

University of Pardubice  
Faculty of Arts and Philosophy

Testing speaking  
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Thesis  
2011

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Univerzita Pardubice  
Fakulta filozofická  
Akademický rok: 2010/2011

## ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

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Studijní program: **M7503 Učitelství pro základní školy**  
Studijní obor: **Učitelství anglického jazyka**  
Název tématu: **Ověřování dovednosti mluvení**  
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

### Z á s a d y p r o v y p r a c o v á n í :

Testing Speaking V diplomové práci se bude diplomandka věnovat problematice testování řečové dovednosti mluvení v procesu vyučování / učení se anglického jazyka, a to zejména mapování současného stavu této problematiky a možnostem jejího rozvoje. Teoretická část práce představí koncept komunikativní kompetence; dále pak jednotlivé řečové dovednosti, a to s akcentem na řečovou dovednost mluvení. Diplomandka se dále zaměří zejména na problematiku hodnocení; pozornost bude věnovat testování řečové dovednosti mluvení: existujících elicitacních technik, jejich dělení, analýzu a možnosti využití ve vyučování / učení se anglickému jazyku V praktické části se diplomandka zaměří na analýzu a evaluaci jednotlivých technik testování řečové dovednosti mluvení, a to dle předem vydefinovaných kritérií. Akcent bude kladen jak na způsoby jejich využívání (např. cíl testování, doporučené materiály, variace jednotlivých technik) v hodinách anglického jazyka, tak na frekvenci jejich užívání a další relevantní kritéria (např. autenticita a komunikativnost testové úlohy). Empirické šetření bude opřeno o přímé pozorování výuky u učitelů anglického jazyka, a to s výše uvedenými cíli, následovat budou (polo)strukturované rozhovory s pozorovanými učiteli, které navíc objasní např. problematiku hodnocení řečové dovednosti mluvení (holistické / analytické hodnocení, kritéria hodnocení).

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná/elektronická**

Seznam odborné literatury:

BACHMAN, Lyle F.: Fundamental considerations in language testing. Oxford: Oxford University Press, 1990. ISBN: 0194370038. BAKER, David: Language testing. London : Edward Arnold. 1989. ISBN: 0713165383. BROWN, Gillian: Teaching the spoken language: an approach based on the analysis of conversational English. Cambridge: Cambridge University Press, 1991. ISBN: 0521273846. BYGATE, Martin: Speaking. OUP. 1987. ISBN: 0194371344. CAROLL, Brendan J. (Brendan Joseph): ESU framework. Harlow: Longman, 1989. ISBN: 0582031613. HEATON, J. B.: Classroom testing. London : Longman, 1990. ISBN: 0582746256. HUGHES, Arthur: Testing for language teachers. Cambridge: Cambridge University Press, 1989. ISBN: 0521272602. KLIPPEL, Frederike: Keep Talking. CUP. 1984. ISBN 0 521 27871 6. LADOUSSE, Gilian Porter: Role Play. OUP. 1987. ISBN 0 19 437095X. LUOMA, Sari: Assessing Speaking. CUP. 2004. ISBN 0521 80487 6 MADSEN, Harold S.: Techniques in Testing. OUP. 1983. ISBN: 0194341321. MCNAMARA, Tim: Language testing. Oxford : Oxford University Press, 2000. ISBN: 0194372227. SELIGER, H. W. and Shohamy, E.: Second Language THORNBURY, Scott: How to teach speaking. Harlow : Longman, 2005. ISBN: 9780582853591 UNDERHILL, Nic: Testing spoken language. Cambridge: Cambridge University Press, 1987. ISBN: 0521312760. UR, Penny: Discussions That Work. CUP. 1981. ISBN 0 521 28169 5. WEIR, Cyril J.: Communicative language testing. Prentice Hall International (UK), 1990. ISBN: 0131552848.

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Datum zadání diplomové práce:

**30. dubna 2009**

Termín odevzdání diplomové práce:

**31. března 2011**



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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 28. 3. 2011

Kateřina Zieglerová

#### Acknowledgments:

I am grateful to my supervisor Mgr. Klára Kostková for her guidance and valuable advice. I appreciate the help and willingness of all the teachers who participated in my research at the primary school. As well, I would like to thank my partner, my friends and both my families for their patience and support.

## Abstract

In my thesis I deal with the problem of testing speaking. Mainly, I focus on particular techniques that elicit speaking to make the testing process effective. The theoretical part is introduced by a brief view over the testing speaking historical development in order to outline the way of testing speaking to the school environment. The skill of speaking is then classified into the system of language skills, the theories of the speaking skill structure and the concept of communicative competence are presented. Later on, I devote strictly to testing speaking.

Designing a speaking test, it is essential to observe particular speaking test criteria and involve some recommended qualities into the speaking test. The test serves a purpose if it fulfills the stated aim. When creating the particular tasks in the speaking test, we integrate various techniques to elicit speaking. The techniques are classified and analysed to form a structured framework for its further use in practise. The theoretical part is concluded by presenting the possibilities of speaking assessment.

The practical part depicts the realization of testing speaking process in the primary school environment. The central focus is directed at the used elicitation techniques. Apart from this, such aspects as frequency or time constraints of testing speaking, communicativeness of tasks, task materials are researched through direct observation method. The following interviews with observed teachers complete and clarify the findings gained from observations, for instance, explain the issues of speaking assessment - rating criteria, forms of assessment, scoring procedure.

### Key words:

Assessment, candidate, communicative, context, discussion, elicitation techniques, information gap, interview, oral presentation, role play, simulations, test, test reliability, test validity, testing speaking

## Abstrakt

V diplomové práci se zabývám problematikou testování mluvních dovedností. Především se zaměřuji na techniky, které efektivně podporují mluvní proces. Teoretická část práce je uvedena stručným pohledem na historický vývoj testování mluvení a nastiňuje jeho cestu do školního prostředí. Dovednost mluvení je poté zařazena do systému řečových dovedností a následuje představení teorií struktury dovednosti mluvení a konceptu komunikativní kompetence. Dále přecházím přímo k problematice testování mluvení.

Při sestavování testu mluvních dovedností je nezbytné řídit se jistými kritérii a doporučeními, která by měl splňovat. Test plní účel tehdy, když dosahuje předem stanovených cílů. Při navrhování úkolů do mluveného testu používáme různé techniky, které podpoří mluvení. Techniky prezentuji a řadím tak, aby tvořily strukturovaný základ pro další využití v praktické části. Teorie je zakončena uvedením možností hodnocení mluvních dovedností.

V praktické části diplomové práce zkoumám testování mluvních dovedností v prostředí základní školy. Zaměřuji se na techniky podporující mluvení. Kromě toho zkoumám další související aspekty: frekvenci a časové členění, komunikativnost použitých úloh a využití materiálů k úkolům. Vše je sledováno metodou přímého pozorování v hodině. Následné rozhovory s vyučujícími doplňují a ujasňují získané poznatky. Vysvětlují například používané způsoby hodnocení mluvních dovedností – kritéria, formy, známkování.

### Klíčová slova:

Hodnocení, testovaný žák, komunikativní, kontext, diskuze, podpůrné techniky, informační trhlina, rozhovor, mluvená prezentace, hra rolí, simulace, test, důslednost, spolehlivost testu, platnost testu, ověřování mluvních dovedností

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## **Introduction**

While it is obvious to devote much time to testing grammar and vocabulary in language lessons, assessing speaking skill has not been included in teaching/learning process at schools such automatically. "Speaking is a neglected language skill in many classrooms". (Baker, 2003, 5) Speaking skill practise and assessment is to form a considerable part of language education and its importance is not to be outbalanced by other skills dominance. It is essential to percieve the significance of speaking skill and to encourage its practise and testing.

In my thesis I concentrate on the speaking skill testing. The theoretical base guides us through the whole testing speaking cycle. It starts with a test planning and preparation phase. The test serves its purpose if it fullfils the stated aim. Thus it is necessary to make considerations about the reason for testing, the aim of the test. In other words, we need to specify the information that the test results are to provide us with already before we start the process of test tasks design. We are to follow some set criteria and useful recommendations while designing a speaking test.

Creating the speaking test tasks, we integrate various techniques to elicit the speaking. I deal with the elicitation techniques classification and analysis in more details since it represents the main focus of my thesis. Different views of authors on the testing speaking techniques regarding definitions, techniques' variations, the ways of application, problematic aspects etc., are compared.

In the phase of the test administration the candidates are working on the test tasks using the techniques whereas the teachers are rating their performances according to the set criteria. Although rating and scoring procedures conclude the testing process, all the assessment tools are to be decided already in the test preparation phase.

The theoretical part serves as a framework for the following practical part in which I research the use of testing speaking in the primary school environment. According to my teaching experience so far I concern testing speaking a problematic issue in primary education. I hypothesize that the research proves testing speaking to be rather neglected area. I investigate if any testing speaking is realized in language teaching/learning process at a primary school.

In the case, testing speaking is involved I find out how frequently it occurs in the lessons. Other research questions include: What elicitation techniques are integrated into testing speaking tasks? Which of them are most frequently used? What are the most preferred interaction patterns in testing speaking processes? What task materials are utilized to support speaking?

Finally, I look at the forms of assessment that are used for testing speaking. In cooperation with teachers, I record what criteria for speaking skill assessment they consider fundamental to be included in the rating process.

## **Theoretical part**

### **1. Introduction**

In the theoretical part, we first look at the history of testing speaking, its rather long way to its official acceptance in education. Then, I find fundamental to present the theoretical basis of the speaking skill which altogether with other language skills represent four essential skills of language knowledge. Appropriate learning/teaching – presentation, practise and testing of all four language skills is to lead to a competence in using language. The process of building-up language skills is to be designed for learners so that it aimed at their communicative competence improvement. Developing speaking as the process of language production contributes to learners’ communicative competence significantly. That is why I devote a chapter to draw out how communicative competence is expressed by various communicative language theories.

To monitor, administer and evaluate the process of learners’ progress in their language speaking, its assessment in the form of a speaking test is necessary. First, I define some important aspects regarding decisions in the speaking test preparation phase, such as what qualities are the speaking tests to follow, and what type of tests we may design to fulfil particular purposes. Further on, I provide a detailed classification of elicitation techniques that are used in speaking test tasks, and this part forms the key topic of my thesis. The process of speaking test administration would not be effective and predicative without the procedures of rating and scoring, because the results suggest needs for further teaching/learning process. It concludes the theoretical part of thesis.

### **1.1. Historical background of testing speaking**

“The theory and practice of testing second language speaking is the youngest subfield of language testing”. (Fulcher, 2003, 1) The most significant language testing investigations before the year 1939 took place in the United States of America. However, that time candidates did not perform much speaking in so called ‘oral tests’ since it tested only their pronunciation abilities, requiring them also to write a correct phonetic symbol. In 1927 Wood suggests using ‘conversational materials’ in speaking language tests. (ibid.) In 1930, finally, ‘the first true speaking test’ was instituted by The College Board’s English Competence Examination in North America examining overseas students who want to study at American universities. (College Entrance Examination Board. 1929) To illustrate, the speaking test consisted of ten topics for conversation to take place between the examiner and the candidate. The assessment criteria covered: Fluency, Responsiveness, Rapidity, Articulation, Enunciation, Command of construction, Use of connectives, Vocabulary and idioms. (ibid. 3)

The Second World War showed as turning point in the history of testing speaking. Due to the lack of sufficient language knowledge, soldiers were incorporated into specialized USA and British army teaching programmes to improve their English. Later on, in the 1970s many universities and states accepted the military model of testing speaking structure to function the needs of teaching/learning process. However, “the early testing speaking in educational context focused almost exclusively on the development of rating scales“. (Fulcher, 2003, 11) These measured language subskills and functional ability.

Such issues as ‘what constitutes speaking skill’ and ‘what is speaking’ were dedicated more attention at later dates. In the next chapter I deal with the main developments in the area of speaking, and underlying communicative competence which is to be the goal of teaching and testing speaking process.

## 2. Speaking skill

### 2.1. What constitutes speaking skill

In language learning aspect, the speaking skill belongs to productive skills, together with writing. They belong to the four essential language skills: Speaking and Writing – Productive skills, Reading and Listening – Receptive skills. The speaking skill as an oral production involves pronunciation, stress, rhythm, intonation etc. However, there is much more about speaking than oral production as such. Dell Hymes' model of speaking (1972) represents the constructional components of speaking. Hymes points out that to improve the speaking skill in a language the inclusion of context is needed for the learning process. He listed social and contextual factors affecting the speaking situation. According to him, the context of a speaking situation comprises all the following: participants of speaking act, situation events (e.g. place), ends or conventional outcomes, act sequence (what and how is the content of speech said), key – including tone, manner, or spirit of act (e.g. supportive, friendly), instrumentalities (varieties of speech), norms of interpretation and norms of interaction (responsibility to initiate topics, express views etc.) and genre of speech (e.g. lecture, instruction, storytelling and others). (Luoma, 2004, 24-25)

In 1987 Bygate presented another important approach. He introduced a model specifically focused on speaking so that teachers could use it in the educational environment to improve their teaching and assessment programmes. (Luoma, 2004, 103) In his model Bygate presents speaking as a process. He explains basic distinction between *knowledge* about a language and *skill* in using it. Bygate emphasizes that to be able to apply their knowledge and motor-perceptive skills acquired in language learning situations, the learners need to use interaction skills, i.e. they know what, how to say something to realize their communicative intentions and establish desired relations. (Bygate, 1987, 6)

“Interaction skills involve the ability to use language in order to satisfy particular demands under *processing* conditions of time constraints and *reciprocity* conditions based on relation speaker-listener”. (ibid. 11)

Bygate explains the process of speaking: “the words are being spoken as they are being decided and as they are being understood” under *processing* conditions and the

speaker formulates and adapts his speaking according to the listener's responses under *reciprocity* conditions. (ibid.) Bygate organizes speaking process into three stages: planning, selection and production. In each of these, the speaker undergoes a set of routines necessary for successful communication. (see *A summary of oral skills* in Bygate, 1987, 50) Bygate's model of oral skills may serve as a guide for a speaking task design and for the assessment of speaking performances in testing speaking.

## **2.2.Communicative language theories**

“When students are working on their language production, they should be operating towards the communicative end of the communication continuum.” (Harmer, 2001, 249) Effective practise and testing the speaking skill should thus lead to students' communicative competence improvement. Communicative competence in language is the goal of language aquisition according to Communicative approach in language learning. But, what does it mean the ‘communicative competence’? As to Hymes, it is the ability to communicate in language successfully to accomplish the communicative goals. (Richards, Rodgers, 2001, 159) To be able to understand the concept of communicative competence fully we need a reference framework. A model of communicative competence may be very helpful in the testing speaking procedure for teachers to see “how the small sample of language that is rated during the speaking assessment is related to the broader picture of language ability”. (Luoma, 2004, 96)

The theory of Chomsky (1965) who made distinctions between competence and performance aroused impulse for further exploration of what aspects are underlying communicative ability in language and led linguistics to research and to formulate theories. By the term ‘competence’ Chomsky referred to an abstract knowledge in language. For him ‘competence’ meant a state or result instead of process in using language. (Brown, 1996, 13)

Hymes (1971, 1972) reacted against Chomskean approach to ‘competence’ and brought in a theory that explains that communicative competence is represented by both knowledge of language and the ability to use it in real life. He analyses the use of language in a four level concept. The first level explores what is *possible* in language regarding the language code, grammar.

Secondly, language use is dependent on what is *feasible* to communicate under time and processing conditions. The third level examines the language use in the terms of what is *appropriate* in different social situations. And the last one, the fourth level, looks at what is *actually done* according to some typical behavior in various language uses, i. e. conventions or habits in particular society. (Luoma, 2004, 97)

The next important specifications in communicative competence studies were introduced by Canale and Swain in 1980. They identified three components of communicative competence: grammatical, sociolinguistic and strategic competences. The grammatical competence stands for the knowledge of rules of grammar, the sociolinguistic competence represents the knowledge of the rules of language use and the rules of discourse, and strategic competence means that the learner knows how to work with verbal and non-verbal communication strategies. In 1983 Canale developed the concept by modification of components into linguistic, sociolinguistic, discursal and strategic competence where sociolinguistic competence comprises sociocultural rules whereas cohesion and coherence are basic aspects of discursal competence. (Weir, 1990, 8)

In 1981 Littlewood presented his perspective of communicative language teaching. He suggests four domains of skill that form the communicative competence in language: a high degree of linguistic competence, ability to distinguish between the reached linguistic competence and its communicative functions, skills and strategies needed for communication in language, ability to communicate in accordance with a particular social situation. (Littlewood, 2004) In his theory of communicative abilities he expresses the importance of linguistic competence in language. He points that: “we communicate by exploiting the creative potential of linguistic structures”. (Littlewood, 2004, 6) Littlewood presented an important distinction between learning activities regarding their level of communicativity. His methodological framework will be presented later on, in the next chapter.

