

The background features a dark silhouette of a human head in profile, facing right. The interior of the head is filled with a teal color, and various white letters and symbols (including 's', 'o', 'n', 'k', 'e', 'h', 'y', 'a', 'b', 'p', 'm', 'w', 'i', '!', 'a') are scattered throughout, appearing to float or be part of the brain's activity. A thin black rectangular border frames the central text.

ASSESSING SPEAKING

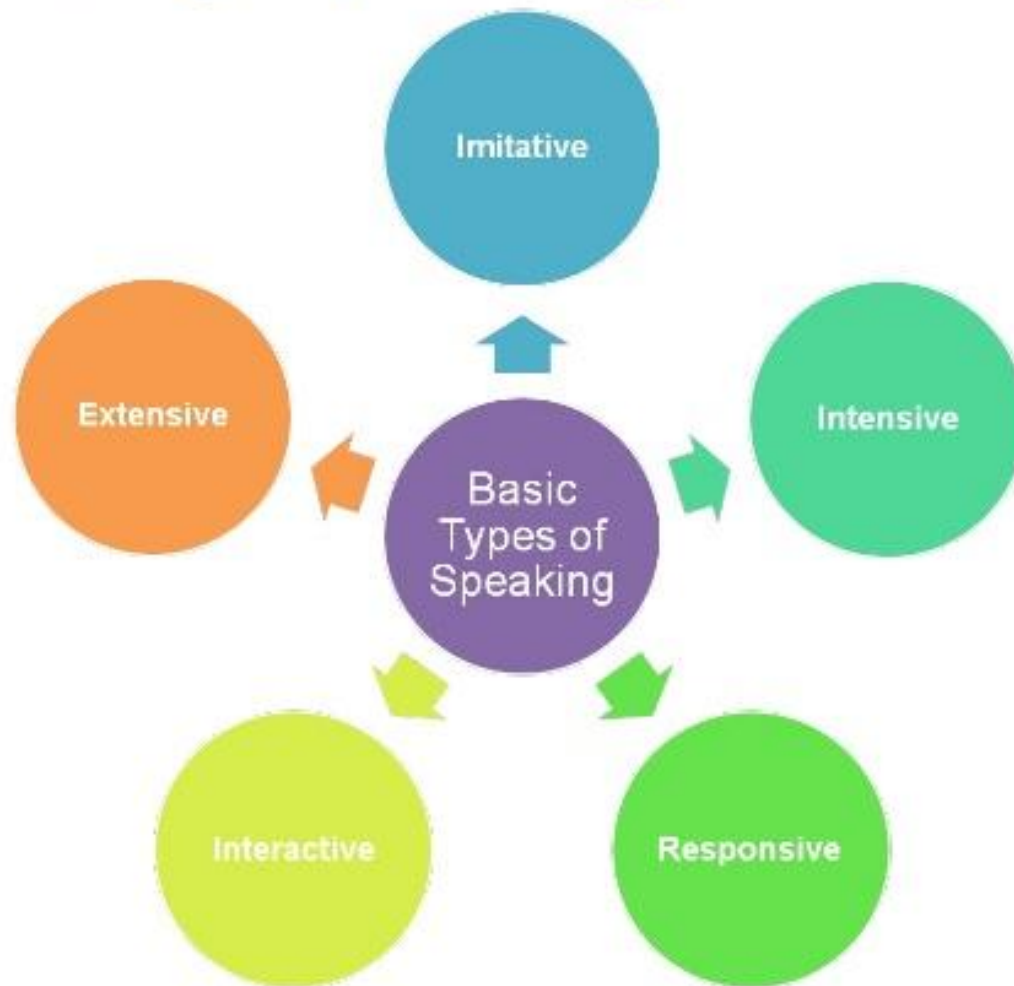
Teaching speaking

- What is Speaking?

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997).

According to Kramersch (1986) cited in O’Malley and Valdez (1996) “Speaking means anticipating the listener’s response and possible misunderstandings, and arriving at the closest possible match between intended, perceived, and anticipated meanings”.

Assessing Speaking



Assessing Speaking

Imitative: Word repetition Task (repeat after me...)

PHONEPASS TEST

Intensive: Directed Response Tasks, Read-Aloud Tasks, Sentence Dialogue completion tasks and oral questionnaires, Picture-Cued Tasks, translation (of limited stretches of discourse).

Responsive: Question/answer, giving instructions and directions, Paraphrasing, Test of Spoken English (TSE)

Interactive: Interview, Role Play, Discussions and Conversations, Games, Oral Proficiency Interview (OPI)

Extensive: Oral presentations, Picture-Cued Story-Telling, Retelling a Story, News Event, Translation (of Extended Prose)

Role Plays



Methods of Assessing Speaking

Structured Approach

- Perform one or more specific oral communication tasks
- Performance is evaluated

Observational Approach

- Student's behavior is observed and assessed unobtrusively

- Communicate meaningful content to real audience
- Tasks should focus on topics students can easily talk about

Rating Systems for Structured and Observational Approaches

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graph TD; A[Rating Systems for Structured and Observational Approaches] --> B[Holistic Rating]; A --> C[Analytic Rating]; B --> D["- General impression of the performance<br>- Primary trait score assesses the student's ability to achieve a specific communication purpose"]; C --> E["- Capture the student's performance on various aspects of communication"];
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Holistic Rating

