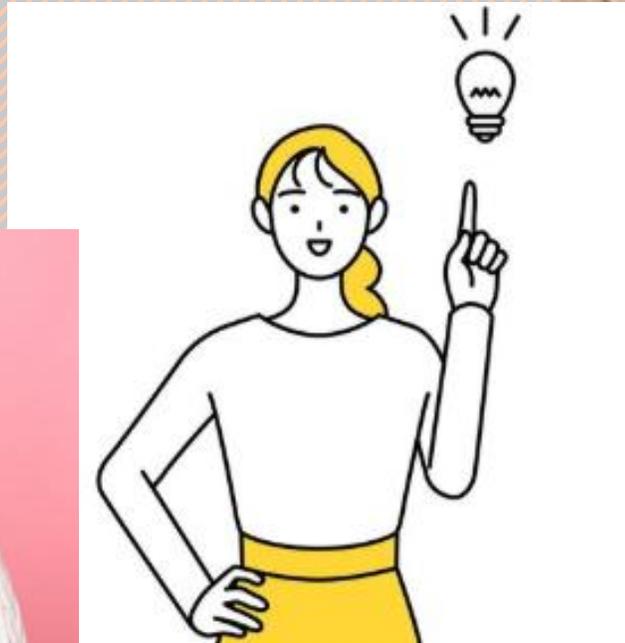


A photograph of two women standing outdoors in an urban setting. The woman on the left is wearing glasses and a light-colored blazer, smiling. The woman on the right is holding a microphone and gesturing with her hands, also smiling. The background shows buildings and a street. The text 'Language Learning and Skill Assessment : Speaking' is overlaid in blue on the image.

# Language Learning and Skill Assessment : Speaking

# Nature of Speaking

- Speaking is closely related to listening.
- Speaking can be evidence of listening comprehension.



# Nature of Speaking

- Speaking can be evidence of reading comprehension besides listening.
- Understandable speaking requires good selection of words and structural combination.



# Nature of Speaking

- Speaking is beyond just a mere language knowledge but the art of communication.
- Speaking can work at its best with the support of a non-verbal language.



Now, demonstrate your speaking skill.

Choose one. It's your time to share your thoughts.



How to make this world a better place to live.



How to save money in the era of economic turmoil.

# Skills in Speaking

- Microskills

To speak well, what are we able to do or understand?

Why are detailed elements so important?



# Skills in Speaking

- Macroskills

Within the same learning timeframe, why do some language learners speak more professionally than others?



## Microskills

Language knowledge: What a student need to be able to do in order to speak?

1. Phonemic accuracy

2. Pronunciation patterns

(rules of stress, rhythm, ect)

3. Reduced word forms

(produce with accuracy)



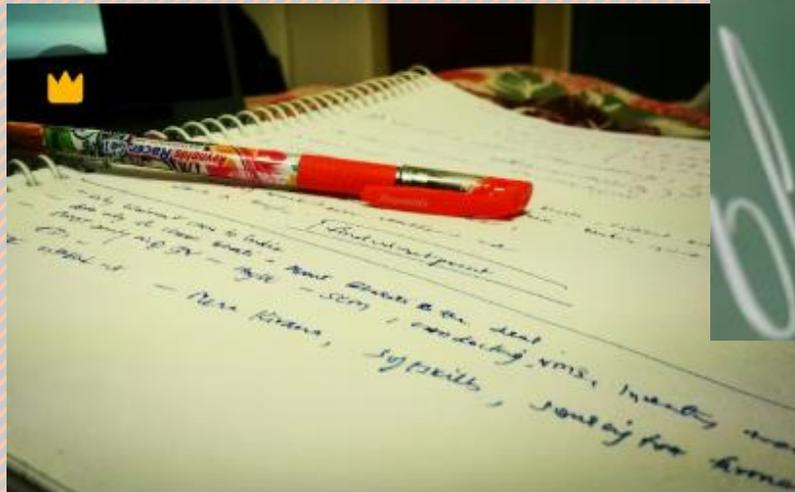
4. Language chunk production (short or long phrases but meaningful)