In 1990 Bachman’s view of communicative language ability brought the turning point in communicative language competence theories. He presented complex characteristics of communicative competence that consists of language competence, strategic competence, and psychophysiological mechanism. These are further analysed



to include other competencies. Language competence involves the abilities that manage the language system, create meaningful utterances, adjust the language according to the actual context and “operate through language beyond the level of the sentence”. (Weir, 1990, 8) In so far that, language competence is represented by organisational competence which involves illocutionary and sociolinguistic competence.

“Strategic competence is seen as performing assessment, planning and execution functions in determining the most effective means of achieving a communicative goal”. (ibid. 7)

Channel (auditory, visual) and mode (receptive, productive) are psychophysiological mechanism functions of the language use. (ibid.)

Bachman’s broad concept of communicative competence was later improved by Bachman and Palmer’s (1996) model of language ability. They assume the language use as “interaction between language users and their context”. Five components are underlying the communicative language use in their approach: Language knowledge, Topical knowledge, Personal characteristics, Strategic competence, and affective factors. (Luoma, 2004, 98) The state of knowledge about the language in the learner’s memory is defined by the *Language knowledge*. The language users develop various topics in their communication which refers to the ability called *Topical knowledge*. Together with language users’ *personal characteristics*, including their sex, age, native language, they all influence their *Strategic competence* involving three metacognitive components (see below) and *affective factors* that refer to the kind of users’ emotional response to the situation. (ibid.) Thanks to the *strategic competence* important processes in language can be realized. The first is the ability to decide what to do, the *goal setting*. The second, *assessment* component, enables the language user to evaluate the situation. And with the third one, *planning* component, the user considers how to use the language ability that he possesses. As to Bachman and Palmer, *Strategic competence* is more dynamic in comparison to the static *Language knowledge*. (ibid. 99)

Bachman and Palmer introduced a detailed analysis of language knowledge areas. (Bachman and Palmer, 1996, 98) *Organisational* and *Pragmatic knowledge* are the key areas. The area of *Organisational knowledge* deals with the organisation of utterances, sentences and texts.

Further on, *organisational knowledge* is analysed into *grammatical and textual* knowledge. The *grammatical knowledge* includes the knowledge of vocabulary, syntax, phonology and graphology whereas the *textual knowledge* involves organisation of utterances, sentences to form texts. The second main category, *Pragmatic knowledge* expresses „relationship between utterances, sentences and texts on the one hand, i. e. and the user’s communicative goals and the setting of language use on the other“. (Luoma, 2004, 99) Under *Pragmatic knowledge* *Functional and Sociolinguistic knowledge* are distinguished by Bachman and Palmer. *Functional knowledge* stands for functions that people achieve through language use. The distinction of *Functional knowledge* areas was developed on the base of Halliday (1976) concept of *ideational, manipulative, heuristic and imaginative functions* in language use. *Sociocultural knowledge* represents an ability to use language forms appropriately for a language use situation. The varieties in language forms comprise the use of different dialects, registers, idioms or figures of speech. (ibid. 100)

Bachman and Palmer’s list of language ability dimensions may be highly useful for speaking assessment because it may serve as a model for assessing components of language ability identified in speaking tasks in relation to the language use situations.

Compared to previous grammatical approaches in language education, the acceptance of communicative competence approach brought us the new view of the aims in language acquisition and it has been standardized as a desired goal in language teaching/learning process.

### **2.3.Littlewood’s classification of communicative activities**

How communicative activities used in educational environment may be divided according to the emphasis on different level of communicative language ability was presented by Littlewood in 1981. Two basic areas of communicative activities, Pre-communicative and Communicative, are distinguished in Littlewood’s concept. The *pre-communicative* activities are based on using correct structures of language rather than on communicating the meaning in interaction. The learners succeed if they manage to perform ‘an acceptable piece of language’ and thus improve fluency in utterance production and develop their understanding. (1981, 8)

The *pre-communicative* activities may be focused purely on structure, e.g. drills, or they may be structural with some communication function. Activities that are related to some non-linguistic reality involve a connection of language to something from the real life, for instance particular set situation or a picture. *Pre-communicative* activities related to social context are much closer to the communicative ones. Interaction between learners is required to perform cued or open dialogues where they are to take particular social roles. (ibid. 8-13)

On the other hand, the *communicative* activities cover so called ‘whole task practise’ in that they challenge learners to convey meanings in interactions to each other successfully. *Functional communicative activities* expect the learners that they transfer information in communication effectively in order to fulfill some function, for example they achieve to solve a problem. The learners fulfill the task if they manage to “cope with communicative demands of the immediate situation”. (ibid. 16) Even more complex type of communicative tasks are *Social interaction activities* where the learners are engaged not only in communicating meanings and functions successfully, but they are also to interact according to the appropriate social norms corresponding to the actual social context. (ibid. 20)

I regard the Littlewood’s classification of communicative activities useful for speaking activities distinction, because it is well arranged and comprehensible. I am going to use this approach in the practical part for testing speaking activities evaluation.

### **3. Speaking test design**

#### **3.1.Introduction**

Since the late twentieth century the investigations in the area of testing foreign language skills have focused on developing main principles in a test design, namely the problems concerning determination of criteria that the tests is to follow. Their application on a test of speaking skill may be more complicated than designing a written test in the sense that more aspects have to be considered to create ‘best speaking test’ to fulfil the aims and needs of testing.

### **3.2. Speaking test criteria**

There are criteria that are to be taken in account when designing a spoken language test. According to Hughes (1989, 7):

“General problems connected with creating tests are following requirements: tests are valid and reliable, tests have beneficial backwash on teaching, and are practical.”

All the criteria will be further explained bellow with the focus on testing speaking domain. Later on in this thesis, spoken test techniques will be depicted on the base of some of the criteria.

#### **3.2.1. Validity**

The concept of validity that Weir defines with the words: „whether the test measures what it is intended to measure“. (1990, 22) may be subdivided into following dimensions of validity.

Construct validity measures “the extent to which the test may be said to measure a theoretical construct or trait...” (Anastasi, 1982, 144 in Weir, 1990, 22) The word ‘construct’ refers to any underlying ability (or trait). For example, the ‘construct’ (skill) of speaking involves the sub-skill of pronunciation. However, by creating speaking skill test based only on pronunciation tasks, such as individual words production, the test does not demonstrate that the construct of speaking skill is measured.

Content validity explores if the test consists of items that exemplify the skills that are supposed to be assessed. It is “essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured“. (Anastasi, 1982, 131 in Weir, 1990, 25) Hughes adds that: “In order to judge whether or not a test has content validity, we need a specification of the skills or structures etc. that it is meant to cover”. (2003, 26) For instance, in an achievement speaking skill test we would not expect pupils of intermediate levels to perform such complicated structures as advanced students would be challenged to produce.

Face validity of the test is best perceived by the candidate. The test satisfies face validity if it „ appears to test-takers that it measures what it is supposed to measure“. (Sharon A. Shrock, William, C. Coscarelli, 2007)

For instance, if a test was to evaluate candidate's ability to interact successfully in an oral interview, but the candidate was required just to fill in a questionnaire it would hardly represent a face validity test.

Concurrent validity is connected to criterion-referenced testing. Criterion-referenced testing divides candidates into those who pass successfully through a set of particular tasks and those who do not. Concurrent validity denotes „the process that allows to evaluate the testers' ability to distinguish between masters and non-masters of the assessed competencies“. (Sharon A. Shrock, William C. Coscarelli, 2007) The test predicates about concurrent validity if the criterion that would divide candidates into test masters and non-masters is stated during the test administration process.

### **3.2.2. Reliability**

Test reliability testifies about „the extent to which we can depend on the test results“. (Weir, 1990, 31) Creating a speaking test we are not able to justify that it will prove high level of reliability for obvious reasons. Rea (1978, in Weir, 1990, 33) explains: „Tests which assess language as communication cannot automatically claim high standards of reliability“. To increase reliability, Hughes suggests that: „the candidates should be familiar with format and testing techniques“. (1989, 47)

Some of the speaking test techniques prove more reliable than others. Generally, so-called structured or controlled speaking test techniques would secure higher reliability than the free, uncontrolled and unstructured ones. Hughes considers:

„Not allowing candidates too much freedom (e. g. when choosing topics – possible answers should be restricted) would increase the reliability of speaking skill tests“. (ibid. 45)

Examining a candidate whose test results appear doubtful, we should add a task or a question to increase the test reliability (ibid.)

### **3.2.3. Efficiency**

Weir refers to the issue of test efficiency as following: “A valid and reliable test is of little use if it does not prove to be a practical one”. (1990, 34) The concept of test practicality concerns time and financial expenses invested into test design, administration and interpretation of results. (ibid.) Testing speaking skill falls within the

problematic field of communicative language testing regarding the aspect of their practicality. (ibid. 35) As was illustrated by Nation; Newton (2008, 168):

“a speaking skill test which requires two or more testers to spend twenty minutes with every learner individually will be very expensive to run and will not be practicable if there is not money available”.

#### **3.2.4. Achieving beneficial backwash**

Another aspect that has to be considered in the design phase of a test is the relation of the test outcomes to the previous learning and teaching process.

“Backwash is the effect that test have on learning and teaching, ... is now seen as a part of the impact a test may have on teachers and learners, ...”(Hughes, 1989, 53) Morrow (1986) contrived the term ‘washback validity’ „to denote the quality of the relationship between a test and associated teaching“. (Fulcher; Davidson, 2007) To promote beneficial backwash of a speaking skill test, teachers may be guided by the following recommendations suggested by Hughes (1989, 53): „ ...if you want to encourage oral ability, then test oral ability“. It means that the speaking skill is to be tested directly through speaking. Moreover, the criterion-reference testing, i.e. candidates’ success is dependent on fulfilling a set of given speaking tasks, leads to a positive backwash rather than using norm-referenced testing when candidates’ performances are compared to each other. (ibid. 21)

#### **3.3. Other recommended qualities**

Furthermore, there are other important qualities speaking tests are to involve. Following are suggestions describing the principles communicative language tests are to meet with. “In communicative tests we should aim to provide the opportunity for what Widdowson (1978, 80) termed ‘authentic’ language use.” (in Weir, 1990, 37) In their approaches to testing English language skills, Hawkey (1982) and Morrow (1977) defined significant features communicative tests should represent. (in Weir, 1990, 38) Relevant information gap is advisable element to construct a purpose for interaction. The inclusion of information gap into spoken test tasks satisfies most of the criteria laid down by Morrow (1979) “... reciprocal, purposeful, contextualized and interactive tasks”. (in Weir, 1990, 78) So-called communicative independence represents another efficient aspect of communicative language tests.

Realistic context is necessary so that the speaking test assess the ability to use language in real-life situations. Communicative independence means that the candidate is provided opportunity to develop the speaking task activity. (ibid. 38) Bellow, I provide an explanation of each mentioned feature.

### **3.3.1. Authenticity**

„An authentic task is one which resembles very closely something which we actually do in everyday life“. (Underhill, 1987, 8) Candidates are to be put into a position or a situation so that they could demonstrate their use of the language in the way corresponding to ‘their normal communicative activities’. For instance, opinion expressing and decision making in conversation between two candidates about which film it is worth to watch in the movies represents an authentic communicative task, whereas reading aloud a film review belongs neither to authentic nor to communicative tasks.

Bachman and Palmer qualified ‘authenticity’ as „a critical quality of language tests and an aspect of usefulness. They claim that authenticity has a strong effect on candidates’ test performance“. (Milanovic; Weir, 2004) They introduced two views of authenticity: situational and interactional authenticity. „Situational authenticity relates to some form of replication of actual speech events in language-use situations“. (ibid.) Interactional authenticity is “a function of the extent and type of involvement of candidates’ language ability in accomplishing a test task”. (ibid.) Thus, in the process of creating speaking skill tests, authenticity is recommended to be involved to raise candidates’ awareness of speaking tasks’ usefulness.

### **3.3.2. Information gap**

Information gap denotes a type of speaking activity in which two or more candidates are provided with different pieces of information and they have to join them up to complete a task or agree on a problem solution in the course of their reciprocal conversation. (Davies; Brown; Elder, 1999, 82) Fazili believes that the concept of information gaps “is central to the whole area of communicative teaching” and emphasizes the importance of teacher’s initiative in inventing speaking activities that are based on these gaps because “gaps create demands motivating the students to bridge

them in appropriate ways”. (2007, 21) Information gap activities initiate authentic communication because:

„ They involve meaningful negotiation between participants and because the focus is on task completion rather than on the mechanics of language production“. (Davies; Brown; Elder, 1999, 82)

The term Information gap is also used to identify the technique as itself. I present Information gap as an elicitation technique for testing speaking in chapter 5. Speaking task design 5.2. Elicitation techniques 5.2.2. Information gap.

### **3.3.3. Realistic context**

In a speaking test candidates are required to demonstrate both their knowledge of language forms and ability to use it appropriately in contexts. As to Weir (1990, 9), to allow the communicative test to do this:

“...performance tasks candidates are faced with in communicative tests should be representative of the type of task they might encounter in their own real-life situation and should correspond to normal language use where an integration of communicative skills is required”.

The idea of adding the attributes replicating activities from real life into communicative language tests represents an integrative approach where the aspect of authenticity is introduced as an essential feature of communicative tasks. (ibid. 11) Context plays a key role in any speaking situation. It influences whole speech act. Luoma explains: “In practice, context refers to everything in the speaking situation except the talk that is being produced at a particular moment”. (2004, 30) By ‘everything in the speaking situation’ Luoma means the concrete aspects of the situation including the place where the speaking test proceeds, cognitive and experiential aspects, i.e. knowledge and skills the candidate have practised in English, and the objectives of the speaking tasks that the speaking test comprises. Luoma (2004, 30) adds:

“Context guides what is said in a speaking situation, and by manipulating the features of context through task properties, speaking testers can direct the talk on the speaking test”.

In other words, speaking test tasks are to be related to real-life situations as much as possible to facilitate the supremacy of the candidate’s oral production. (Underhill, 1987, 45)



This means that the teachers as testers can modify and control some aspects of context during the speaking task process, for instance a place where the speaking test proceed, the tester's tone and spirit of his speaking act, genre of speech in tasks.

The inducement of realistic context contributes to speaking test in the way that the speaking performance of the candidates passes more naturally. Speaking tasks, i. e. the set activities that candidates perform in a speaking test, can be designed to simulate real-life situations as much as possible to facilitate the candidate's speaking.

### **3.3.4. Communicative independence**

Communicative independence, "scope for development of activity by the candidates" (Morrow 1977 in Weir, 1990, 38) means that candidates are allowed to freely produce their ideas and are provided with some space for the task development. Especially, the learner-centred tasks are encouraging the communicative independence to describe, explain or present thoughts or opinions in English.

### **3.4. Aims of test**

Before we can start the process of a speaking test design by implicating various techniques into test tasks, we are to make a couple of fundamental decisions concerning the aims of the test in the sense of its function for the further teaching/learning process. It is necessary to know the reasons why we are giving a test so that we can evaluate how we have succeed in reaching our aims after the testing procedure.

As to Underhill (11, 1987) to state the aims and the resources that will help us to achieve them

"is not always as easy as it sounds; many language tests are given because it is the accepted practice to give language tests as part of a teaching program, without setting out clear aims".

According to the information we need to get from the results of the testing procedure we may define particular types of tests. A proficiency test aims at detecting the level of candidates' general proficiency, i. e. an ability of an individual to speak or perform in language. A placement test decides about the level of a course the candidate is to be placed to. Obviously, there has to be a range of optional classes or courses where the candidate may be placed according to the test results.

A diagnostic test produces results that serve to diagnose candidates' strengths and weaknesses. The diagnostic test is not to be scored. It provides important information that would help further teaching/learning process. An achievement test, or also called progress test checks the candidates' knowledge of the language structures that have been presented and practised over some time in the classroom and the purpose is both that the teachers checks learners' progress and diagnoses the weak points to help them in planning further content of teaching/learning process. (Underhill, 1987, p. 12-13)

In accordance with the set aims of the test, the test designers may combine the test types so that they, for instance, they get information both about learners' progress and their level of proficiency. As to Underhill: "it is very important to design a test program that meets all of its aims, and most oral test techniques can be adapted to a variety of purposes". (ibid. 13) These testing speaking techniques are presented in the following chapter.

#### **4. Speaking tasks**

##### **4.1. Definition and classification**

It would prove useful to present an appropriate definition of a speaking task. Luoma modified the definition of a language use task formed by Bachman and Palmer (1996, 44) into a version for the specific context of speaking:

"The speaking tasks can be seen as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in a particular speaking situation."  
(Luoma, 2004, 31)

When designing tasks for a speaking test, many decisions have to be made about the content of tasks, types of tasks, organisation of candidates, materials or visual aids that would elicit the speaking process. Various divisions of types of speaking tasks in speaking tests were suggested by authors dealing with task design. Bygate (1987) differentiated between tasks according to the type of talk candidates are asked to perform in speaking tasks. He suggested two main categories: *factually oriented* and *evaluative talk*. Speaking tasks based on description, narration, instruction or comparison explore the candidates' ability to communicate facts, whereas expressing

explanations, justifications, predictions or decisions provide information about candidates' evaluative skills. (1987, p. 23-24)

Another possible classification of speaking tasks would be according to the arrangement of candidates, individual, pair and group tasks, as for instance, in Luoma (2004, 39). To differentiate types of tasks according to various techniques that elicit speaking was presented by Underhill (1987, chapter 3, p. 44-86).

