

# ASSESSING SPEAKING AND LISTENING

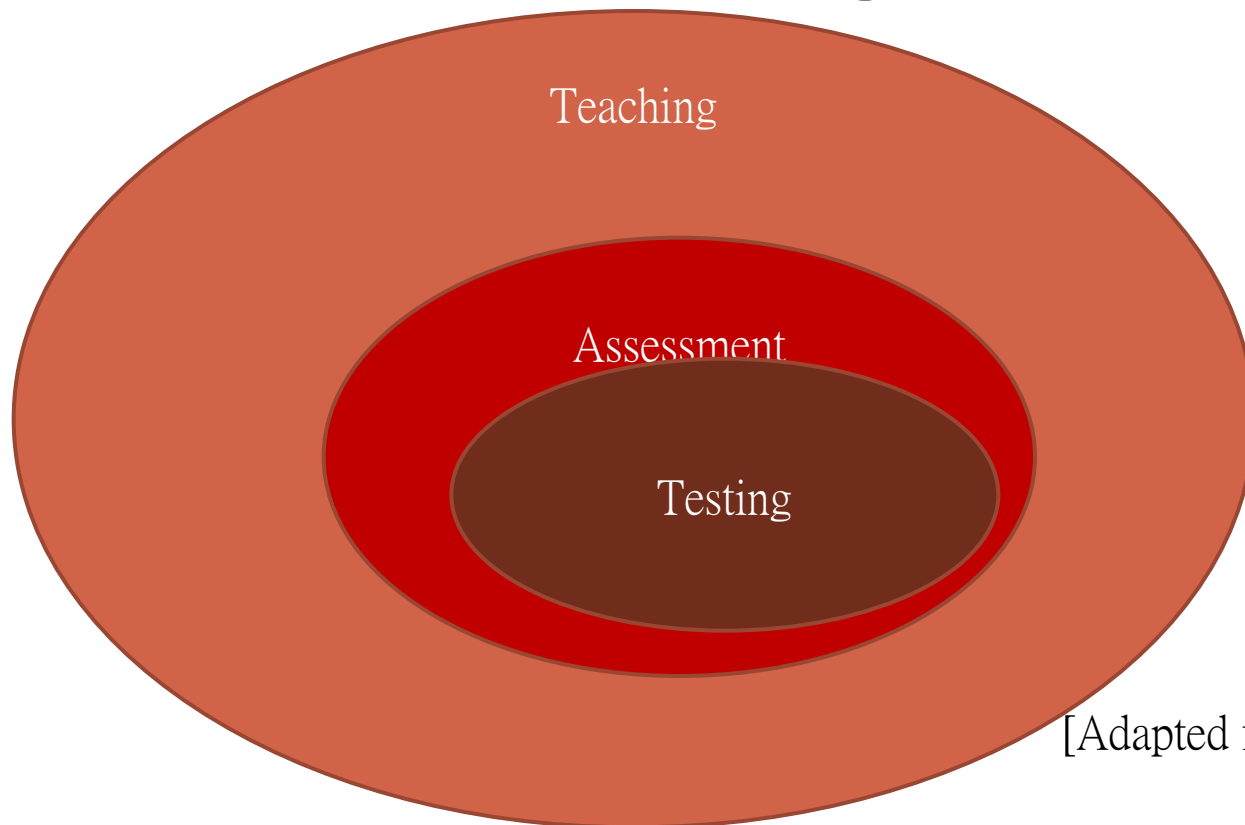


# Choices we make

- As teachers, we have many choices to make every day. For example, we make choices about:
  - ▣ teaching methods
  - ▣ materials
  - ▣ techniques
  - ▣ assessment
- What choices do we have for assessing our learners?
- Think about
  - What are the different ways you assess your learners?
  - What are the different reasons you assess your students' performance?

# The relationship between assessment, testing, and teaching

- Assessment is an important part of teaching and learning, and assessment is more than just testing. There are many ways to assess students without using tests.



[Adapted from Brown 2004]

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- Assessment is directly related to teaching and learning, and should go hand in hand with them.

# Assessment terms

Think of as many terms as you can!



# The 5 principles of assessments

- practicality
- reliability
- validity
- Authenticity- Authentic assessments reflect natural uses of language.
- washback

# Initiate Questions:

- 1. Can you give one or two examples of listening and speaking assessment tasks that have been successful in your experience as teachers? What do you think made them effective?
- 2. How can you make sure that the prompts given to your students in a speaking test meet the 5 assessment principles we have studied?

# Importance of listening in the classroom

- In a non-English speaking country, it's an important opportunity to listen in the classroom.
- To get more input.
- An initial process for conversation.
- Teachers can use “listening” to point out certain form.



# Assessing listening in K-12

- Listening is not “taught” and is therefore not assessed in any formal way in K-12...
- K-12 teachers are at the forefront for providing English language input for their ELLs.

# Techniques for assessing listening comprehension

- 1. Phonemic discrimination
- 2. Paraphrase recognition
- 3. Objective formats
  - ▣ Read and respond
  - ▣ Cloze
  - ▣ Dictation
- 4. Information transfer task (Appendix 1)

# Be aware!! What makes listening difficult?

- -accent
- -speed
- -vocabulary
- - background knowledge
- - numbers of people talking
- -Context
- -grammar
- -idiomatic speech
- -interest

# Rules of teaching listening

- Slow down.
- Use simple words.
- Make your presentation easy to follow.
- Make you students comfortable (Remember to break the ice)

# What are the elements of “speaking” ?

- Vocabulary
- Grammar
- Speed
- Context
- Accent
- Background

# Traits in assessing speaking

- -Pronunciation
- -Fluency
- -Vocabulary use
- -Grammar
- -Comprehensibility

# Basic types of speaking(I)

- 1. Imitative-simply parrot back a word or phrase or a sentence
- 2. Intensive-the production of short stretches of oral languages  
reading aloud, sentence and dialogue completion, limited picture-cued tasks, and translation
- 3. Responsive-interaction and test comprehension but at the somewhat limited level of very short conversation , standard greetings and small talk, simple quests and comments. Etc.

# Basic types of speaking(II)

- 4.interactive-take the two forms of transactional language or interpersonal exchange
  - ▣ Transactional-exchanging specific information
  - ▣ Interpersonal-maintaining social relationships
  
- 5.Extensive – speeches, oral presentation, story-telling



# Intensive speaking:

- Direct response,
- Read aloud,
- Sentence/ Dialogue Completion ,
- Tasks and Oral Questionnaire ,
- Picture-cued elicitation and scoring scale

# Responsive speaking

- Question and answer, giving instruction and directions, paraphrasing, TSE,

# Interactive speaking:



- interview:
- role play, discussion and conversation, games

# Extensive speaking:

- oral presentation and scoring criterion, picture-cued story-telling, retelling a story, translation

# General principles

- Make your teaching materials relevant to them and interesting.
- Provide background, knowledge and context.
- Provide pre- exercise to activate the content.
- Focus their learning targets through questions, charts and pictures.
- Develop their strategy by asking different kinds of questions. (Ex: main ideas, gist, details)
- Design “follow-up” that allows them to connect directly with their lives.
- Use variety of activities

# Questions:

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- 1. What are the 5 principles of assessments?

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