- General impression of the performance
- Primary trait score assesses the student's ability to achieve a specific communication purpose

Analytic Rating

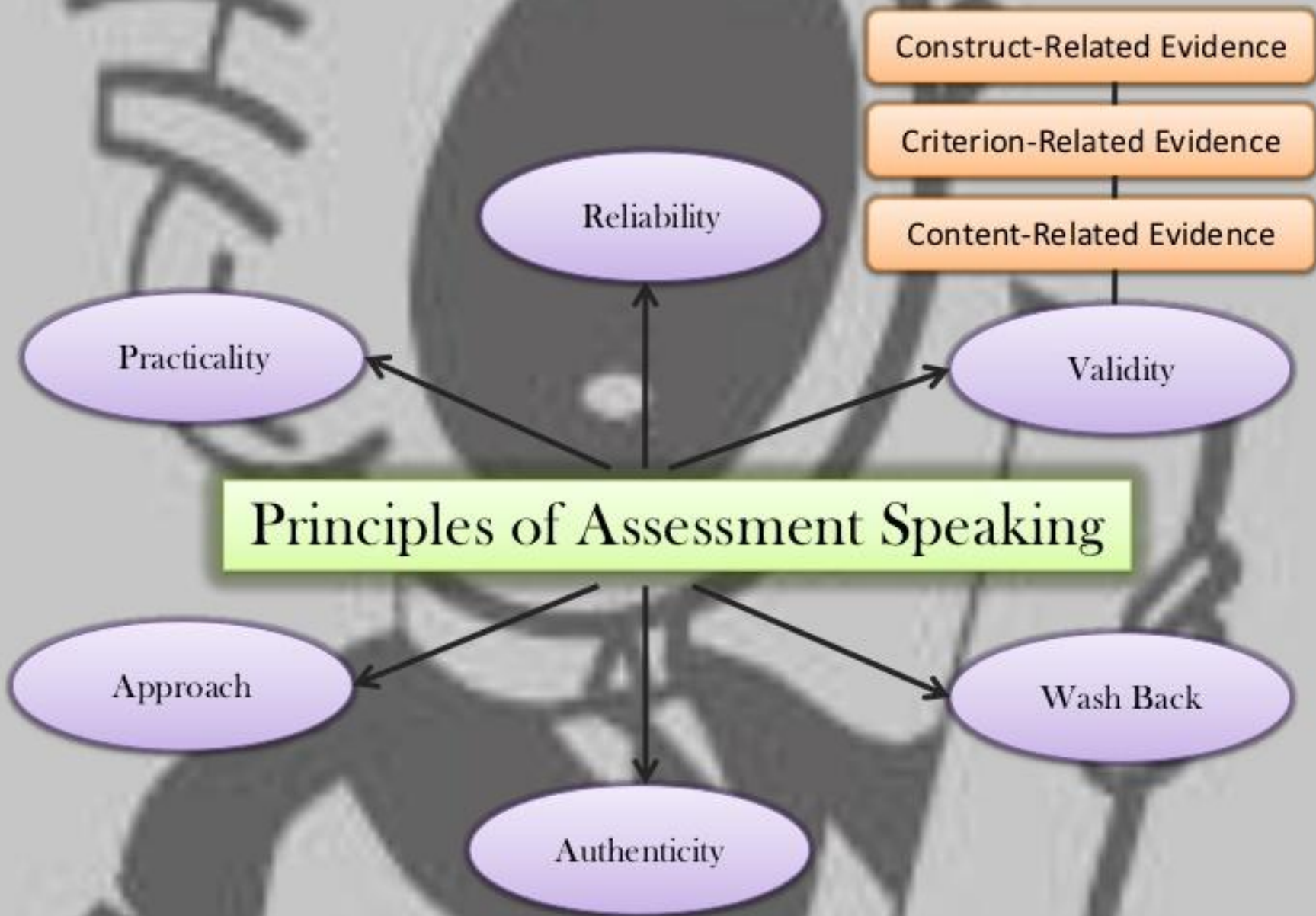
- Capture the student's performance on various aspects of communication

Micro- and Macro of Speaking

- ▶ The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units.
- ▶ The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Sample Assessment for Speaking Activities

Extensive Speaking	Responsive Speaking	Giving Instructions and Directions
<ul style="list-style-type: none"> -Picture-cued story telling - Retelling a story or news event 	<ul style="list-style-type: none"> - Question and answer 	<ul style="list-style-type: none"> - Question and answer
Test of Spoken English	Interactive Speaking	Interview
<ul style="list-style-type: none"> • Categories -Give a opinion - Describe something • Specific Tasks -Give an opinion about (specific topic) - Giving a personal direction - Defining a technical term 	<ul style="list-style-type: none"> -Interpersonal tasks - Interview - Role play - Discussions - Conversations - Games 	<ul style="list-style-type: none"> -Oral proficiency interview



Construct-Related Evidence

Criterion-Related Evidence

Content-Related Evidence

Reliability

Practicality

Validity

Principles of Assessment Speaking

Approach

Wash Back

Authenticity

Conclusions

- Speaking assessment is very difficult.
- It is important to determine what criteria to use to assess whether accuracy or fluency. Such criteria can be based upon created models or adapted ones.