## **4.2.Elicitation techniques**

In this paper, I use the classification of speaking tasks according to the techniques, i. e. task formats, which elicit candidates' oral production in a speaking test. The terms that are describing following names of techniques were adopted from Underhill (1987). Although I present the speaking task techniques in a particular structure here, the techniques are in no way separated from each other and one technique may be perceived as a part of another technique, or its alternation. As to Underhill (1987, 44):

„There is no natural classification of test techniques in its own right. It depends on individual view. One may define significant differences between the techniques. „Someone else would argue one is only a variation of the other one”.

Further on, a speaking task may be designed by combining two or more elicitation techniques, for instance, an oral presentation with a follow-up discussion. At first, techniques that might really reflect skills in spoken interaction and might function basically to elicit spoken performance are analysed. The later chapter discovers some problematic outcomes resulting from using some of the other techniques in testing speaking.

### **4.2.1. Interview**

In the literature concerning testing speaking the authors present the technique of interview automatically as the conversation between a tester and individual candidates. First, I describe the interview from the point of view of the authors perceiving interview as a process that has either its set structure, called controlled interview, or the content of interview emerges during the conversation, i.e. free interview, both alternatives, however, are directed by the tester.

Finally, I mention that the principle of the interview technique may be included in other techniques where a conversation between a tester and a candidate or among two or more candidates takes place.

The definition by Underhill explains that an interview is “a direct, face-to-face exchange between a learner and an interviewer”. Although the candidates have the freedom to present their ideas and opinions on set or asked issues, the interview falls more or less under the control of the interviewer in Underhill’s concept of this technique. (1987, 54) He designs a structure of the interview consisting of particular steps dependent on its expected length. What is emphasized by Underhill, there are particular activities that the interviewers are to avoid to do during the interview: “over-correct candidate’s errors and mistakes; fill pauses and silences automatically; interrupt, unless necessary; impose their opinion”. (ibid. 56) The higher level of English tested, the more communicative independence is to be given to the candidates to express themselves. (ibid.) Similarly to Underhill, Madsen presents a ‘guided oral interview’ where the structure within the items is to be designed and followed “in order to standardize the test for candidates”. (1983, 163)

Weir subdivides the technique into two variations: a controlled interview and a free interview. The controlled interview again consists in “a set of procedures determined in advance for eliciting performance”. (1990, 76) Weir analyzes certain advantages and disadvantages. As for the assessment process, the candidates’ performances in the controlled interview approve good comparability since the structure of the same questions is imposed on all candidates. The controlled interview technique thus leads to fulfilling the criteria of both reliability and validity. (ibid.) Nevertheless, in the controlled interview “it is difficult to replicate all the features of real life communication such as reciprocity, motivation, purpose, appropriacy”. (ibid.)

Some variations may be invented in the controlled interview technique, such as a form or a questionnaire filling. (Underhill, 1987, 59) Both these tools may be similar to or even copies of real-life original documents, and so the technique may prove authentic. The learner is provided with a form or a questionnaire to fill in before the interview, or the interviewer does it while proceeding conversation.

“Compared to filling a form, which usually asks for factual personal details, a questionnaire asks about some specific area or preference”. (ibid. 58) The activity is also cooperative in comparison to the classical interview because “the learner and the interviewer work together to complete the form instead of the interviewer trying to catch the learner with tricky questions”. (ibid.59)

In the free interview, there is no set structure and much more freedom is provided in conversation which creates high standard of authenticity involved. The uncontrolled interview might proceed in a manner close to the normal pattern of informal social interaction in real life because “no carefully formulated agenda is apparent”. (Weir, 1990, 76) On the other hand, it is evident that each performance would differ from the others considerably in its structure, content and interviewer’s conductance. Thus, the process of free interview is regarded as “time consuming and difficult to administer”. (ibid.) What is more, it might even fail to observe the fundamental criteria of validity and reliability.

The previously described approaches to interview are marked as typical structured or unstructured interview by Luoma. (2004, 36) The structured one...

“...would contain the pre-planned tasks, such as describing or comparing pictures, talking about a pre-announced or selected topic, a role play or a reverse interview where the examinee asks questions of the interviewer.” (ibid.)

However, Luoma does not limit interview to process where the candidate is interviewed by the tester. He refers to the utilization of interview technique for interaction of more than an individual candidate in a speaking test. Pairs or groups may perform interviews based on other techniques, for instance information gap, discussion, role play. (ibid. 37) Thus the technique of interview in testing speaking represents a framework for using other elicitation techniques that involve the interaction of two or more people in conversation. (Madsen, 1983, 162) In other words, the interview may underlie techniques such as information gap, simulations, role plays etc. because these are based on requiring information, posing and responding questions in the course of two or more people having conversation.

#### 4.2.2. Information gap

The importance of an information gap inclusion into speaking tasks was already expressed within the characterization of English speaking tests criteria in the chapter 3. Speaking test design. To remind, an information gap was recommended as a quality of communicative tasks by Morrow (1979) as it represents a “reciprocal, contextualized, purposeful and interactive” type of communicative activity. (in Weir, 1990, 78) In a speaking test, the information gap may be involved in the conversation between two or more candidates, or between a candidate/candidates and their tester.

As I have already outlined in chapter 2. Speaking skill 2.3. Littlewood’s classification of communicative activities, Littlewood include the information gap based tasks into functional communicative activities that are focused on a functional aspect of communication, such as problem solving situations, information transfer and candidates are to communicate in English somehow with the main aim to get over the information gap. To cite Littlewood, “the main purpose of the activity is that learners should use the language they know in order to get meaning across as effectively as possible”. (2004, 20) Each of the participants possesses a part of information and they have to communicate to find out the missing part to set it into a complete one and thus fulfil the task. All candidates are to ask questions, request specifications, ask for clarification, respond to others or paraphrase in order to share information. Weir summarizes the features of candidates’ communication in information gap tasks as “the deployment of improvisational as well as interactional skills.” (1990, 78)

The candidates may undergo two types of information gap technique variations adjusted according to the difficulty of interaction they may cope with: sharing information with restricted or unrestricted cooperation. (Littlewood, 2004, 22) Concerning the simplest pattern, which is restricted cooperation in interaction, the first candidate is the one who knows complete information, “but he is not allowed to cooperate fully and provides information only in response to appropriate cues”. (ibid.) For instance, the second candidate is allowed to ask only yes/no questions and the first one is restricted to respond with short yes/no answer. (ibid. 23) The second type of information gap technique, sharing information with unrestricted cooperation, does not limit candidates in their communication during the task.

“Instead of only asking and answering questions, they can now use language for describing, suggesting, asking for clarification, helping each other, and so on”. (ibid. 30) In contrast to the type of interaction with restricted possibility to cooperate, now candidates are to use more communicative skills. As Littlewood explains (1981, 30):

“Learners must take shared knowledge into account, use feedback and reformulate messages, compensate for language deficiencies through simplification or paraphrasing”.

To illustrate the use of information gap technique on an example, candidates are provided with pictures that differ only in a few of details, e. g. two pictures of the identical room differing from each other in the position of a desk or a colour of walls, or number of pillows on the bed. The candidates have to find out all the differences in the course of their conversation.

#### **4.2.3. Discussion**

A discussion is “a verbal interchange of ideas” with a particular purpose and objective in a conversation among two or more people. (Ur, 1981, chapter 1, p. 2-3) The technique of a discussion used in teaching and testing speaking environment is „based on the way learners express and justify their opinions, and evaluate those of others, and not just on the factual content of what they say“. (Underhill, 1987, 49) In other words, in a discussion candidates are to perform their abilities to express opinions, attitudes or (dis)agreements with others and their reasoning in an interaction. Two or more candidates are grouped to discuss a particular issue in a free unstructured conversation directed entirely on their own. (ibid.) To get pupils discuss something, it is essential that they have a reason why to do so. Thus the task involving a discussion is to be purposeful, motivating, aiming at an objective that would make pupils want to present their ideas. (Ur, 1981, 12) The objective of a discussion may be that the candidates are expected to agree on a solution to a particular situation by communicating ideas, attitudes and reasons for them.

To raise authenticity, magazines, brochures, adverts may help candidates to get realistic context and express themselves.

The authentic task materials “must be kept relatively short to avoid test becoming one of reading comprehension”. (Underhill, 1987, 50) Also a list of hints with crucial points to discuss may be prepared for the pupils so that the discussion could develop. (ibid.) All the instructions and visual aids are to be provided before the start of a discussion. “Once the task gets going, the tester does not intervene in the discussion”. (Luoma, 2004, 39)

Concerning varieties of discussion tasks, Ur suggests a plenty of tips and divides discussion activities into three sections according to their principles: Brainstorming activities, Organizing activities and Compound activities. (1981, 25) According to Ur, discussions are composed of one or both of two following elements: a brainstorming and an organizing element of a discussion representing creative and analytic aspects. (ibid.) In discussion tasks based on a brainstorming technique candidates are to think of and name or list possible task solutions or answers as they come to their mind. Then, the candidates may be asked to work with their suggested solutions and answers to process and order them according to the required structure. By doing so, the candidates now use also the organizing technique in their discussion. (ibid.)

To illustrate on Ur’s concrete discussion tasks of each type, for instance, a brainstorming activity ‘Implications and interpretations’ involves the candidates in a discussion about how they would interpret an ambiguous stimulus in the form of an imaginary situation or a picture. (ibid. 39) Finding connections or common features of particular elements represented in the form of expressions or pictures may also fall within brainstorming tasks. Comparing objects, detecting differences in two pictures or putting pictures or statements in the right order may be classified as organizing elements in a discussion. (ibid. 48) Debating or planning represents an excellent example of the combination of the both previously explained tasks, so called Compound activities. (ibid. 98)

#### **4.2.4. Role play**

Through role play technique the teacher may test how successfully would learners communicate in a real social interaction.



In a role play situation “the candidate is expected to play one of the roles in an interaction which might be reasonably expected of him in the real world”. (Weir, 1990, 79) Then, the conversation takes place either between a candidate and a tester, or two or more learners are involved in a role play. This type of task has to be presented clearly, i.e instructions are to provide most specific direction for the role so that candidates are able to put themselves in the desirable character. (Underhill, 1987, 52)

Similarly, in accordance with the candidates expected level of proficiency, the role play situation may be characterized as simple or complex. Underhill describes a simple situation as “a stereotype of an ordinary everyday event.” (ibid.) For instance, a candidate may play a role of a tourist asking the way, a restaurant guest ordering a meal or a traveler telephoning to book a room in a hotel. “A complex situation has an added feature that is unusual, e.g. an urgent message, an unexpected surprise or offer, a job interview or an accident.” (ibid.) Mainly, the situation has to be set as clearly as possible „to allow for learner initiative and ingenuity“. (ibid. 53)

The technique is generally highlighted for its high validity, reliability and practicality aspects. (Weir, 1990, 80) Moreover, some pupils may enjoy it and get very involved and inventive since they are allowed to pretend being someone else. (Underhill, 1987, 52) Again, however, „some people can do this more easily than others”. It can be thus “unproductive with shy or unimaginative persons” adds Madsen and recommends a ‘guided role play’ in which the tester “takes a fixed role, and the student responds as prompted”. (1983, 161) Weir warns that to be able to take a role in a particular situation, the knowledge of real world must be included. It may happen that “some candidates may not know what is normal to do in certain situations”. (1990, 80) Another disadvantage of the role play technique may be some artificiality in candidates’ performances since their role play is a test task, in fact.

To conclude, a task involving the technique of a role play should be thought over deeply by test designers to include situations that might correspond to candidates’ previous experience and abilities to cast in the set roles. Luoma recommends the use of role cards with cues to guide the candidates through the act of a role play so that they can concentrate on their actual speaking process and do not have to invent a scenario for the role play on their own. (2004, 41)

#### 4.2.5. Simulations

Although the technique of simulations is not differentiated from the technique of role play in some literature, some distinct qualities have been found out to characterize simulation and role play as separated techniques. I present a few of authors' remarks on the aspects in which a simulation may differ from a role play.

Simulations belong to types of speaking techniques that, as to Klippel, are similar to role plays in the principle that they are both "mirroring a slice of reality". (1984, 121) Klippel mentions the rule for simulations: "simulations are more highly structured and contain more diverse elements in their content and procedure". (ibid.) He adds that to complete the task based on simulation technique the candidates need to work with some informative material. (ibid.)

"Simulations are simplified patterns of human interactions or social processes where the players participate in roles". (Davidson and Gordon, 1978, 55 in Klippel, 1984, 121) Ladousse describes simulations as "complex, lengthy, and relatively inflexible events" in language testing. In contrast, role plays are qualified by Ladousse as "quite simple and brief techniques to organize, also highly flexible, leaving much more scope for the exercise of individual variation, initiative, and imagination". (ibid. 5) In fact, pupils are expected to react on particular situations as themselves in simulations, whereas in role plays the candidates are to play 'imaginary characters'. (ibid. 6) To conclude, both techniques lead to the common aim: to make pupils be able to deal with 'the unpredictable nature of language'. (ibid.)

So far I suggested several techniques that may be based on candidates' interaction with another candidate(s). What I would like to warn, possible problems are connected with completing interaction tasks. They concern balance issues in pair-work or group-work interactions. There is a danger that one candidate might dominate the performance and the other one/others may have a more limited opportunity to demonstrate their speaking abilities from various reasons: the candidates may differ in the amount of interest in the topic, levels of proficiency, or their tendency to superiority/inferiority in social interactions. (Weir, 1990, 79)

“Thus, it is important that the task is sufficiently clear and motivating for all participants who are to understand the rules for managing the interaction and providing each other with opportunities to speak”. (Luoma, 2004, 39)

In other words, it is necessary that pupils are used to work cooperatively in interaction tasks and given frequent opportunities to practise speaking activities in their English lessons so that no negative aspects would arise during the testing procedure.

#### **4.2.6. Oral presentation**

Underhill calls the technique ‘oral report’ and specifies it as: “an oral presentation lasting from five to ten minutes followed by a question-and-answer session.” (1987, 47) He suggests two variations of the oral presentation: a previously prepared formal presentation and a mini-presentation with limited preparation time, e.g. a topic is chosen short time before the task is realized. (ibid. 48) The author considers it authentic and communicative technique that proves effective especially for testing speaking in professional fields. (ibid.47) Thornbury agrees that “giving a talk or presentation is only really a valid test if these are skills that learners are likely to need”. (2005)

Weir distinguishes between two techniques: oral presentation and verbal essay. In the case that candidates have an opportunity to prepare the topic in advance either at home or they have been informed about it shortly before speaking test process, Weir refers to oral presentation. There is a possible danger with previously prepared oral presentation that the candidate could have learnt the text by heart. (1990, 75) Verbal essay, on the other hand, does not allow candidates to prepare in advance. They are required to speak freely for a couple of minutes. “The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to the output”. (Weir, 1990, 74) In contrast to the oral presentation technique, candidates are limited by chosen topic for them which might not be of their interest or they might not be familiar with it. The candidate would better find his range of concern in more general topics. On the other hand, the greater dimension of possible variations in topic content, “the more difficult it might be to maintain reliability in assessment”. (ibid.) What is more, the technique does not prove high level of authenticity since unprepared verbal essay “is not something we are normally asked to extempore in real life”. (ibid.)

Above I presented the classification of speaking tasks according to techniques that elicit speaking process. In the practical part of my thesis, I deal with the use of elicitation techniques in primary school environment and I analyse concrete cases of the elicitation techniques application in lessons of English.

#### **4.2.7. The role of task materials**

Task materials represent an effective tool to challenge speaking. To provide a definition for task materials Luoma refers to “any written or picture-based materials that are given to the examinees during a speaking task to generate talk”. (2004, 53) Varied pictures, flashcards, picture stories, cartoons, photos, role-play cards, schedules, menus, topics, short texts or even short videos support pupils’ motivation and imagination to produce free speaking, elicit topics for conversation in interviews or discussions. Visual aids support the process of information transfer. They also “provide a way for the test designers to guide the talk during the test”. (ibid.)

Diverse types of speaking tasks may be created with the help of visual aids e. g. a sequence of pictures to let the candidates set the correct order of events and describe the action in the picture. The candidates may also narrate about a single picture. “Some questions may be enclosed to pictures to embrace the thoughts” and to evoke opinions and attitudes related to happening in the picture to develop further discussion. (Weir, 1990, 77) Other suitable variations of using visual stimuli are invented by Underhill, for instance, similar pictures which may “differ in minor but significant details”, so called ‘spot-the-difference’ activity. (1987, 68) However, the speed of candidates in the way they recognize the differences may probably differ regardless of their level of speaking. Thus, the visual acuity of the learners is not to be included into the performance assessment. To elicit speaking with early beginners in English, the variation of vocabulary naming from pictures could make them talk out. (Underhill, 1987, 68)

Concerning assessment visually stimulated speaking tasks lead to fairly easy judgement of pupils’ performances. „Because they are based on the same pictures, virtually the same story or interpretation will be given“. (ibid.) However, the effectiveness of speaking tasks involving work with visual stimuli relies on the application of suitable, clear and unambiguous task materials, so that the least

differences in interpretations appeared among candidates. (ibid.) Luoma explains the most important qualities that task materials are to possess. Firstly, they are inspiring so that they encourage speaking. Secondly, they are structured so that they really elicit the talk. Finally, task materials need to be unpredictable enough “so the examinees cannot rehearse their performance on these particular topics and tasks”. (2004, 53) Well chosen and prepared materials according to above mentioned criteria may function as directive, inspirational and effective tool to motivate candidates in their speaking.