5. Grammatical accuracy

6. Manipulation of different grammatical rules

7. Methods of using cohesive devices

in spoken discourse



8. Appropriate language use for a pragmatic purpose with adequate length

(not too long and too short but enough for expressing your intended meaning)

9. Understanding of verbal devices for clarity enhancement (fillers, pauses, backtracking)

10. Speaking fluency at different speed

11. Natural speaking with a native-like style

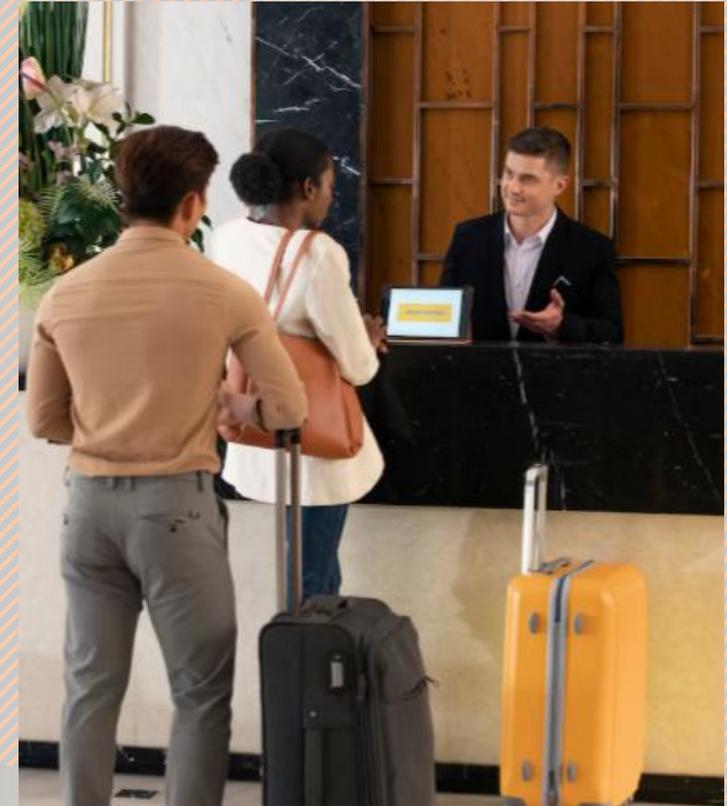
(breath groups, regular use of expressions and phrases of a native speaker)



# Macroskills

Communicative functions: What a student need to be able to do in order to speak?

1. Appropriate language use in situations
2. Appropriate styles and colorful techniques to produce speech in two-way communication (flowery language, indirect suggestion, interruptions with manners)
3. Systematic and complicated way of idea connections (depend on speaking purposes)



4. Appropriate use of body language or tone  
(clearer communication and understanding)

5. A battery of speaking strategies for  
maintaining a smooth conversation and a  
clearer understanding (word emphasis,  
rephrasing, synonym, exemplification,  
explanation) **\*listener analysis: how well your  
listener understands you.**



# Types of Speaking

Imitative



Intensive



Responsive



Interactive



Extensive



# Speaking Assessment/Evaluation

## 1. Imitative speaking

Imitative: Able to imitate words, phrases, and sentences with correct stressing, intonation, accents, and other linguistic features

### Word and sentence repetition

For a reason of phonological testing, a test taker repeats a heard message. This can include word pairs and phrases.

*Test-takers hear:*

Repeat after me:

beat *pause* bit *pause*

bat *pause* vat *pause*

etc.

I bought a boat yesterday.

The glow of the candle is growing.

etc.

When did they go on vacation?

Do you like coffee?

etc.

*Test-takers repeat the stimulus.*

## 2.Intensive speaking

Intensive: Able to utter in a simple and short language structure or produce language outputs meaningfully (just a narrow band of grammatical string but semantically accepted)

### Directed response

A test taker is required to produce a short sentence or constituents in a condition or from an example determined by a test administrator.

