaction, discussion and turn-taking.

To listen for individual words / phrases

Possible functions: make comparisons, give explanations, present an argument, express opinions, justify opinions, speculate, make suggestions, draw conclusions, express agreement, express disagreement, question assertions made by other speakers, attempt to persuade others...

Our exam task



Word grab



Credit: JJ Wilson 'How to teach listening'

Next stage: classify

I think

Yes, that's very true

But don't you think...

I suppose so, but

What's your view on...?

I see what you mean

Next stage: classify

Express opinion	Agree	Partially agree	Disagree gently	Ask opinion
I think	Yes, that's very true I see what you mean	I suppose so, but	But don't you think	What's your view on...?

Next stage: add to

Express opinion	Agree	Partially agree	Disagree gently	Ask opinion
I think I believe	Yes, that's very true	I suppose so, but	But don't you think	What's your view on...?
In my view	I see what you mean	I see what you mean, but	I'm not sure about that	Do you agree?

Disappearing dialogue

I think the relationship with a twin sister would be very important because you would probably be very close and tell her stuff you wouldn't tell other people.

Yes, that's very true. Even if I argue with my brother, we're still very close. But don't you think grandparents have a big influence on your life too?

I suppose so, but it depends how often you see them. I didn't see mine very often. What about you?

I didn't see mine much, but they were very patient and kind and I learned from them. What's your view on the father / son relationship?

Disappearing dialogue

I think the relationship with a twin sister would be very
because you would probably be very close and
her stuff you wouldn't other people.

Yes, that's very . Even if I argue with my brother, we're
still very close. But don't grandparents have a big
influence your life too?

I so, but it depends how often you see them. I
didn't see mine very often. What you?

I didn't see mine much, but they were very and kind
and I learned them. What's your on the father /
son relationship?

Disappearing dialogue

I _____ the _____ with a twin sister would be very _____ because you would probably be very _____ and her stuff you wouldn't _____ other people.

Yes, _____ very _____. Even _____ I argue with my brother, we're still very close. But don't _____ grandparents _____ a big _____ your life too?

I _____ so, but it depends how often you see them. I _____ didn't see mine very often. What _____ you?

I didn't see mine much, but they were very _____ and kind and I learned _____ them. What's your _____ on the father / _____ ?

Useful functional language

I think the relationship with a twin sister would be very important because you would probably be very close and tell her stuff you wouldn't tell other people.

Yes, that's very true. Even if I argue with my brother, we're still very close. **But don't you think** grandparents have a big influence on your life too?

I suppose so, but it depends how often you see them. I didn't see mine very often. What about you?

I didn't see mine much, but they were very patient and kind and I learned from them. **What's your view on** the father / son relationship?

Topic vocab, collocations, prepositions...

I think the **relationship** with a twin sister would be very important because you would probably be very close and tell her stuff you wouldn't tell other people.

Yes, that's very true. Even if I argue with my brother, we're still very close. But don't you think grandparents **have** a big **influence on** your life too?

I suppose so, but it depends how often you see them. I didn't see mine very often. What about you?

I didn't see mine much, but they were very **patient** and **kind** and I learned **from** them. What's your view on the father / **son** relationship?

Let's have a go!





You've been working hard and are planning a day out with your teaching colleagues. Talk about the five places you could go and decide which one is the best option.



I think

In my opinion,

If you ask me,

I feel strongly that

As I see it,

What do you think?

Do you agree with me?

What about you?

What's your opinion about that?

How do you see it?

Absolutely!

You might be right

You've got a point there

I couldn't agree with you more

I agree with you

Yeah, but what about...

You're joking!

I don't think so

I can't agree with you about that

I don't agree with you

It'd be a good idea to...

How about?

Why don't we...

We could

Next level

How do you
_____ it?

Or...

Agree

Suggest

Agree

Suggest

Aims

To build the functional language necessary for interaction, discussion and turn-taking.

To listen for individual words / phrases

Possible functions: make comparisons, give explanations, present an argument, express opinions, justify opinions, speculate, make suggestions, draw conclusions, express agreement, express disagreement, question assertions made by other speakers, attempt to persuade others...



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Practical idea #4

Descriptive drawing



Aims

To practice describing and comparing pictures

To get used to listening to your partner

Possible functions: narrate, describe, make comparisons, make comments

Descriptive drawing

What are the people enjoying about spending time outside in these situations?