### **4.3. Other techniques**

The following described techniques are also widely used in testing environment. Nevertheless, they are more focused on testing the language sub-skills or they are techniques to assess more skills at once, and not speaking wholly. Unfortunately, these techniques happen to be applied in speaking skill testing although they may not even provide pupils with opportunity to show their ability to speak in English. In the following chapter, I describe the principles of the other techniques and try to illustrate problematic aspects that would classify following techniques to inappropriate, or at least not recommended for testing speaking process.

#### Appropriate responses

The technique is encouraging production of functional language. Candidates are supposed to react appropriately on particular situations from real life. They are presented a statement, phrase or question by the examining teacher who requires candidate's immediate reaction. (Underhill, 1987, 59) However, to ensure perfect fairness, native speaker is to be the one who would ideally assess the performance and judge the appropriateness of responses. Responding to recordings can be used as a variation of this technique. (ibid.) In my opinion, the technique tests candidate's ability to react quickly and their knowledge of functional language phrases rather than their ability to speak.

#### Question and answer

The technique is very similar to the previously described appropriate response. In this case, candidate is posed a number of questions to respond to them effectively.

The questions may be ordered from the simplest to most difficult. The technique may be criticized because it proves rather unauthentic, uncommunicative, and tester-dominated. (Underhill, 1987, 61)

#### Reading aloud

To examine specific mechanical skills of language production, having the candidates read aloud, their pronunciation, intonation, word and sentence stress patterns are highlighted. (Underhill, 1987, 77) As to Madsen, while these mechanical skills form “the ingredient in speaking, pronunciation is certainly not the same as speaking, for it does not measure interaction skill or appropriateness of response”. (1983, 155) We cannot find out how successful would pupils perform communication in interaction on the base of their reading aloud.

#### Translating/Interpreting

In the primary educational environment the technique of translating/interpreting “does not make a satisfactory test of oral ability” (Underhill, 1987, 79) Having the pupils translate a text from a textbook for example, does not testify their ability to communicate and the focus is more likely on the aspect of grammar comprehension and grammar issues of sentence formation. According to Underhill, testing candidates in English for specific purposes, it could, on the other hand, prove authentic and useful. (ibid.) The technique is still not, in my opinion, suitable for testing speaking, because communicating set information from one language to another does not meet the principles of speaker’s own communicative intention to express one’s thoughts, ideas or opinions.

#### Limited response

“Students with limited speaking skill can be evaluated by using rather controlled testing methods.” (Madsen, 1983, 155) Following is the technique to test pupils’ oral production that may be applicable on learners in very early stages of their English learning. Limited response is evoked from candidates by telling them what they are supposed to say. It is not easy for tester to ask in the way the candidates would not only repeat tester’s instruction. For example: “*Tell me that he went home.*”

Such forms of “directed-response cues are very close to imitation”. (ibid. 149) The examiner must be more creative. To make candidates ask a question, for instance, the tester may instruct them: “Ask your friend what time it is.” (ibid. 150) The instruction may be more complex so that the task would be contextualized, and could motivate candidates to enlarge in speaking. It challenges pupils’ imagination of particular situation and initiates reaction to it. To illustrate how the task where limited response technique is used looks like, I slightly modified the example from Madsen (1983, 150):

“You are shopping with your friend. You are in the fitting room. Your friend has just brought you one of the jumpers you liked in the shop but in different color than you would favor. As kindly as possible, get her to bring another color of the jumper instead.”

„Generally, limited-response items have rather good face validity – that is, they appear to measure what they claim to measure”. (ibid. 157) On the other hand, the technique does not provide much space for fluency evaluation. Candidates are supposed to respond according to a set instruction with limited opportunity for them to expand the conversation. (ibid.)

In this last chapter of testing speaking techniques I presented a couple of techniques which I regard rather problematic even though they have been classified as testing speaking techniques by some authors and have been used in educational field for testing speaking purposes. A test of speaking skill based on these techniques would either lack some of the essential qualities of speaking tests or it may turn to test other skill(s) or subskill(s) that outbalance the testing of the speaking skill.

## **5. Speaking assessment**

### **5.1. Introduction**

Before I deal with the specific problem of speaking skill assessment, I define the main types of assessment that are used in school assessment procedures. During my research I may have chance to recognize how some of the following forms of assessment are actually realized in practice. Formative assessment “informs teaching and the results of formative assessment provide a basis for decisions about pupils’ further learning needs.” (Clarke, Dickinson, Westbrook, 2004, 97)

Summative assessment specifies the level of achieved knowledge of a learner at a particular moment which is usually somehow specific – half of the school year, end of a course etc. (Kolář, Šikulová, 33) Normative assessment provides information about how a candidate has performed in comparison to others who passed the same test whereas the results of criterion-referenced assessment show if test candidates fulfilled the set criteria or objectives. (Clarke, Dickinson, Westbrook, 2004, 97)

Both formal and informal assessment strategies are used in the school assessment processes. Pupils are informed that their performance will be assessed before the teacher uses formal assessment. (Kolář, Šikulová, 33) Informal assessment is, on the other hand, “based on monitoring pupils’ performances within the everyday classroom activities.” (ibid.) Regarding the aspects of when the assessment is used, we distinguish continuous assessment, i. e. throughout the classwork and final assessment to overview pupils’ achievement at the end of the school year or a course. (ibid.) Some teachers also support the principles of peer assessment and autonomous assessment that may also teach pupils to be able to fairly judge and evaluate their work. (ibid.) These belong to the variations of alternative assessment.

Further on, I will approach the area of the speaking skill assessment. It represents the last stage in the process of the testing speaking cycle that started from the need for testing speaking, was followed by the process of a speaking test design, then continued with the test application, so called administration, all concluded by test scoring. In the process of a speaking test administration, candidates are working on completing the tasks, whereas testers are rating candidates’ performances. “Rating is an interaction between the raters, the criteria and the performances included in the test to produce the scores”. (Luoma, 2004, 170) Speaking scores are the results of rating process and they “express *how well* the examinees can speak the language in the form of numbers or verbal categories such as ‘excellent’ or ‘fair’”. (ibid. 59)

## **5.2. The procedure of rating – scales and checklists**

Rating may proceed with the help of particular rating criteria. The criteria are arranged into speaking scales that record the aspects of candidates’ language use in the series of statements and explain the qualities of a spoken performance.



The arrangement of criteria into statements from lowest to highest makes up a rating scale. (ibid.) Decisions about how the testers rate the candidates' performances, for instance task by task using the same criteria on all tasks, or by application of some criteria on these tasks and others on those, are to be carefully planned already before the speaking test administration. Putting the candidate into one of the category of rating scales leads then to final scoring. It is usual that raters design more versions of a rating scale for different audiences according to the informative and explanatory needs. Rater-oriented scales include more professional definitions of language abilities. Examinee-oriented scales explain candidates' strengths and weaknesses and how they use the language in a general manner. (ibid. 60)

The testers may decide to rate the performances holistically. They may design a holistic scale which expresses "an overall impression of examinees' ability in one score." (ibid. 61) Holistic scoring means that the testers rate only on the base of their overall impression of the performance. Underhill calls it impression marking and adds that "impression marking calls for subjective judgement and requires a lot of experience". (1987, 100) The advantages of holistic rating may be that the categories in a holistic scale are brief and so it is quite quick for raters to go through them and decide about the final score. On the other hand, the holistic scales do not analyze candidates' weak and strong points and the quantifiers or quality descriptors are not explanatory enough. To illustrate, I cite from *The National Certificate descriptive scale* (National Board of Education, 2002 in Luoma, 2004, 61). In the highest level category for score 6 the candidate "is able to describe even a complicated topic", in comparison with criteria for score 5, in which the candidate "is able to present a clear and detailed description of even a complex topic". There is a very little difference in the amount of ability for the particular feature of 'topic description' if any. Therefore, teachers are to be careful so that the designed rating criteria serve to clearly distinguish differences in candidates' speaking abilities in individual levels of the rating scale.

Another possibility is that raters use an analytic scale which may be, for illustration, built up on the model of Communicative Language Ability, Bachman and Palmer (1996).

„Analytic scales contain a number of criteria, usually three to five, each of which has additional descriptors at the different levels of the scale”. (Luoma, 2004, 68) The additional descriptors may stand for major language features, such as general topic of conversation; ability to use tense forms, vocabulary, pronunciation etc. (Underhill, 1987, 96) In comparison to the holistic scale, the analytic scale is a much longer description of specific strengths and weaknesses in candidates’ language abilities.

Teachers designing a rating scale for a speaking test may find help in The Common European Framework of Reference (CEFR) defining language ability in the form of ‘illustrative descriptors’. Some of the descriptors are focused on the skill of speaking. CEFR has six scales, including two for Basic level (A1, A2), two for Independent (B1, B2) and two for Proficient (C1, C2). The scale is based on five criteria: range, accuracy, fluency, interaction and coherence. It is thus an analytic type of scale. (Luoma, 2004, 72)

Rating checklists can be used instead of rating scales. The raters are filling in the checklists consisted of a list of attributes that the ‘best speaking test’ performance is to be characterized with. The interpretation of results is based on the number of features the candidate’s performance included in comparison to the total number of features described in the list. A rating checklist may also usefully complement holistic or analytic rating process. (Luoma, 2004, 78)

### **5.3. Speaking scores**

As I have already mentioned in the beginning of this chapter, speaking scores are the results of rating process and they “express *how well* the examinees can speak the language in the form of numbers or verbal categories such as ‘excellent’ or ‘fair’”. (Luoma, 2004, 59) Sometimes, the results are reported to the candidates both in the form of informative rating scale and obtained score. However, in the classroom environment, pupils are usually given only a score expressed in the form of number.

“Speaking scores must be dependable, fair, and above all useful for the intended purposes”. (ibid. 175) In other words, the scores must claim the criteria of reliability and validity. As I have already explained in the chapter devoted to test criteria, reliability represents „the extent to which we can depend on the test results”. (Weir, 1990, 31)

In practise, it means that the candidates' scores would remain consistent over the multiple application of the same test. The processes in test design that would help increase reliability of the speaking tests were discussed in the chapter concerning speaking test criteria.

Providing scores for speaking test represents the last procedure in formal testing speaking cycle. However, the results provide us with important information about what speaking processes the learners are already able to perform in language successfully and what are the areas that have not been managed yet and need to be included in further teaching/learning process.

## **6. Conclusion of the theoretical part**

From the chapter 1.Introduction we get a general overview of the speaking skill teaching and testing problem and get some information about the historical background of testing speaking. To be able to speak in language involves a range of aspects. What components constitute speaking was introduced in chapter 2.Speaking. Since communicative competence represents the desired aim of whole language teaching, its principle expressed by communicative language theories and how to involve communicative activities into English lessons was described right after defining speaking skill indeed. Further on, the chapter 3.Speaking test design depicted the criteria and aims of testing specifically on speaking skill focus.

The next chapter 4.Speaking task concerned designing particular tasks in speaking test in detail. There exist several methods how to test speaking, various types of speaking tasks may be used. I used the classification of speaking tasks according to elicitation techniques used for speaking process support and I characterized each elicitation technique to relate to the use in the classroom environment. Different views of authors were presented that brought miscellaneous notions of possible variations of a technique, various interaction patterns in which a technique may be applied in and also ideas how to use the technique to raise pupils' communicativeness.

Finally, chapter 5.Speaking assessment outlined the problem of speaking skill assessment. Possible ways how to include rating criteria and ensure reliable scoring were suggested and conclude the theoretical part of my thesis.

## **Practical part - research**

### **1. Introduction**

In the practical part of my thesis I research the actual situation of testing speaking at a primary school. The aim of my empirical research is to find out if the speaking skill is tested and what elicitation techniques are integrated into the English lessons. I concentrate on specification of the elicitation techniques that are used in testing speaking tasks. In accordance with the theoretical characterization of elicitation techniques, I depict the ways how the techniques are utilized concerning their variations, the interaction patterns which are the techniques applied in, time constraints of testing speaking and efficiency of the speaking task materials.

As other relevant criteria I include the frequency of testing speaking inclusion in lessons and the important aspect of speaking tasks communicativity. My empirical research is based on direct observations of English teachers' teaching process with the focus on the above mentioned aspects. The observations will be followed by semi-structured interviews with the observed teachers. The interview clarifies the problem of speaking assessment used at the primary school. I interpret the collected data and report the results.

#### **1.1. Research background**

The research for my thesis was realized at a city primary school which enabled me to search out the phenomenon through English lessons observations and interview with teachers. Concerning time, I spent two weeks by visiting three to four English lessons a day, all in all thirty English lessons, and by observing seven teachers, each in four to five lessons. To get the data from which it would be possible to generalize, I attended English lessons in classes from the first to the ninth.

The first grade at the primary school means the classes from the first to the fifth where I observed sixteen English lessons. In a week there are two lessons of English in the first and second class and four lessons of English in the third and fourth class. The fifth class has got three lessons of English a week plus two other subjects in English –

Information technologies and Working activities. The groups for English lessons at the first grade are arranged to include at most sixteen pupils.

At the second grade, i.e. classes sixth to ninth, I made seven observations in the subject *English* and seven observations in the subject *Conversation in English*. In a week there are three lessons of *English* plus one lesson of *Conversation in English* plus one lesson of *IT in English* compulsory at the second grade. The number of pupils in a group for these lessons was minimally twelve and at most twenty-two pupils. What is more, pupils are divided into three to four groups for English lessons according to the pupils' proficiency.

My intentions for the research are to find out if teachers involve testing speaking in *English* and/or *Conversation in English* lessons. I specify on testing speaking from the point of view of the teacher, i.e. how teachers test the speaking skill in their lessons. So, I do not include the learners' point of view of testing speaking processes.

## **1.2. Research tools**

### 1.2.1 Observation sheet

I designed an observation sheet in which I record data from my direct observations of lessons. During the lesson openings as teachers introduce the plan for particular lesson I mark the aim and objectives of the lesson. I am interested in this information to find out if testing speaking appears among the lesson aims or objectives. Other two informative aspects in the observation sheet involve the class and the number of pupils in the actual group which might be a critical and influential factor for teachers as they make decisions about testing speaking. They consider what elicitation techniques to select, how to organise candidates, how much time is needed and how often it is possible to involve testing speaking into lessons.

To find out how testing speaking process is integrated into all lesson activities, I record also the pre-testing and post-testing activities. Regarding testing speaking, I identify the used elicitation techniques according to the classification presented in the theoretical part. (see 3. Speaking test design) I include the specifications of the used elicitation techniques variations. To illustrate how the techniques are applied in concrete tasks I include a more detailed description of the speaking task.

The techniques are used in various interaction patterns. Thus, I depict what interaction patterns teachers choose for what elicitation technique. To make the speaking task more authentic and supportive diverse task materials are used. Therefore, I look at task materials that accompany the testing speaking process. Time devoted to testing speaking represents another important aspect that is to be recorded to get an overview of what ratio the testing speaking takes out of the lesson.

Unfortunately, as I pointed out in the chapter 4.3 Other techniques, some testing speaking techniques are frequently used, however are not recommended. It may happen that intended testing speaking may result in testing more skills at once or only subskills because of application of an improper technique. That is the reason why I include the aspect of focus of testing into my observations.

As mentioned in chapter 2.3 Littlewood's classification of communicative activities I evaluate the level of communicativity of the observed testing speaking activities according to Littlewood's approach. The description and analysis of the observed testing speaking processes form the content of the following chapter.

#### 1.2.2. Semi-structured interview sheet

To reflect on the observed lessons or to get more specific information and detailed explanations concerning testing speaking, I interview the teachers whose lessons I visited. For this opportunity I created a sheet with ten questions with possible responds to choose from. However I provide teachers with space to express themselves to individual issues. Each of the teachers is interviewed separately and they are asked to reply according to their real experience and practise in testing speaking in their English lessons. The topics of interview include: school subject(s) in which testing speaking is realized, the use of particular elicitation techniques, time and frequency spent on testing speaking, interactional patterns of pupils, task materials and aspects of the speaking assessment. The gained data from interviews are interpreted and illustrated graphically.

## 2. Observed testing speaking analysis

Of all thirty observed lessons of English, I managed to record ‘some’ testing speaking process, or at least a process intended to test the speaking skill in a lesson of each teacher. In the following lines I elaborate the data entered into my observation sheets (Appendices 1-7) and analyze the observed testing speaking process according to the set factors. These were described in chapter 1.2.1. Observation sheet 1.2. Research tools. At first, we look at the findings that I researched in the lessons of *English* at the first grade and later on I analyze the process of testing speaking that I observed in the lessons of *Conversation in English* at the second grade.