*Test-takers hear:*

Tell me he went home.

Tell me that you like rock music.

Tell me that you aren't interested in tennis.

Tell him to come to my office at noon.

Remind him what time it is.

## Read aloud

This is a discourse reading where pronunciation and fluency can be assessed.

A passage is selected to match a test taker level and a test taker read out loud. The language production is controlled.

There are some simple questions after reading out loud.

## Sentence completion

A test taker is asked to read a dialogue with omitted items and considers appropriate sentences to complete the whole conversation orally when recorded speaking starts.

*Test-takers read (and then hear):*

In a department store:

Salesperson: May I help you?

Customer: \_\_\_\_\_.

Salesperson: Okay, what size do you wear?

Customer: \_\_\_\_\_.

Salesperson: Hmm. How about this green sweater here?

Customer: \_\_\_\_\_.

Salesperson: Oh. Well, if you don't like green, what color would you like?

Customer: \_\_\_\_\_.

Salesperson: How about this one?

Customer: \_\_\_\_\_.

Salesperson: Great!

Customer: \_\_\_\_\_.

Salesperson: It's on sale today for \$39.95.

Customer: \_\_\_\_\_.

Salesperson: Sure, we take Visa, MasterCard, and American Express.

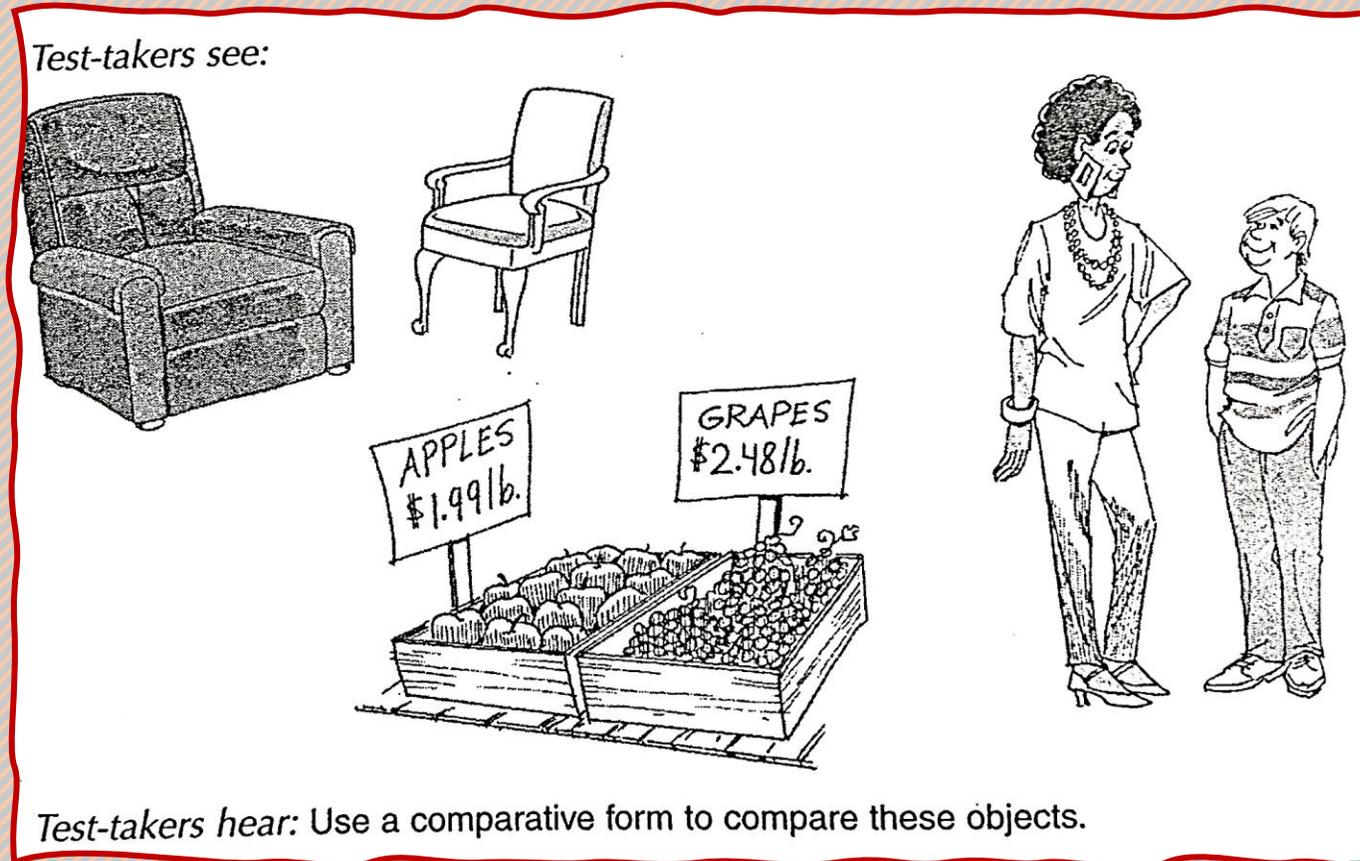
Customer: \_\_\_\_\_.

