

SPEAKING SKILLS - TEACHER ASSESSMENT

Effective speaking assessments play a vital role in developing students' individual English language proficiency. By incorporating a variety of assessment methods and criteria, we can provide comprehensive feedback to help students improve their speaking skills and become confident and proficient communicators in English.

Criteria

① **Clarity of Speech:**

How clearly does the student articulate their words and phrases?

- ☐ 1: Speech is often unclear and difficult to understand.
- ☐ 2: Speech is generally clear but may be occasionally unclear.
- ☐ 3: Speech is consistently clear and easy to understand.

② **Fluency:**

How smoothly does the student speak without hesitations or pauses?

- ☐ 1: Speech is very hesitant and disjointed.
- ☐ 2: Speech is somewhat hesitant with noticeable pauses.
- ☐ 3: Speech flows smoothly with minimal hesitation or pauses.

(further literature: Lennon 1990: 404-405) assessing more detailed variables, like "words per minute" possible etc.)

③ **Pronunciation:**

How accurately does the student pronounce words?

- ☐ 1: Pronunciation is frequently incorrect and impedes understanding.
- ☐ 2: Pronunciation is generally accurate but may have occasional errors.
- ☐ 3: Pronunciation is consistently accurate and clear.

④ **Vocabulary:**

Does the student use a varied and appropriate vocabulary?

- ☐ 1: Vocabulary is limited and repetitive.
- ☐ 2: Vocabulary is somewhat varied but may lack precision.
- ☐ 3: Vocabulary is rich, varied, and appropriate for the context.

⑤ **Grammar and Syntax:**

How well does the student use grammatical structures and sentence patterns?

- ☐ 1: Grammar and syntax are often incorrect and confusing.
- ☐ 2: Grammar and syntax are generally accurate but may have occasional errors.
- ☐ 3: Grammar and syntax are consistently accurate and clear.

⑥ **Content:**

How effectively does the student convey their ideas and stay on topic?

- ☐ 1: Content is unclear and lacks coherence.
- ☐ 2: Content is somewhat clear but may wander off topic at times.
- ☐ 3: Content is clear, focused, and well-organized.

Assessment Methods:

① **Spontaneous Conversations:**

The teacher initiates spontaneous conversations with students on topics such as vacations, routines, weekends, or current real-world issues. For example, the teacher may ask the students how their last weekend was or if they have plans for the upcoming holidays. Teachers may also conduct one-on-one conversations with students in English. These conversations serve to assess students' oral skills in everyday situations.

② **Oral Presentations:**

Students prepare presentations on lifeworld topics, such as their favorite leisure activity, an event, or a topic that interests them. They deliver their presentations to the class and then answer questions from the teacher or their classmates. This allows them to demonstrate their ability in monologic speech production as well as in structuring and organizing information.

③ **Role-plays:**

The teacher creates scenarios in which students take on specific roles and interact with each other. For example, students could simulate an everyday situation or engage in a debate on a controversial topic. Through these exercises, teachers can assess their ability in dialogic speech production in various contexts.

④ **Discussions:**

The teacher organizes group or partner discussions on real-world topics relevant to the students. Students can discuss topics such as leisure activities, or current events. The teacher can establish certain discussion rules, such as requiring each student to speak at least once or ensuring that all opinions are respectfully heard. These discussions enable teachers to assess students' ability in dialogic speech production as well as in argumentation and expressing opinions.

⑤ **Monologic Interviews:**

Students introduce themselves and talk about their interests, educational background, or career plans. They can share information about their family, hobbies, favorite subjects, or future aspirations. The teacher can ask targeted questions to encourage students to give detailed answers and assess their ability in monologic speech production as well as in self-presentation.

⑥ **Pronunciation Exercises:**

The teacher conducts targeted exercises on the pronunciation of specific sounds or words, such as reading texts aloud or repeating certain sounds. Students could also participate in exercises on stress and intonation.

Source: B. Knight. 1992: Assessing speaking skills: a workshop for teacher development. ELT Journal Volume, 46/3, Oxford University Press, p. 294-302.

SPEAKING SKILLS - SELF ASSESSMENT

Read the following statements. Assess your English skills yourself. Is the statement true? Then answer with 'true'. If it doesn't apply to you, answer with 'false'. The statements will become more difficult and complex.

Spontaneous speaking

- ☐ ① I can have simple conversations if the person speaks slowly and helps me to talk. I can ask and answer simple questions about everyday things or topics that I know.
- ☐ True
☐ False
- ☐ ② I can talk about everyday things and do simple tasks with other people. I can have short social conversations, but I may need help to keep them going.
- ☐ True
☐ False
- ☐ ③ I can handle common situations while traveling in countries where they speak English. I can talk about familiar topics like family, hobbies, work, and current events in English.
- ☐ True
☐ False
- ☐ ④ I can talk comfortably and spontaneously with native speakers. It feels mostly like a natural conversation. I can actively join discussions in familiar situations and express my opinions and give reasons for it.
- ☐ True
☐ False
- ☐ ⑤ I can speak fluently and express myself without hesitation. I use language effectively for both social and professional reasons. I can articulate ideas precisely and connect my thoughts well with others in a conversation.
- ☐ True
☐ False
- ☐ ⑥ I can easily join conversations, using idiomatic expressions and colloquial language. I express myself fluently, conveying subtle meanings accurately. If I encounter a problem, I can smoothly rephrase without others noticing.
- ☐ True
☐ False

Prepared speaking

- ① I can talk about my home and the people I know using simple phrases and sentences.
- ☐ True
☐ False
- ② I can use different phrases and sentences to explain details about my family, living situation, education, as well as my employment.
- ☐ True
☐ False
- ③ I can combine phrases to describe experiences and events, tell my dreams and wishes. I can briefly explain my opinions and plans. Additionally, I am able to tell a story, summarize the plot of a book or film, and express my reactions.
- ☐ True
☐ False
- ④ I can provide detailed descriptions on a large range of topics within the area that interests me. I am able to explain a perspective on a current issue, describing the advantages and disadvantages of different options.
- ☐ True
☐ False
- ⑤ I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- ☐ True
☐ False
- ⑥ I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
- ☐ True
☐ False

Let's have a closer look at your English speaking skills.
Take some time to answer the following statements and questions. Be honest
with yourself - otherwise it may be hard to improve.

① What do you find difficult about speaking in English?

② Why? What are the reasons? Write down the reasons.

③ How can I work on that to improve my English speaking skills?

④ What can my English teacher do to help me?
What wishes do you have?

⑤ I have the following goals to improve my English skills:
(be precise and clear! smaller goals are sometimes better than goals that are too big)

Tafelanschrieb (links: Vokabeln)

Influence

Neutral Colors

Simplicity

Polished

Chic

Elegance

Inspiration

Timeless

Classic

Luxury

Wealth

Tafelanschrieb

(rechts: Satzanfänge)

My personal view is that...

I take the view that...

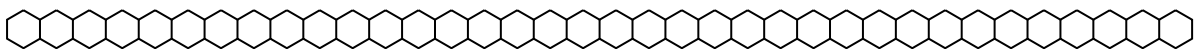
I must admit that...

I am of the same opinion as...

I am (not) sure, certain, convinced that...

I am of a different opinion because...

Personally, I think...

Task:Schülerfeedback :

"I found it helpful when I used... *...cards to remember new words.*"

"I felt more confident speaking after... *...practising with my group.*"

"The vocabulary activities... *...helped me to remember the words and use them.*"

"I learned that it was important to... *...use the phrases to speak more fluently.*"