### 2.1. Testing speaking in *English* lessons

I have realized sixteen observations in *English* lessons of four teachers at the first grade. Further on, I differentiate between the teachers by using letters. Class numbers remain the same. Regarding the backward reference to the teachers and pupils I alternate the using of genders *she* or *he* for referencing.

#### 2.1.1. Teacher A, 3.A

The teacher introduced the lesson by announcing pupils that they were going to speak more about animals and that they were going to compare them. She asked what adjectives the pupils can use for describing something, for example an animal, and they brainstorm vocabulary with the help of the teacher’s gestures demonstrating *tall*, *small*, *fat*, *slim* etc. Then the teacher asked six pupils to come to the front and take a picture of an animal. She showed them a flashcard with an adjective, for instance *fat* and told pupils to imagine that they are the animal from the picture and the animals had to line up from the fattest to the slimmest. Each pupil then had to express a comparison to the animal standing next to them, e. g. “A Hippo is fatter than a zebra.” Thanks to this warm-up activity, pupils revised how to form comparatives and got ready for the next speaking activity which I found very interesting and motivating. Pupils worked with authentic information about diverse animals concerning the parameters of height, weight, length. Each pupil got a small card with specific information about an animal. Children were supposed to communicate comparisons in pairs through the elicitation technique structured interview.

First, the teacher performed a sample dialogue with a pupil, then she was walking round the class, listening to pupils or she involved in their conversation to help talk them up. Pupils communicated comparisons, such as:

P1: "Ok. I've got a dolphin. What about you?"

P2: "I've got a penguin."

P1: "My dolphin is fatter than your penguin. What about your penguin?"

P2: "My penguin is smaller than your dolphin."

I classify the task as a structural pre-communicative activity with some communicative function since pupils communicated information about animals' characteristic features to each other in the interview. Some of the pupils who communicated the information to their partner correctly got a smile face card. The teacher assessed their accuracy of the used sentence structures, fluency and communicativity.

At the end of the lesson one more speaking activity appeared. Pupils were organized into groups to speak using structured interviews. One pupil of each group got a picture card with an animal. The others from the group were to guess the animal by asking "Have you got a ... (tiger)?" Pupils again performed structural pre-communicative activities with some communicative function.

#### 2.1.2. Teacher B, 2.B

At the beginning of the lesson the teacher told pupils that by the end of the lesson they were going to have revised how to ask and answer questions concerning food they like and they do not favour. The first fifteen minutes of the lesson were devoted to practise. As a warm-up the teacher was showing flashcards with food and asking: "What is this?" After a pupil responded, e. g. "ice-cream", the teacher asked "Do you like ice-cream?" to encourage the pupil to perform short answer yes or no. The warm-up activity was focused on accuracy. Then, for task 1, the pupils were organised into pairs to communicate about food items. They were given questionnaires to fill in information about their partner's favourite and not favourite food by putting a tick or cross next to examined picture of a food item. The speaking activity was aimed at accuracy and fluency.



Pupils performed pre-communicative structural activities with some communicative function which in this case was to get informed about partner's favourite food.

The testing speaking activity, task 2, proceeded in the form of a game and took fifteen minutes. It was a challenge for children to speak in English though they managed to produce only limited responses concerning their very early stage of English learning. The techniques of unstructured interview and question and answer were used in the interaction of the teacher with groups of three pupils. Pupils were forming trios in a row about three steps in front of the teacher who posed questions. The teacher presented questions with reference to a visual aid. The one of the pupils' trio who could respond both fastest and correctly was allowed to make a step forward. The pupil who got close to the teacher the first got a smile picture card to stick into the exercise-book. Pupils' speaking was assessed informally. Fluency and accuracy of the expressed utterance were the aspects that the pupil needed to perform to be correct and fast enough. I would classify the speaking activity as a pre-communicative structural activity. To illustrate, I mention some of the questions and answers from the interview:

T: "What's this in English?"

P: "A banana."

T: "What colour is Nela's jumper?"

P: "Blue."

T: "What is your English teacher's first name?"

P: "Šárka."

However, the applied technique of question and answer could be criticized for being rather tester-dominated and uncommunicative since the teacher poses questions for which both he and the pupils, in fact, know the answers. In contrast to the task 1 in which pupils interviewed each other in order to find out their likes and dislikes about food and thus were communicating somehow, this final testing task proved rather uncommunicative. In my opinion, it would be more effective if pupils' speaking skill was assessed through task 1.

### 2.1.3. Teacher C, 1.A

Pupils were told that they were going to listen, sing and speak a lot in the lesson. As a warm-up, teacher started giving commands in English and pupils reacted to it, e. g. “sit down, stand up, turn around, touch your right knee, touch your left shoulder, clap your hands” etc. Then children listened to and sang a song with English alphabet sounds which was followed by the practise of sounds. The teacher pronounced sounds and the pupils were supposed to brainstorm words that start with the particular sound, for example: “What is [dʒej] for?” A pupil responded: “Jack”. The teacher then presented a picture card with both pronunciation and spelling. The whole class repeated the sound once more. The focus was on accurate pronunciation of sounds. After this practise, the teacher introduced the next task by showing the pupils two different pictures of animals in Safari and performed a sample dialogue with the cooperation of pupils. Then each pair of pupils received two numbered pictures of Safari. Pupils are challenged to ask and answer in pairs, as follows:

P1: “Can you see a zebra?”

P2: “Yes.”

P1: “Picture five?”

P2: “No.”

P1: “Picture four?”

P2: “Yes, it’s your turn.”

The technique of a structured interview was demonstrated on this speaking task. Although it represented a pre-communicative structural activity, some pupils enriched the interview creatively by question modification, and thus some communicative function appeared. For instance, I heard a pupil enquired if his partner can see a dog in the Safari. The teacher walked round the classroom, listened to each pair and checked pupils’ accuracy of pronunciation and sentence structures. Some of the pupils were assessed informally by obtaining a picture card with a “Well done” sign on it.

The post-testing activity continued with final speaking activity, focused, again, on the revision of the structure *Can you..?* However, it involved its use in a different context since the teacher posed questions to find out what pupils can do.

The teacher used structured interview technique to communicate with individuals or whole class. This time, the pre-communicative activities included the communicative function as the teacher examined diverse activities pupils can do in their lives. I cite the sample of the most representative interview that turned into a fluent and communicative piece of conversation between a teacher and a pupil:

T: "Tom, can you fly?"

P: "Yes, I can fly."

T: "Oh, really? Please, show us!"

*(Tom stands up on a chair and starts flapping hands)*

T: "Tom, you can't fly. I can see your feet on the chair."

P: "Ok, I can't fly."

No materials were used for the final speaking task, just gestures to provide cues for some vocabulary concerning activities the teacher asked pupils if they can do.

#### 2.1.4. Teacher D, 4.C

At the beginning of the lesson, the teacher told children that the play about a king was going to be realized that day. Although no more aims of the lesson were stated I could suppose that some speaking would be performed through the planned play. As a warm-up a game *Guess my job* started pupils's speaking as a whole-class activity. Pupils were interviewing the teacher to find out what kind of profession he represents. The teacher provided some hint, such as: "I can cure." However she did not use any visual aids, just gestures. I classify the activity as a pre-communicative structural with some communicative function.

After this, Task 1 consisted in testing pupils' accurate pronunciation through the technique of Reading aloud. Five pupils were picked out and each was to read a paragraph in a text about jobs. After each performance other pupils were challenged to correct the mispronounced sounds. Thus the teacher provided space for peer-correction. Whole class repeated the correct pronunciation and the teacher scored the readers according to the number of mistakes. The rating criteria included such aspects as accurate pronunciation, rapidity of production, fluent reading.

The technique of reading aloud cannot be classified as elicitation technique since it examines only the mechanical skills of language production and it does not elicit pupils' speaking. A variation of Reading aloud technique was used also for the task 2 - a play about a bored King. A role play technique was included since the pupils each got a role on a script to perform. In fact, pupils were reading a scripted dialogue and acting which brought an additional element of interaction. Unfortunately, pupils were stopped by the teacher at the moment as they tried to add something inventive to their role. Thus the task did not get chance to become more communicative.

The learners again were assessed only for the specific mechanical skills – appropriate stress and intonation adjusted to the character of a particular role. This time, the teacher did not use scoring for assessment. Some of the pupils were rewarded a picture card for their performance.

#### 2.1.5. Summary of observed *English* lessons

Above I have analyzed the observed testing speaking processes that appeared in four lessons of *English* out of the observed sixteen *English* lessons at the first grade. Important and encouraging findings in *English* lessons at the first grade were that English is at most learnt through English and thus pupils are getting used to communicate in English since the first class. Now I sum up the aspects of testing speaking that I researched. The aim of speaking assessment in observed lessons was to identify some progress in pupils' use of language for basic communication and to find out how children can demonstrate their knowledge of learnt language structures through speaking. Also to examine pupils' mechanical skills was involved in the lesson aims.

Regarding elicitation techniques applied, interview was used in three lessons out of four, specifically the structured variation of interview. The structured interviews in learner-learner interaction were realized in two lessons. The unstructured variation in teacher-learner interaction was observed in one lesson. The technique of reading aloud was used twice in a lesson. Considering the low proficiency of learners at the first grade, structural pre-communicative activities were applied in testing speaking tasks. The teachers assessed the accurate use of structures and pupils's effort to speak in English.

Except for the lesson where pupils' mechanical skills of production were scored through one of the other technique - Reading aloud (see chapter 4.3.), testing speaking activities were assessed with the form of informal assessment, i.e. by the means of rewards – pictures, smile faces, 'Well done' cards. Concerning time constraints, testing speaking processes did not last longer than fifteen minutes. It was always preceded and followed by some pre- or post- testing activities. The testing speaking was supported by diverse task materials, visual or audial, that fulfilled the function of stimulus for speaking.

## 2.2. Testing speaking in *Conversation in English* lessons

Out of seven lessons observed in the subject *English* and seven lessons in the subject *Conversation in English* at the second grade, I deduced the findings that the speaking skill testing is realized mostly in the lessons of *Conversation in English*.

### 2.2.1. Teacher E, 6.A

The lesson was entered by a quick introduction – the teacher asked a pupil to tell the class the date. This was followed immediately by the testing speaking process. Three pairs of pupils were to present how they did their homework – to prepare a speaking task 'In the shops' using the role play technique. One pupil is to act in the role of a shop-assistant and the other one in the role of a customer. As for the role play scenario, the pupils were allowed to design it at home and act the complete play in the lesson. In their speaking performance, the pupils were to use phrases appropriate for 'shopping' situation. These were presented and practised in previous lessons.

Techniques of role play and structured interview were involved in the dialogues. To specify the technique variation, the role play situation was of a simple type. The pupils were to fulfill some function – to communicate effectively to be able to buy something in the shops. Thus the speaking task involved communicative functional activities. The teacher rated the performance with the focus on accuracy in the used structures and on fluency of production. Pupils were scored in the form of numbers. Together with teacher's commentaries to speaking assessment based on holistic rating,

the transcripts of three performed role plays with final scoring in the form of numbers are noted below:

#### Role play 1

P1: "Hello, can I help you?"

P2: "Yes, I need new T-shirt."

P1: "Ok. What size do you need?"

P2: "Small."

P1: "Here you are."

P2: "It is big. Can I smaller?"

P1: "Here you are."

P2: "What cost?"

P1: "Three hundred."

Scoring: customer – 2, shop-assistant – 1

Teacher's commentaries:

"Jak se zeptáme, kolik něco stojí, děti? ...Leni, bylo to takové trhané, ne plynulé."

#### Role play 2

P1: "Hello, I want a T-shirt."

P2: "What size do you need?"

P1: "Small."

P1: "It is too small. I need bigger."

P2: "Here you are."

P1: "Now, it's ok. How much is it?"

P2: "Five hundred crowns."

Scoring: customer – 1, shop-assistant – 1

Teacher's commentaries:

"Thank you girls. To bylo bez chyby a celkem plynulé."

Role play 3

P1: "Good afternoon. Can I help you?"

P2: "Yes, I need trousers and T-shirt."

P1: "Here you are."

P2: "I'm big to it."

P1: "Ok. What about this?"

P2: "I'm good to it."

P1: "You pay fifty hundred czech crowns."

P2: "What?! No, I don't want."

Scoring: customer – 2, shop-assistant – 1

Teacher's commentary:

"Zdeni, byli tam chybičky. Děti, jak řekneme, že velikost mi sedí?"

The process of testing speaking took about fifteen minutes and its purpose was to check if pupils managed to achieve the objectives – to be able to apply vocabulary and phrases into particular 'Shopping' context and communicate in the situation effectively. Before giving scores, the teacher invited other pupils to refer to mistakes. Then, the candidates got informed about their scores and were explained the weak points according to the set rating criteria - accuracy and fluency.

In my opinion, although the structures used in role play 2 were completely accurate and role play 2 obtained the best scoring, memorized structures were assessed rather than speaking. Much more communicative intention and improvisation were performed in role play 3. However, the instructions for the task consisted in preparation of role play by application of presented and practised structures with no expressed emphasis on creativity or authenticity involvement. All in all, the task was already predetermined to be memorized at home and became uncommunicative also by the fact the time for preparation was provided.

Testing process was followed by presentation of a new conversational topic 'Weather'. This was realized in the form of speaking activities – either the teacher initiated conversation on the topic by posing questions or the pupils were organised into pairs or groups to discuss some related issues.

To illustrate, the teacher first interviewed pupils in whole class discussion by posing questions, e. g. “What is the weather like at that moment?” “What is the weather like in winter?” or “What is your favourite season?” “Why?” Then pupils were invited to discuss the topic with their classmate(s) in pairs or groups. The aim of the speaking activities was that the pupils use particular structures and communicate their views and opinions in a free unstructured way. So the tasks were focused both on accuracy and communication. Pre-communicative structural activities with some communicative function and communicative functional activities were performed. Pupils’ speaking was supported by a speaking task worksheet including suggested topics for discussion and pictures.

#### 2.2.2. Teacher F, 6.C

The lesson started with testing process immediately without any warm-up activities. Three individuals were called upon to come to the front of the classroom and tell the class something about their favourite animal. The tested pupils could use the text of their presentation to look into. Pupils talked to the class about factual information about their favourite animal – polar bears, dolphins and snakes. They had the presentation partly learnt by heart or they read it from the text. Thus the techniques of oral presentation, prepared in advance, in combination with reading aloud were used for testing speaking.

Each pupil spoke to the class for three to five minutes. Concerning the fact that pupils have their presentation memorized, the task could not assess the pupils’ speaking skill at all. The pupils presented a piece of language they had learnt by heart, unfortunately, without understanding what they are speaking about in some cases. The presentation did not continue with a follow-up discussion so there was no evidence to see how familiar the speakers were with the content of what they were presenting. The only criteria that could be fairly assessed was the accurate pronunciation and presentation skills. The teacher included grammar, vocabulary, pronunciation accuracy and fluency into the rating criteria. The rating process produced scoring in the form of numbers 1 to 5, where 1 is the best and 5 the worst scoring. All the three presentations were scored 1.



The post-testing activity was not anyhow related to the previous testing topically. Similarly as in the Conversation lesson in 6.A with teacher E, the presentation of a new conversation topic followed the testing. The classroom speaking activities could be observed during the rest of the lesson. Topically they involved the revision of facts about Scotland that pupils have learnt in the previous lessons. The teacher interacted with the whole-class and was posing questions. Some of them required factual answer, other questions evoked opinion expressing. Anyone who knew the answer could respond aloud. For instance, the teacher asked: “Why do people visit Scotland?” Pupils were brainstorming ideas, such as: “Because there is a beautiful countryside.” Or “People want to see the Lochness monster.”

The teacher challenged the reasoning process based on pupils’ ideas. The speaking task involved communicative functional activities since the pupils were allowed to use any inspirational materials they had about Scotland to search for the needed information – maps, pictures, texts etc. Thus pupils were provided communicative independence to develop the speaking activity. I would classify the speaking task as a communicative and contextualised one.

### 2.2.3. Teacher G, 8.A

Again, the testing speaking process without any pre-testing or warm-up activity represented the starting point of the lesson. Teacher explained that the testing speaking task is the result of the project that pupils were working on for some time. In one of the previous lessons the teacher and the pupils agreed on a topic for the project - a biography of a famous person. Then in further lessons the pupils were undergoing the phases of information gathering, processing and summarizing into the project paper. Now came the time to present the finished projects to the whole class through the technique of oral presentation. Pupils had chance to think over the content of their oral presentations and prepare for it properly. However, this, again, involves the risk or presupposition that the pupils had learnt the content of the presentation by heart.

Five presentations were performed – the biography of Wiliam Shakespeare, the lady Diana, John Lennon, Beatles and Michael Jackson. The speaking task did not prove communicative since pupils presented memorized texts.