*Test-takers respond with appropriate lines.*

## Picture cued task

From a provided picture, a test taker is assigned to describe, make sentences or make a conversation.

*Test-takers see:*



*Test-takers hear:* Use a comparative form to compare these objects.

## Translation

A test taker is required to translate a short sentence or an excerpt orally.

Translation can be used as an indicator of how well a learner can interpret and use communication strategies. In case it is longer and more complex translation, it can be claimed as **extensive speaking assessment**.

### 3. Responsive speaking

Responsive: Able to make simple but more colorful interaction to respond to questions, greetings, opinions, requests, and everyday talk

In doing speaking assessment this level, more creativity in interaction is added in a test task.

**Question and answer**  
(answers may vary)

*Test-takers hear:*

1. What do you think about the weather today?
2. What do you like about the English language?
3. Why did you choose your academic major?
4. What kind of strategies have you used to help you learn English?
5.
  - a. Have you ever been to the United States before?
  - b. What other countries have you visited?
  - c. Why did you go there? What did you like best about it?
  - d. If you could go back, what would you like to do or see?
  - e. What country would you like to visit next, and why?

*Test-takers respond with a few sentences at most.*

## Paraphrasing and understanding checking

*Test-takers hear:*

Please tell Jeff that I'm tied up in traffic so I'm going to be about a half-hour late for the nine o'clock meeting. And ask him to bring up our question about the employee benefits plan. If he wants to check in with me on my cell phone, have him call 415-338-3095. Thanks.

*Test-takers respond with two or three sentences.*

## 4. Interactive speaking

Interactive: Able to make a conversation in a greater length and complexity.

### Interview

There are more speakers. Cultural matters take place. A conversation is more conditional.

Use a series of preplanned questions about personal information. An interviewee will be challenged or asked to elaborate important points.

## Role Play

Though it is “pretending to be some character” it is open for creativity and the use of real-world language.

Besides a role play, using games focusing on interaction or involving conditions to encourage speaking is an informal alternative.

## Discussion Panel

This can be organized in a formal and an informal setting. This oral session is like an open space for learners to share ideas through the use of a target language and their retrieval of knowledge and subskills to communicate and maintain their idea flow.

## 5. Extensive speaking

Extensive: Able to speak independently in a more formal situation where an opportunity for meaning negotiation and understanding checking is limited.

### Oral presentation

A test taker is assigned to talk about a report, research results, project progress or innovation in front of participants.

In so doing, social manners, content systematization, gestures, and time management also play an important role to make speaking successful.

### Storytelling

There can be a picture series, event sequence or a chart as a stimulus for tying pieces of information together to form a story from interpreted probability, logic and schemata.

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