

# **ASSESSING SPOKEN ENGLISH**

## **KEY FACTORS FOR CONSIDERATION**

- \* **ASSESSMENT v TESTING**
- \* **PROCESS v SERIES OF EVENTS**
- \* **CLASS TEACHER v A. N. OTHER**
- \* **INTERVIEW v S-S INTERACTION**
- \* **SINGLE v MULTIPLE FORMAT**
- \* **PREPARED v UNPREPARED**
- \* **(SEMI-)SCRIPTED v UNSCRIPTED**
- \* **LIVE v RECORDED**
- \* **1:1 v 1:2 v 2:1 v 2:2 v GROUP**
- \* **INFORMATION GAP v CONSENSUS GAP**
- \* **NATIVE v NON-NATIVE INTERLOCUTOR(S)**
- \* **MONOLOGUE v DIALOGUE**
- \* **KNOWN v UNKNOWN PARTNER CANDIDATES**

# **ASSESSING/TESTING ORAL INTERACTION**

## **HOW CAN/SHOULD WE SCORE/ MARK/ ASSESS/ GRADE?**

**GLOBAL/IMPRESSION ∨ DETAILED DESCRIPTORS**

**NORM-REFERENCED ∨ CRITERION-REFERENCED**

**SINGLE SCORE ∨ MULTIPLE SCORING ∨ PROFILING**

**SPOKEN PERFORMANCE ∨ ORAL INTERACTION**

**1 MARKER ∨ MORE THAN 1 MARKER**

**WORDS ∨ FIGURES**

**SHORT ∨ LONG MARK SCALES**

**MARKS/SCORES ∨ BAND-SCALES (E.G. ESU)**

**CAN-DO STATEMENTS**

**SELF ASSESSMENT + NEGOTIATED ASSESSMENT**

**AT THE TIME ∨ LATER**

**PASS/ FAIL ∨ GRADES**

**NEGATIVE ∨ ADDITIVE**

# **ASSESSING SPOKEN ENGLISH**

## **HOW DO WE GET SUITABLE SAMPLES OF ORAL PERFORMANCE?**

### **WHAT ASSESSMENT MODES/TEST-TYPES/FORMATS CAN WE USE?**

- **REPETITION**
- **REFORMULATION**
- **CORRECTION**
- **REPORT**
- **SUMMARY**
- **DETAILED MESSAGE**
- **READING ALOUD**
- **INTERPRETING**
- **QUESTION AND ANSWER**

- **PREPARED TOPIC**
- **PICTURE DESCRIPTION/COMPOSITION**
- **STORY COMPLETION**
- **ROLE PLAY**
- **ASSESSED INTERACTION IN PAIRS  
AND/ OR GROUPS**
- **FORMAL QUESTIONNAIRE AND  
INTERVIEW**
- **DISCUSSION**

# **ASSESSING SPOKEN ENGLISH**

## **WHAT TASKS - WHAT TOPICS - WHAT FUNCTIONS?**

- ◆ **DIALOGUE - DISCUSSION - CONVERSATION**
- ◆ **DEBATE ∨ TASK ACHIEVEMENT (COLLABORATIVE)**
- ◆ **FACTUAL ∨ ATTITUDINAL**
- ◆ **NARRATIVE ∨ DESCRIPTIVE**
- ◆ **CLOSED ∨ OPEN**
- ◆ **PRO-ACTIVE ∨ REACTIVE ∨ INTERACTIVE**
- ◆ **DOMINANCE ∨ MAINTENANCE**
- ◆ **WHO SETS THE AGENDA?**
- ◆ **WHO CONTROLS THE STAGING?**
- ◆ **WHAT TASKS/ TOPICS/ TEXT-TYPES/ FUNCTIONS  
FOR WHAT LEVEL?**
- ◆ **VARIETY OF FOCUS ∨ ADEQUATE SAMPLE SIZE**

# ASSESSING SPOKEN ENGLISH

Completing the tasks set at different levels in an appropriate way will involve candidates in a range of language **functions**.

*At all levels:*

**Expressing:** requirements, opinions, comment, attitude, confirmation, apology, want/need, information, complaints, reasons, justifications

**Directing:** instructing, persuading, advising

**Describing:** actions, events, objects, people, processes

**Eliciting:** information, directions, clarification, help, permission

**Narrating:** sequence of events

**Reporting:** description, comment, decisions

At all levels candidates will be expected to take part in dialogue with a native-speaker and a non-native speaker, and in multi-participant interaction in a group containing a native-speaker and a non-native speaker.

The native-speakers may be known or not known to the candidates. The interactions with a non-native speaker will normally be with a candidate of a similar level; this person will normally be someone known to the candidate

## Testing and assessing spoken language ability - a bibliography

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