What is more, they were allowed to use any available sources to create the biographies in their projects, so the structures had not been probably invented by the pupils originally and thus the accuracy of the used grammar and vocabulary could not be assessed. All in all, the teacher could assess only pupils' pronunciation accuracy and presentation skills. The follow-up discussion based on the other pupils' additional questions raised communicativity of the speaking task, because pupils were commenting and requiring more information from the candidate through unstructured interview. So the candidate got finally chance to present some speaking skills. The five candidates were all scored 1 out of the 1-5 scoring system. Each of the presentations including a follow-up discussion took approximately five minutes.

The post-testing speaking activity related to the recently presented conversational topic – the Tudor Times, and focused on the revision and extension of the factual information. Twelve pupils were organized into four groups. In the speaking task the groups were supposed to gather all information about Tudor Times they have learnt so far or they could search through available materials – textbook, worksheets or materials from the school subject History. Pupils were speaking by using brainstorming discussions. Then also organising discussions appeared while the pupils were processing the gathered information into a system to be able to present it. Apart from the discussions, more techniques were involved in the speaking task – free unstructured interviews, structured interviews, final oral presentation. Since different pupils remembered different facts, they had to work on completing the information. Thus, the task included also some information gaps.

Finally, each group chose their speaker who presented the summary of discussed facts. The speaking task involved communicative functional activities and supported pupils' interaction and communication in English. It also brought some new background cultural knowledge.

#### 2.2.4. Summary of observed *Conversation in English lessons*

Above I have analyzed three lessons of *Conversation in English* that included 'some' testing speaking process. In four other lessons of *Conversation* presentations of

new topics, vocabulary and phrases practise or testing and whole class teacher-pupils discussions that were not assessed, were observed.

In all three analyzed lessons the testing speaking process took place immediately at the beginning of the lesson. That is, no pre-testing activities preceded the testing to provide pupils an opportunity to talk up. All testing speaking tasks were based on the preparation in advance and the pupils could memorize the role plays or the oral presentations at home. This decreased the communicativity of the speaking tasks and limited teacher's possibilities of speaking skill assessment. Only the accurate pronunciation of the learnt piece of text could be formally assessed. The tasks involved only pre-communicative activities based on drilled structures mostly. As to the teachers' expressions about the used rating criteria for the speaking tasks assessment, the effort to prepare the piece of language to be performed orally in front of the class and the way how fluently it was presented, were the included criteria in the rating procedure.

As I mentioned in each of the above testing speaking analyses, the formal assessment leading to number scores from 1 to 5 (1 is the best scoring and 5 the worst), was applied in testing speaking process. Concerning the used task materials, it was up to pupils what sources they use in their preparation and what materials they involve in their final presentation. I interpreted that the aim of the testing speaking was to find out the pupils' progress in speaking in English in front of the audience.

### 2.3. Occurrence of the elicitation techniques – summary from observations

To conclude the specific information about my observation process, I have visited thirty lessons of seven teachers, four to five lessons of each of the teacher. Out of these, I observed in sixteen *English* lessons and in fourteen *Conversation in English* lessons. I visited the lessons from the first to the ninth class.

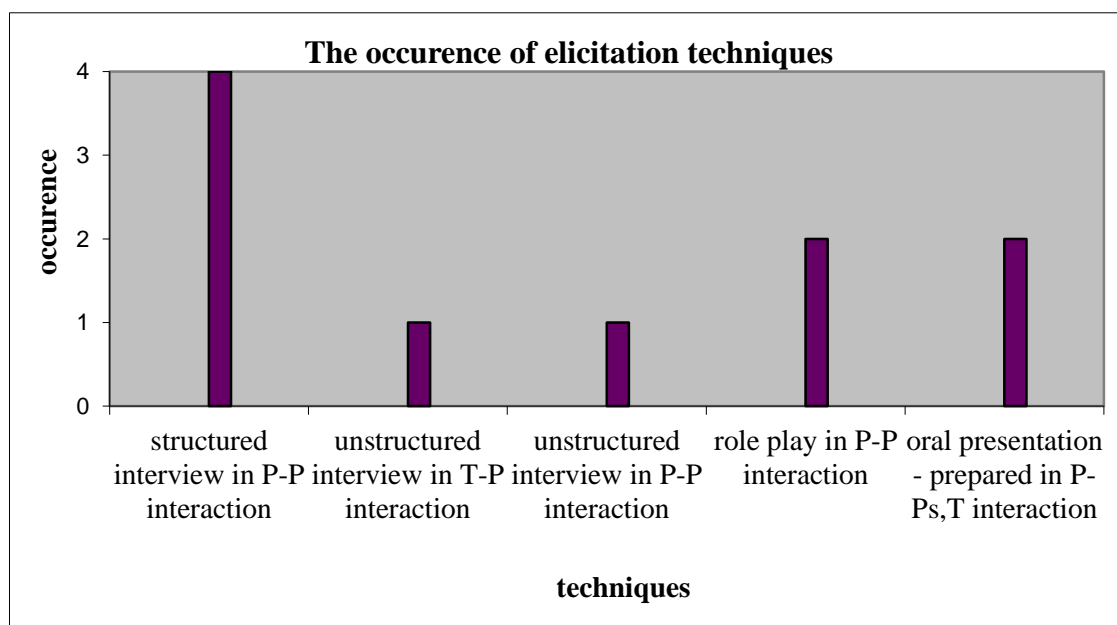
In one lesson of each of the seven teachers a process that could be identified as testing speaking or intended for testing speaking appeared. In the previous chapter 2.Observed testing speaking analysis, I have analyzed each of the observed testing speaking lessons according to the predefined aspects (see 1.2.1.Observation sheet; Observation sheets: Appendices 1-7).

The findings from observations serve as important base for the further research by the means of semi-structured interviews with individual teachers. The interviews are to complete and clarify the so far results. They also provide space for comparison with observations and possible generalisations about the system of testing speaking at the researched primary school.

I worked with the collected data recorded in observation sheets to get results that provide some consequential information regarding the elicitation techniques use in testing speaking as the elicitation techniques used in speaking tasks represent the central theme of the theoretical part (see 4.Speaking task) and the main concern of the empirical research. I have arranged the results into graphical illustrations.

### 2.3.1. Elicitation techniques in testing tasks

Tab.1

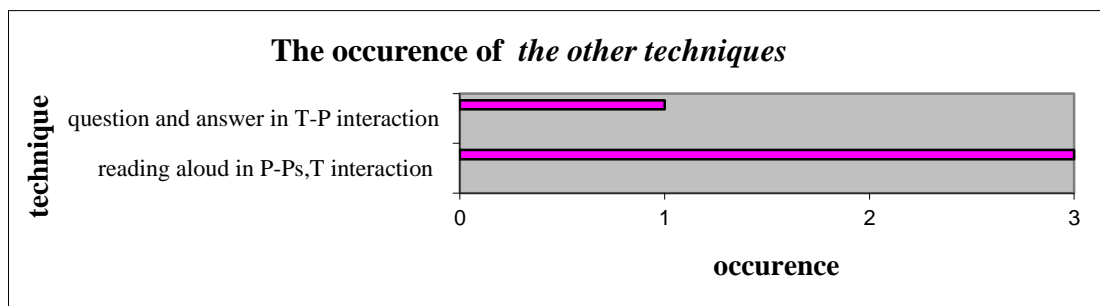


The graph shows which of the elicitation techniques in particular variations and interaction patterns appeared in the testing speaking tasks and how many times they occurred during my observations. Most often teachers integrated a structured interview in pupil-pupil interaction into the testing speaking tasks. The second most frequent occurrence was represented by role play in pair- or group-work and prepared oral presentation of an individual in front of the class.

### 2.3.2. Other techniques in testing tasks

Apart from the elicitation techniques, two of the other techniques (see chapter 4.3. Other techniques) were used to test speaking skill, although they do not test speaking wholly.

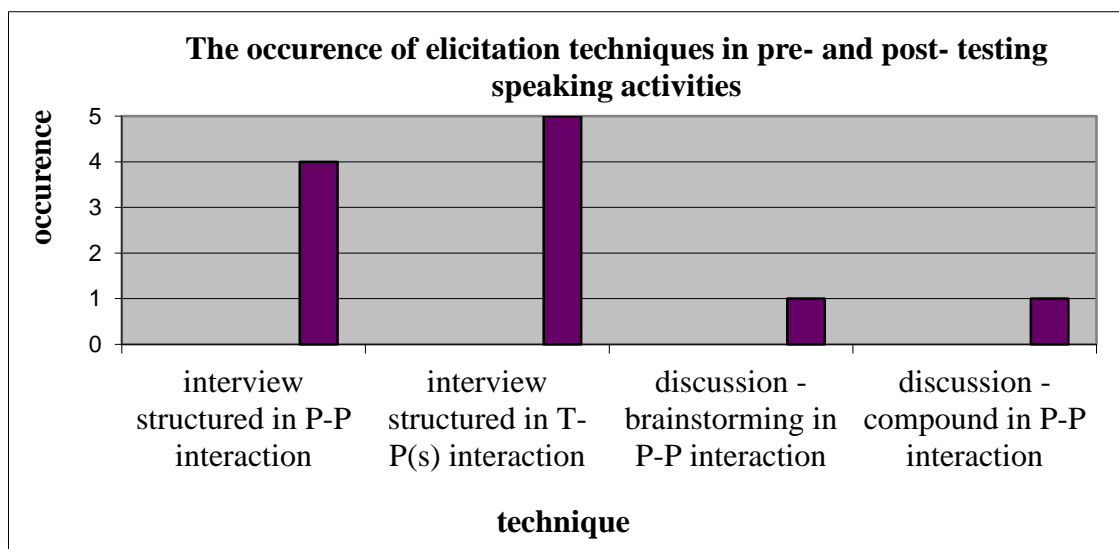
Tab. 2



Once, one of the other techniques, Question and answer, was used to test speaking of pupils at very early stage of their English learning with limited speaking skills. More frequently, reading aloud was involved as the main or complementary technique for testing speaking.

### 2.3.3. Elicitation techniques in pre- and post- testing speaking activities

Tab. 3



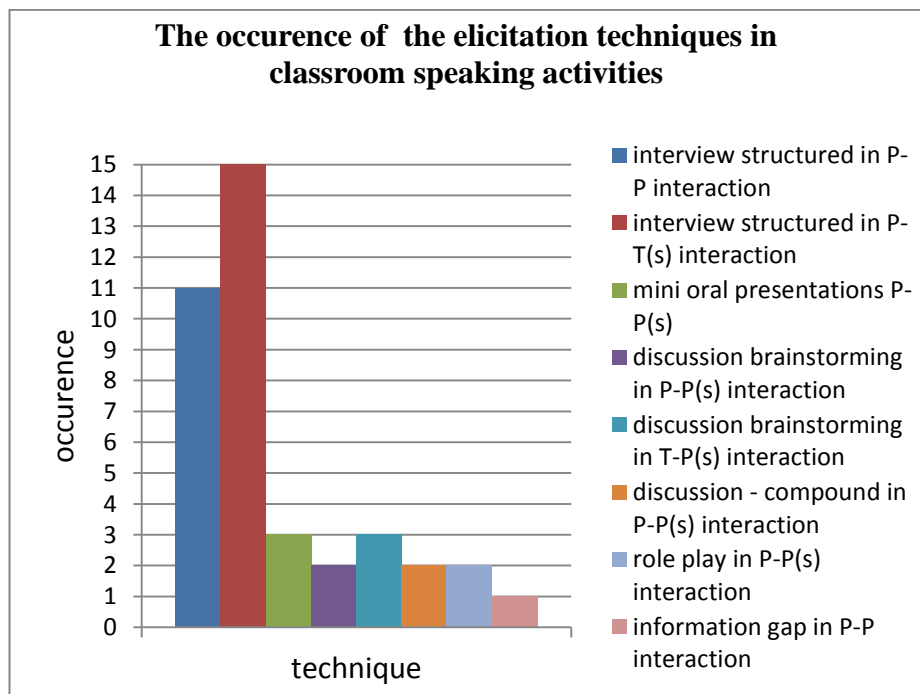
In my observations I also noticed if some pre-or post-testing speaking activities were used as a lead-in or conclusion of testing speaking process.

Following techniques with particular variations could be observed in speaking activities that preceded or followed testing speaking process. The structured interviews in the interaction of the teacher posing questions to the class to elicit pupils' speaking and individual pupils responding were used as most frequent pre- or post- testing speaking activity. Sometimes, pupils were organized into pairs to interview each other according to some structure before the teacher started to assess their speaking, i.e. in pre-testing speaking activities.

#### 2.3.4. Elicitation techniques in classroom speaking activities

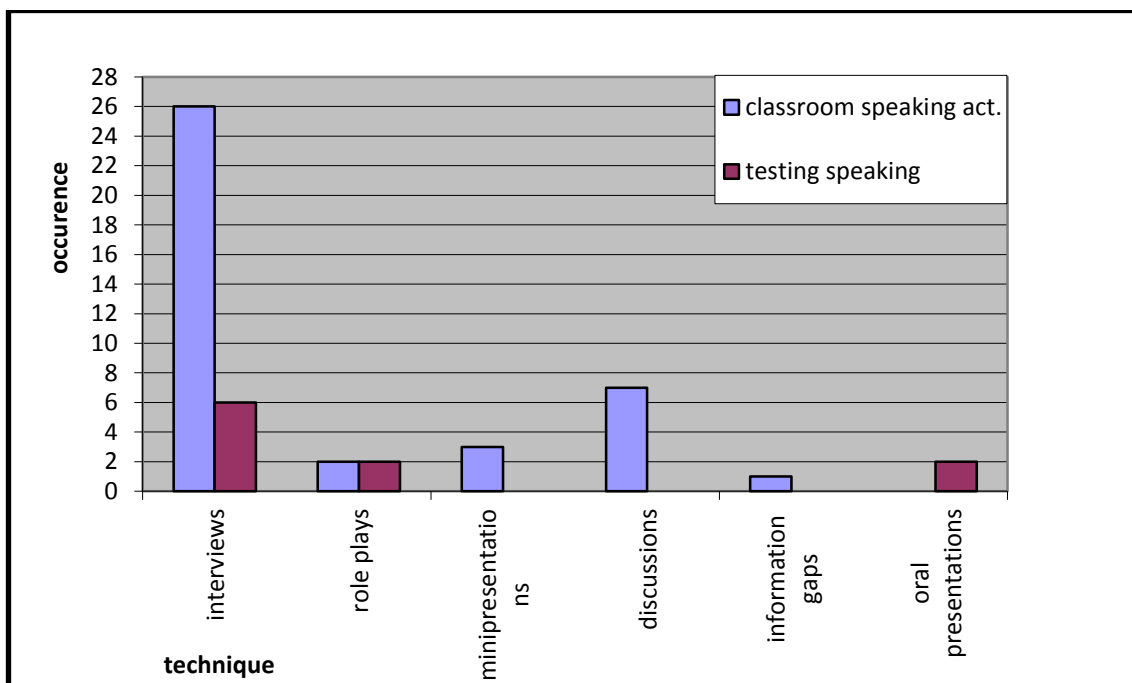
I regard very appreciable and beneficial that a lot of classroom speaking activities appeared at least in the lessons that did not include any testing speaking. Most frequently the teachers asked questions to the whole class to elicit pupils' speaking or pupils were engaged by interviewing each other in pairs or groups following particular structures in both cases of interaction. The used techniques to elicit speaking in classroom activities and their occurrence during my observations are illustrated bellow.

Tab. 4



### 2.3.5. The occurrence of elicitation techniques in testing vs. classroom speaking activities

Tab. 5



To conclude my observations, the comparison of the elicitation techniques that occurred in the testing speaking tasks versus in classroom speaking activities may form a useful overview. Though these are findings representing the results only for a limited period of my observations and generalizations cannot be deduced from them, they show an interesting contrast. More information about techniques that are generally integrated into testing speaking tasks will be consulted with teachers in a semi-structured interview and their responses will be analyzed in the next chapter.

## 3. Semi-structured interviews analysis

### 3.1. Introduction

The observations in lessons allowed me to see some examples of testing speaking in practice and raised some questions for the following interview with teachers. For this purpose I have designed a semi-structured interview sheet (see Appendices 8-14). I interviewed the seven observed teachers individually.

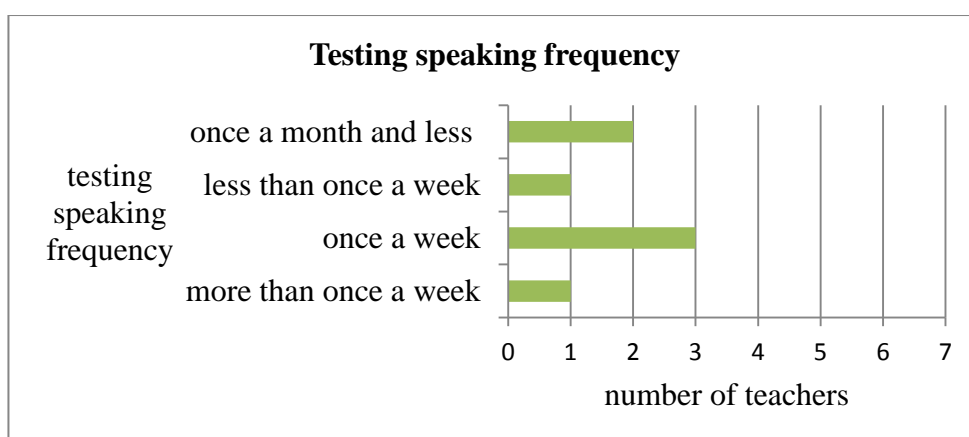
They were invited to express themselves according to their own testing methods and were provided unlimited space for any explanations or descriptions of issues concerning the interviewed topics. Thus, some results from the interview are provided with reasoning. The teachers' responds were compared and analyzed and the conclusions are interpreted and illustrated on diagrams in the following chapter.