2



**Choose one of these scenes.
Draw a picture in one minute.**

A park scene

A restaurant scene

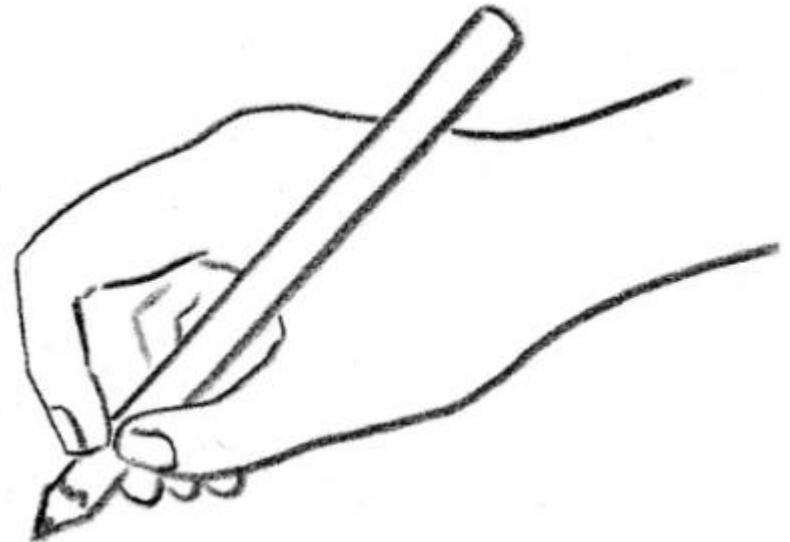
A beach scene

A school scene

An airport scene

Describe your picture to your partner in one minute

Your partner draws the picture



Compare your pictures



Swap



Aims

To practice describing and comparing pictures

To get used to listening to your partner

Possible functions: narrate, describe, make comparisons, make comments

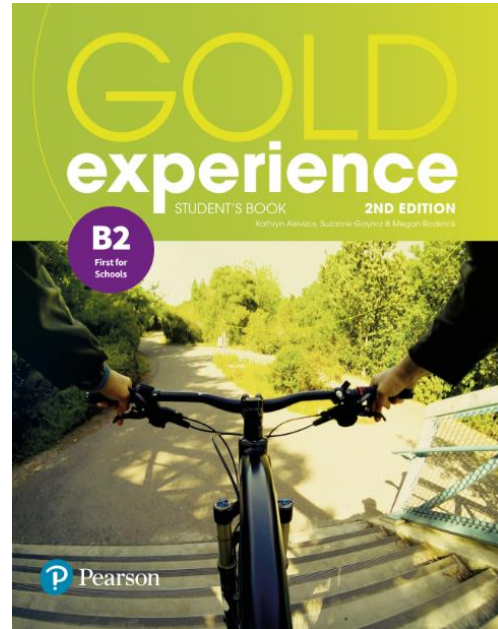
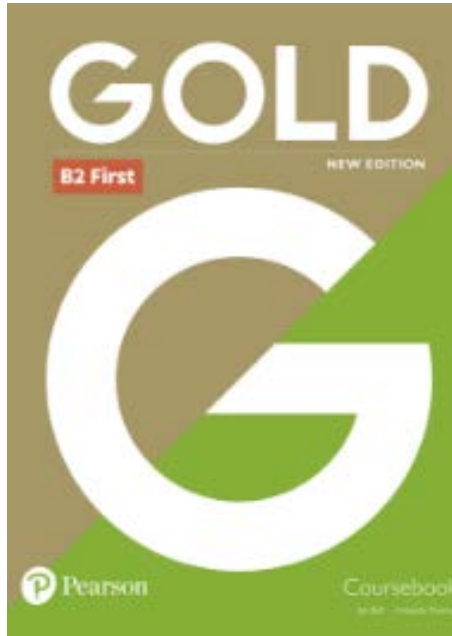
We hope you enjoyed your meal



Assessing speaking: challenges

Assessing speaking: know your exams

Practical activities to develop the skills
our students need



Thank You!

Any Questions?



Mail: brian.engquist@pearson.com

Twitter: [@BrianEngquist1](https://twitter.com/BrianEngquist1)

Blog: <http://eltlearningjourneys.com/>

Web: www.pearsonelt.es

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C/ Freixa 5 - 9, 08021. Barcelona
+34 934 111 333
info@exams.catalunya.com