### 3.2. Testing speaking – school subjects, frequency, time constraints

The interview was introduced by me defining that the whole interview is concerned with the area of language testing. Then I enquired the teachers about the language skills that are tested in their lessons. All of the teachers declared that they test all four language skills: Reading, Writing, Listening and Speaking. The aim of the second point in the interview was to find out in which subjects is the testing speaking process realized. At the first grade, testing speaking is included in the lessons of *English*. Although I could observe some testing speaking only in the lessons of *Conversation in English* at the second grade, all three interviewed teachers claimed that they test speaking both in *English* and *Conversation in English* lessons.

Out of the seven teachers, six teachers proved that the process of the speaking skill practise outbalances the process of speaking skill testing. One teacher explained that with some groups of pupils there is a necessity to assess all their tasks to keep the pupils attentive and motivated. Testing speaking frequency was the next interviewed issue. The variety in frequency of teachers' inclusion of testing speaking into their lessons is illustrated on the following diagram.

Tab. 6



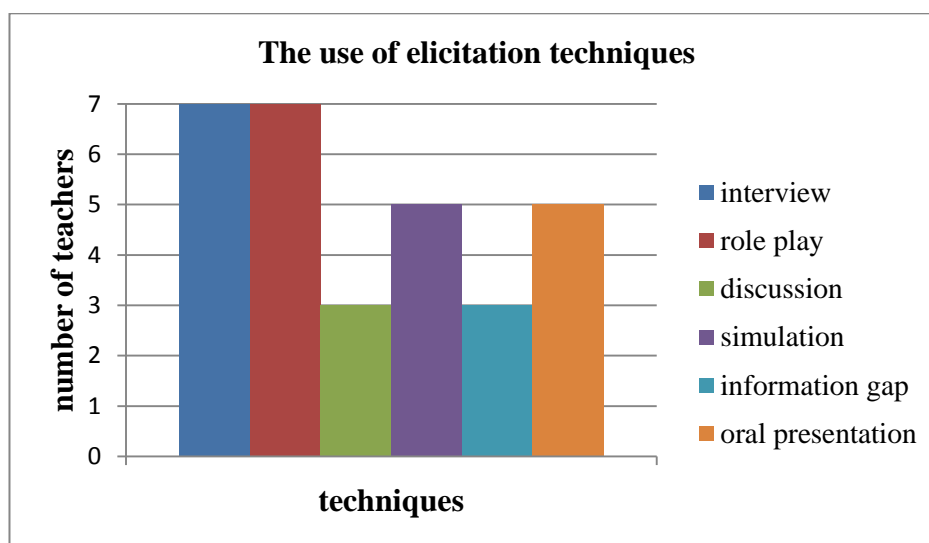


Although most of the teachers answered that they test speaking approximately once a week or more times, also frequency of once a month and less appeared in the responds of two teachers. The teachers at the second grade confirmed that they are used to test speaking more frequently in *Conversation in English* lessons than in regular *English* lessons which might be the reason why I recorded some testing speaking only in *Conversation* lessons during my observations.

Similarly, the results appeared very variable with the issue of how much time is spent by testing speaking in the lesson. Three teachers are used to apply testing speaking tasks with miscellaneous timing which range from ten minutes up to the whole lesson dependent on the testing speaking task character. Two teachers answered that testing speaking usually takes up to thirty minutes and two other teachers do not test speaking longer than for fifteen minutes. To compare the findings from my observations with teachers' responds, I recorded either brief testing speaking lasting ten to fifteen minutes or longer testing speaking taking time of twenty to thirty minutes. As the teachers confirmed during the interviews, the timing varies according to a speaking task character. Structural interviews based on structural pre-communicative activities are less time-consuming than oral presentations.

### 3.3. Testing speaking tasks – techniques, interaction patterns, task materials

Tab. 7



The crucial point of the interview is represented by the issues concerning elicitation techniques that are applied in testing speaking processes. The techniques utilized by most teachers and less integrated techniques are interpreted in the graph. If we compare the results from teacher's responds with the occurrence of elicitation techniques in observed lessons (see 2.3.1.Elicitation techniques in testing tasks, tab. 1), the findings about the elicitation techniques interview, role play and oral presentation as the most applied by teachers agree with what I observed in the lessons. The discrepancies in the results of the simulation technique use may arise from its interchangeability with role play technique, as explained in the theoretical part (see 4.2.5.Simulations).

The expressed reason for the low inclusion of information gap technique into the testing speaking tasks is the lack of available materials. The teachers mentioned that they use the tasks based on information gap more in optional subject *English course* and more likely they integrate information gap into having-fun-tasks than into testing speaking tasks. As well with discussions, teachers prefer to use discussion technique in classroom speaking activities. What I found positive is that the teachers at the first grade confirmed the use of discussion technique in their lessons and added that children favour expressing their opinions and views in general, so why not get them used to discussions in English.

Further on, I was interested in the teachers' use of interaction patterns in testing speaking process. All the teachers responded that most frequently they organize pupils into pairs since they regard it the most effective form how to fairly examine pupils' speaking skill. Five teachers alternate the pupil-pupil interaction with the teacher-pupil interaction pattern and only four teachers out of seven answered that they sometimes organize pupils into groups. However, they consider it demanding to assess the speaking skill of all participants in a group fairly since the speaking performances of some candidates may overwhelm the performances of others who do not even get enough opportunity to express themselves. Thus the teachers organize the pupils into small groups of at most three pupils if the speaking task is based on a groupwork.

Concerning the speaking task materials, the teachers utilize both textbooks and additional materials, such as visual materials – pictures, flashcards, presentations,

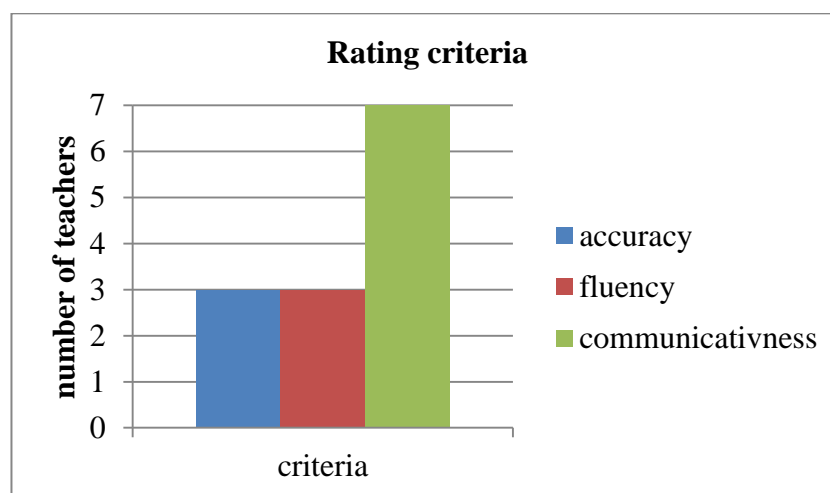
books, cartoons, English magazines, or audio materials – songs, listenings. Most teachers also support the use of authentic materials, for instance, original books, newspapers in English, things from real-life use – hats and clothes to play theatre in English.

### 3.4. Speaking assessment – forms of assessment, rating criteria, scoring

During my observations I recorded the testing speaking processes that were described in the previous chapter (see 2.Observed testing speaking analysis) However, concerning the speaking assessment, information about the types of assessment and rating criteria that the teachers use to decide about the final scoring needed to be completed through the direct talk with teachers.

The teachers confirmed my assumptions that I acquired during the observations as they all responded that the assessment of the pupils’ speaking performance is based on the overall quality, i.e. the assess holistically. Although the teachers admitted that they do not design a holistic scale, they mentioned some criteria which are taken in account in the rating process.

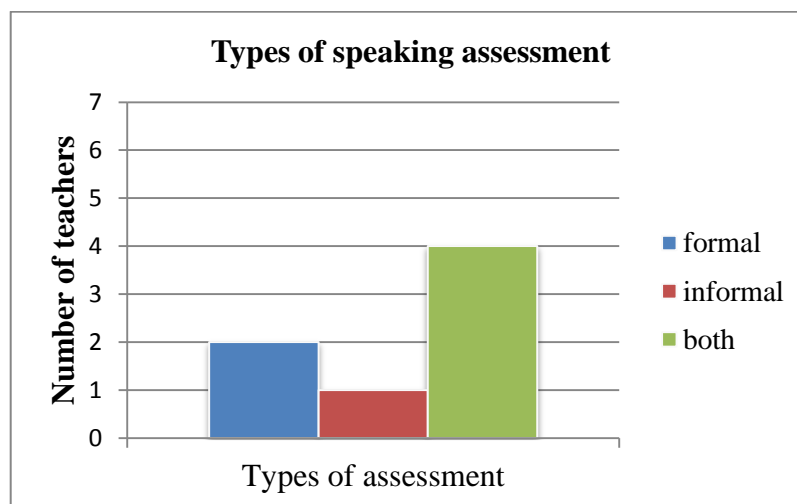
Tab. 8



Communicativeness was marked as the main important criteria by all seven teachers’. Three teachers added fluency and three teachers included accuracy in grammar, vocabulary and pronunciation as significant rating criteria. The teachers provide space for feedback right after the performance by peer correction and then by teacher’s correction of errors or mistakes.

Two teachers at the second grade pointed at the differentiations in focusing more on accuracy when testing speaking in *English* lessons and more on communicativeness when testing speaking in *Conversation in English* lessons.

Tab. 9



Both formal and informal assessment strategies are applied on the speaking assessment procedure. Most teachers combine both strategies. Two teachers at the second grade replied that they use only formal assessment for speaking skill and one teacher assesses the speaking skill of the early learners only through informal assessment. The formal assessment produces final scoring in the form of marks 1 to 5 where 1 is the best and 5 is the worst score. The informal assessment varies in the use of cards with bonuses, smile faces, pictures, stickers etc. The speaking assessment represents the last process in the testing cycle, and thus the point of speaking skill assessment came under the last topics of the interview.

The research interviews with teachers proceeded in an open and positive atmosphere. I could recognize that the teachers have each their own established system in testing. They provided me with useful information that completed my findings from observations and thus the conclusions of my testing speaking research were presented. Hopefully, the interviews motivated the teachers to think more about their testing speaking system and, maybe, the interviews also supported the possible improvements in the testing speaking processes at the researched school.

### **3. Conclusion of the practical part**

The aim of my research was to find out if the speaking skill is tested and what elicitation techniques the teachers apply on testing speaking tasks. I realized thirty observations of seven English teachers in first to ninth classes at the primary school to record testing speaking process in practise.

To describe the researched situation of testing speaking at the primary school, the teachers integrate all elicitation techniques (see chapter 4.2.Elicitation techniques) into the testing speaking tasks. However, the use of some techniques outbalances the others. Variations of interview and role play are the most utilized testing speaking techniques.

I would evaluate the research rather successful since my negative hypothesis – testing speaking is a neglected area of language testing at the primary school, was rebuted. According to the findings, teachers are aware of the importance of speaking skill assessment and testing speaking is provided a certain space in English lessons.

## **Conclusion**

I provided detailed conclusions summarizing the findings in both theoretical and practical part. Now, I finally sum up all. My thesis depicted the problem of testing speaking. In the theoretical part I presented different authors' views of testing speaking and compared their contributions. Most important facts concerning each phase of testing speaking process – test planning and preparation, test design and test administration, were explained. Testing speaking represents a broad area of language testing. Thus I focused most specifically on the elicitation techniques and the ways how these techniques can be used in testing speaking process. The classification and analysis of elicitation techniques provides an outline that represents a theoretical base for further research needs in the practical part of my thesis.

In the research I explored the actual situation of testing speaking at a primary school through the methods of direct observations in lessons followed by semi-structured interview with observed teachers. The researched aspects of testing speaking included the elicitations techniques used in testing speaking tasks and their variations; contextual aspects, such as interaction patterns, task materials, time constraints, the level of speaking task communicativeness; and aspects concerning the speaking assessment. The collected data from the observed lessons were continuously analysed and finally summarized in the report supported by graphical demonstrations of results. The findings about testing speaking processes gained over a limited period were complemented by the more generalizable facts obtained in interviews with individual teachers. Finally we got a view over the testing speaking system at the researched primary school.

## Resumé

Ve své diplomové práci se zaměřuji na dovednost mluvení ve výuce anglického jazyka, a to především na možnosti testování dovednosti mluvení. Rozvoj a hodnocení dovednosti mluvení představuje, spolu s dalšími dovednostmi – čtení, psaní, poslech, základ výuky jazyků. Procvičování a testování základních dovedností v jazyce by mělo být vyvážené a význam žádné z nich by neměl být podceňován. I přesto je výuka a testování mluvení stále zanedbanou oblastí ve vyučování a je třeba, aby byla dovednost žáků mluvit v anglickém jazyce učiteli ve výuce podporována, ověřována a hodnocena.

Ve své práci se věnuji především způsobům, tak zvaným ‘podpůrným technikám’, které mohou být využity v testovaných mluvených aktivitách, aby co nejlépe podpořily proces mluvení a poukázaly na patřičné aspekty, které jsou cílem testování. V teoretické části nejdříve nahlédneme stručně do historie testování dovednosti mluvení pro představu, jakou cestou se testy mluvené dovednosti v anglickém jazyce dostali do oblasti vzdělávání. Dále zařadím dovednost mluvení do konceptu řečových dovedností a blíže vysvětlím podstatu mluvení na patřičných teoriích Dell Hymese a Martina Bygate, které popisují strukturu procesu mluvení.

Cílem výuky cizího jazyka a zdokonalováním všech řečových dovedností je schopnost v cizím jazyce komunikovat. Realizace mluveného projevu v jazyce výrazně přispívá k budování komunikativní kompetence. Pro přesnější vyjádření podstaty komunikativní kompetence věnuji další kapitolu představením modelů komunikativní kompetence v teoriích autorů Hymes, Canale a Swain, Bachman, Bachman a Palmer, které pomáhají učitelům ujasnit si vztah mezi výukou mluvení v anglickém jazyce a konceptem jazykové komunikativní schopnosti.

Pohled Littlewooda na komunikativní aktivity ve výuce anglického jazyka nám poskytuje možnost rozlišení různých stupňů dosažené komunikativity v mluvených úkolech pro žáky a uvědomit si, na jaké úrovni komunikace jsou aktivity založeny v souvislosti se schopností komunikovat v reálné situaci. Dané dělení komunikativních aktivit dle Littlewooda jsem ve své práci použila i pro hodnocení mluvených úkolů použitých při testování mluvené dovednosti učitelů anglického jazyka na zkoumané základní škole.

Od charakteristiky mluvené dovednosti a komunikativní kompetence se dostáváme k procesu testování pokroku v mluvení v jazyce. Aby bylo možné ověřit pokrok žáků a zjistit silné a slabší stránky v jejich mluveném projevu v anglickém jazyce, je nezbytné realizovat proces testování. Pro vytvoření testu mluvené dovednosti, který splní stanovené cíle, tzv. 'nejlepšího testu', je nezbytné se při jeho přípravě řídit určitými kritérii, které by měl test splňovat a doporučenými vlastnostmi, kterými může být charakterizován. Tyto jsou vysvětleny ve třetí kapitole týkající se přípravy testu. Dalším důležitým krokem je přizpůsobit obsah testu stanovenému cíli, nebo-li řídit se důvodem, proč je test aplikován, čeho chceme dosáhnout, jaké informace potřebujeme zjistit prostřednictvím výsledků z testu, např. úroveň pokročilosti žáků apod.

S pomocí jasných cílů, požadavků a kritérií pro daný test přecházíme k fázi přípravy konkrétních úkolů pro test mluvené dovednosti, které jsou navrženy na základě různých aspektů – obsah, technika, organizace kandidátů, materiály, pomůcky. Typy mluvených testových úkolů je možné dělit dle různých hledisek. V diplomové práci je použito dělení dle použitých 'podpůrných technik', jejíž pomocí je podněcen mluvený projev kandidáta. Charakteristika, analýza a zhodnocení jednotlivých technik představuje centrální téma práce. V kapitole 4 jsou rozebrány jednotlivé techniky, jejich variace, možné použití v různých typech interakce, zhodnocení pozitivních i negativních aspektů. Samostatná podkapitola je věnována využití pomůcek a materiálů, jejich významné roli pro podporu mluvení.

Rozhodla jsem se ve své práci zmínit i některé další techniky, které jsou často v praxi používány pro účely testování mluvené dovednosti, ovšem z jistých důvodů nejsou doporučovány nebo dokonce nejsou platné, protože díky nim nejsme schopni ověřit dovednost žáků mluvit v dané řeči, ale například pouze úroveň jejich jazykových prostředků, např. výslovnost. Nebo se může při použití některých z uvedených technik stát, že díky nevhodnému principu techniky kandidát nezíská možnost prokázat své mluvené dovednosti.

S procesem testování je nedílně spjata i ohodnocení předvedených dovedností, mluveného projevu v případě testování mluvení, jemuž věnuji poslední kapitolu 5 teoretické části práce. V úvodu rozlišuji základní formy hodnocení používané ve školním prostředí.



Dále se soustředím především na proces formálního hodnocení, jehož výsledky vyjadřují úroveň mluvené dovednosti kandidátů testu rozlišením úspěšnosti, tzv. skóre, které může mít například formu bodování či známkování. Kromě formálního hodnocení se můžeme v praxi setkat s hodnocením neformálním, které je v případě hodnocení mluvené dovednosti založeno na sledování žáků učitelem při běžných aktivitách v hodině angličtiny, kdy žáci, narozdíl od formálního hodnocení, nejsou upozorněni předem o probíhající hodnocení, ale mohou být odměněni neformálně, např. obrázkem, plusem.

Učitel se může rozhodnout hodnotit mluvené aktivity holisticky nebo analyticky. V prvním případě se jedná o hodnocení na základě všeobecného subjektivního dojmu z mluveného projevu žáků a hodnotící měřítko většinou obsahuje pouze všeobecná kritéria. Naopak pro analytické hodnocení je navrženo více kategorií, které popisují úroveň použité řečové dovednosti a jazykových prostředků v podrobném měřítku. Jako alternativu může učitel navrhnout holistické nebo analytické hodnotící dotazníky vymezující atributy mluvené dovednosti, které by měli být obsaženy v dané mluvené úloze. Na závěr kapitoly připomínám nezbytné dodržení kritérií validity a reliability při procesu hodnocení a výsledné interpretaci výsledků, tzn. zajištění platného a důsledného hodnocení.

V praktické části mé diplomové práce zkoumám aktuální situaci testování mluvené dovednosti na základní škole prostřednictvím výzkumných metod přímého pozorování následované polo-strukturovanými rozhovory s učiteli. Cílem mého empirického výzkumu je zjistit, jestli je mluvená dovednost testována a jaké 'podpůrné techniky' jsou aplikovány do testových mluvených úloh. Dále se koncentruji na specifikaci variace použité techniky, interakční formu, která je zvolena pro danou techniku, doplňující materiály a pomůcky, frekvenci a časové rozmezí testování mluvení. Všímám si také toho, jak je proces testování mluvení zasazen do dalších výukových aktivit. Zaznamenány jsou tedy i pozorované před- a po- testové výukové aktivity.

Na zkoumané základní škole mi bylo umožněno navštívit třicet hodin u sedmi různých učitelů anglického jazyka. Jelikož jsem shlédla výuku anglického jazyka ve všech ročnících 1. – 9., mohla jsem vyvodit určitá zevšeobecnění z výsledných dat procesu pozorování a dále probrat tato zjištění s jednotlivými učiteli ve finálním interview.

Určitá forma ověřování mluvené dovednosti žáků byla vypořazována ve vyučovacím procesu každého ze sedmi učitelů. Ve výzkumu jsem se zaměřila na problematiku testování mluvení z pohledu učitele. Analýza vyučovacích jednotek, ve kterých se objevil zkoumaný jev, je proto rozdělena dle učitelů označených A až G. Jelikož se poznatky z aplikace testování mluvení liší faktem, že na prvním stupni byl jev zachycen v hodinách předmětu *Anglický jazyk* a na druhém stupni pouze v předmětu *Konverzace v anglickém jazyce*, analyzuji použití testování mluvení nejdříve u čtyř učitelů v *Anglickém jazyce* prvního stupně a později u třech vyučujících *Konverzace v AJ* druhého stupně.

Vyzkoumané hodnoty ze všech analyzovaných jevů jsou dále vyhodnoceny a graficky vyobrazeny v závěrečné zprávě. Následně zde prezentuji klíčové zjištění z observovaných hodin. Nejpoužívanější technikou pro testování mluvení bylo strukturované interview v interakci dvou žáků kdežto při před- a po- testování učitelé využívali nejčastěji strukturované interview v interakci učitel, žák stejně jako pro nehodnocené mluvené aktivity ve třídě. Tyto údaje jsou připraveny k další fázi výzkumu, rozhovorům s učiteli, jejíž cílem je vyzjistit, jaký je jejich systém testování mluvení co se týče zmíněných zkoumaných jevů a také doplnit neúplné údaje z fáze pozorování, např. ohledně systému hodnocení mluvené dovednosti.

Poznatky získané z interview s učiteli jsou opět zachycené graficky a analyzovány, popřípadě některé jevy odůvodněny dle výpovědí kantorů. Všichni z dotazovaných učitelů se shodli v zařazení interview a role play jako technik, které integrují do úkolů při testování mluvení. Dále většina učitelů ověřuje dovednost mluvení technikou prezentace na určité téma a používané jsou také simulace. Diskuze zařazují učitelé více do běžných konverzačních aktivit ve třídě a volí tuto techniku pro testování málokdy. Nízká využívanost techniky ‘information gap’ při testování i nehodnocených mluvených aktivitách byla odůvodněna nedostatkem materiálů.

Zajímavé jsou také výsledky promluvy s učiteli o frekvenci testování mluvení, které se velmi odlišují u jednotlivých učitelů. Někteří testují mluvení přibližně jednou za týden, jiní ovšem pouze jednou za měsíc nebo méně. Nejčastěji jsou žáci testováni ve dvojici nebo interakci učitel-žák. Pokud je využívána skupinová práce při ověřování mluvených dovedností, učitelé organizují žáky maximálně do trojic. Hodnocení mluvené dovednosti ve větších skupinách označili učitelé jako náročné a vyjádřili obavy z nevyváženosti příležitostí žáků projevit se ve skupině.

Co se týče hodnocení žáků, učitelé v rozhovoru potvrdili mé domněnky o použití výhradně holistického hodnocení. Základním kritériem pro hodnocení mluvené dovednosti byla úroveň komunikativnosti žáků, dále se u mluveného projevu přihlíží na plynulost a také přesnost – gramatickou, slovní a výslovnostní. Hodnotí se formálně i neformálně, s tím, že neformální hodnocení se týká především žáků v rané fázi učení se anglického jazyka na prvním stupni. Na druhém stupni jsou mluvené projevy známkovány, popř. je neformální hodnocení – např. plusy, doplňující.

Cílem mého výzkumu bylo zjistit aktuální situaci problematiky testování mluvené dovednosti – zda je testována a které z technik jsou integrovány do testových úkolů. Shrneme-li nyní stručně výsledky výzkumu na dané základní škole, podrobně prezentované v praktické části mé práce, mluvená dovednost je testována s pomocí všech technik definovaných v teoretické části, ovšem v rozdílné míře používanosti.

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## **APPENDICES**

## APPENDIX 1

*Aim of the lesson: Pupils have revised vocabulary concerning qualities and parameters of animals, form sentences to compare animals while practising speaking skill in pairwork interviews and the accuracy, fluency and communicativeness of their speaking performances were assessed.*

**TEACHER A** Class: 3.A Number of pupils: 9  
**holistic, informal – smile face cards (only some pupils)**

**Assessment:**

Activity	Elicitation Technique Name/ Variety	Interaction pattern	Description of the elicitation technique used	Focus of testing Skill(s)/ subskill(s)	Littlewood classif. Communic. x pre- Communic. act.	Time	Task materials
Pre- testing  Warm- up Speaking activity	Mini- present ation	P-Ps,T	Animal comparison game – Ps get each an animal and according to particular adjective compare the animals, Ps have to stand up in a row in front of the classroom according to their animals’ parametres.	Accuracy – grammar, pronuncia tion	Pre- communicativ e structural	5 Min	Flashcards – pictures of animals, adjectives
<b>Testing speakin g</b>	<b>Struct ured intervi ew</b>	<b>P-P</b>	<b>Pupils compare parametres of their animals in pairs and communicate comparisons</b>	<b>Accuracy , fluency, communi cative- ness</b>	<b>Pre- communicat. with some communicati ve function</b>	<b>10 Min</b>	<b>Picture small cards with an animal and its parameters – height, weight, lenght etc.</b>
Post- testing  Speaking activity	Questio n and answer, intervie w	P-P, P	Each pupil gets a picture of an animal and is not allowed to show other classmates so that they could guess their animal.  Have you got an elephant?  Yes. No.	communi cativenes s	Pre- communicativ e structural	5 min	Animal picture cards



## APPENDIX 2

*Aim of the lesson: Pupils have revised questions and answers concerning their favourite and not favourite food in communicative tasks. Pupils were rewarded and assessed verbally for their speaking performances.*

**TEACHER B**                      Class: 2.B                      Number of pupils: 10                      **Assessment: holistic, informal**  
**assessment – pictures as rewards**

Activity	Elicitation	Inter	Description of the elicitation technique used	Focus of testing	Littlewood classif.	Time	Task materials
Pre- /Post- Testing/ Other	Technique(s)  Name/Variety	action pattern		Skill(s)/subskill(s)	Communic. x pre-  Communic. act.		
Pre-testing speaking activity 1	Interview structured Question and answer	T-P  P-T	Activity to practise food likes and dislikes  Teacher shows a picture card and asks What is this? Pupil responds e.g. ice cream.  Do you like ice-cream? Yes, I like ice-cream.	Accuracy – grammar structures, pronunciation	Pre-communicative structural with some communic. function	5min	Picture food flashcards
Pre-testing speaking activity 2	Interview structured	P-P  P-Ps  Pairs or groups	Pupils ask interview each other to find out which of the presented food their partner(s) like(s) or dislike(s) and note down ticks or crosses.	Accuracy, fluency, communicativeness	Pre-communicat. structural with some communic. function	10 min	Questionnaire – to put ticks or crosses about partner’s likes x dislikes
Testing	Interview unstructured  Question and answer	T-Ps  Ps-T  P-T	Teacher asks a question and rewards correct answer. The speaking task is in the form of Game – 3 pupils in a row, those who answer appropriately, get reward.  <i>What is this in English? A banana. What colour is Nela’s jumper? Blue.</i>	Accuracy – grammar, pronunciation	Structural communicative with some com. function	15 min	No or just gestures or flashcards, real subjects (Nela’s jumper)

### APPENDIX 3

*Aim of the lesson: Pupils have practised pronunciation, revised vocabulary and practised speaking by asking questions about pictures, their fluency and accuracy in using correct grammar structures were assessed.*

**TEACHER C**      Class: 1.C      Number of pupils: 8      **Assessment: holistic, informal – cards *Well done* to stick into books (only for some pupils)**

Activity	Elicitation Technique(s) Name/Variety	Inter action pattern	Description of the elicitation technique used	Focus of testing Skill(s)/subskill(s)	Littlewood classif.  Communic. x pre-  Communic. act.	Time	Task materials
Pre- testing Listening, pronunciation  Pre- testing Speaking	Question and answer  Interview structured	T-Ps  Ps-T  T-Ps	Alphabet in a song, pronunciation practise in singing  What is D for? DAD.  What is J for? JACK.	Accuracy – pronunciation  Accuracy - pronunciation		5min  3min	Alphabet sounds in pictures in textbook  Flashcard s for Alphabet sounds practise
Testing speaking	Question and answer, structured interview	P-P	Spot the difference in pictures. Pupils ask and answer questions about two different pictures of animals in Safari.	Accuracy – structures, pronunciation  communicative ness	Pre- communicative structural	10 min	Two different pictures differing in animals and their position (on the palm x tree)
Post- testing speaking	Question and answer controlled structured interview	T-Ps  P-T  Ps-T	The teacher poses questions concerning activities the pupils can do. Pupils respond. <i>Children, can you jump?Yes!Try it!</i>	Accuracy – grammar structures  Communicativen ess	Pre- communicat. with communicat. function	5min	No.

#### APPENDIX 4

*Aim of the lesson: Pupils have been assessed for their pronunciation and fluency through reading aloud and read role plays.*

**TEACHER D**

Class: 4.C

Number of pupils: 9

Activity	Elicitation Technique(s) Name/Variety	Interaction pattern	Description of the elicitation technique used	Focus of testing Skill(s)/subskill(s)	Littlewood classif. Communic. x pre- Communic. act.	Time	Task materials
Pre- testing speaking activity	Question and answer  Structured interview	T-Ps  P-T	In the communicative game <i>Guess my job</i> the teacher is representing a job, pupils are guessing, the teacher may provide more cues.  <i>I cure ill animals.</i>  <i>Are you a vet?</i>	Accuracy – vocabulary, pronunciation	Pre- communicat. with some communic. Function	10 min	No
Testing speaking  Task 1	Reading aloud (other techniques)	P-Ps  P-T	Each pupil reads a passage in a text about diverse kinds of jobs	Accuracy – pronunciation, Fluency	Not communicative	15 min	A text from a textbook
Task 2	Role play  Reading aloud  Interview structured	P-P  P-Ps	Pupils each read their role aloud from the script. Pupils are not allowed to improvise and thus change the task into more communicative .	Pronunciation  Fluency	Not communicative	15 min	Story in a textbook

Assessment: task 1 – holistic, formal assessment, scoring by marks 1-5, task 2 – holistic, informal – pictures as rewards

## APPENDIX 5

*Aim of the lesson: Pupils have revised phrases and vocabulary needed for being able to buy sth. in the shops. They also learn new vocabulary and phrases connected to the topic WEATHER and communicated in English to discuss the ideas about Spring in pairs.*

TEACHER E

Class: 6.A

Number of pupils: 13

Activity	Elicitation Technique(s) Name/Variety	Inter action pattern	Description of the elicitation technique used	Focus of testing Skill(s)/subskill(s)	Littlewood classif.  Communic. x pre-  Communic. act.	Time	Task materials
Testing speaking	Role play simple  Interview structured	P-P	Pupils present prepared dialogues between a shop assistant and a customer.	Accuracy – vocabulary, grammar, pronunciation  Fluency	Functional communicative	15 min	no
Post- testing speaking activities	Interviews structured  Discussions brainstorming	T-Ps  P-T	The teacher asks pupils questions about the actual state of weather, their favourite weather, seasons in the year	Communicativeness  Accuracy - vocabulary	Communicative structural with some comm. Function Functional	10 min	Handouts with pictures, new vocab, phrases, topics for discussion
	Discussions brainstorming, organising  Interview structured	P-P  P-Ps	Pupils discuss in pairs or groups the issues concerning Spring. <i>What do you like about spring?The long winter ends and warm weather comes.</i>	Communicativeness	Communicative functional	10 min	Handouts with pictures, new vocab, phrases, topics for discussion

Assessment: holistic, formal – scoring by marks 1-5

## APPENDIX 6

*Aim of the lesson: Pupils have revised how to express qualities by describing their favourite animal in presentations. Pupils have improved their presentation skills in English.*

TEACHER F

Class: 6.C

Number of pupils: 11

Activity	Elicitation Technique(s) Name/Variety	Interaction pattern	Description of the elicitation technique used	Focus of testing Skill(s)/subskill(s)	Littlewood classif. Communic. x pre- Communic. act.	Time	Task materials
Testing speaking	Oral presentation – prepared, partly reading aloud	P-Ps P-T	Pupils are presenting facts that they have learnt about their favourite animal.	Accuracy – pronunciation Fluency	Pre-communic. structural – drilled text	15 min	Written presentation with pictures.
Post-testing speaking activity	Question and answer, Interview structured Discussion - brainstorming	T-P(s) P-T	The teacher asks diverse questions about new topic Scotland.  <i>Why do people visit Scotland?</i>  <i>Because they want to see Lochness monster.</i>	communicativeness	Communicative functional		any materials about Scotland – maps, pictures, text (provided handouts or authentic materials – maps, atlases)

Assessment: holistic, formal – scoring by marks 1-5.

## APPENDIX 7

*Aim of the lesson: Pupils have presented their project about the life of a famous person and they have improved their presentation skills. Later on pupils have revised factual information about Tudor Times through speaking activity. They have practised working on task as a group and discuss issues in English.*

**TEACHER G**    Class: 8.A    Number of pupils: 11

Activity	Elicitation Technique(s) Name/Variety	Inter action pattern	Description of the elicitation technique used	Focus of testing Skill(s)/subskill(s)	Littlewood classif.  Communic. x pre-  Communic. act.	Time	Task materials
Testing speaking	Oral presentation – prepared  follow-up discussion	P-Ps P-T  P-P	Pupils have prepared a project on a famous person biography – Shakespeare, Lady Diana, John Lennon, Michael Jackson	Accuracy – grammar, vocabulary, pronunciation  Fluency  Communicativeness in discussion	Pre- communic. structural – drills  Communicative functional	20 min  5 min	Projects with biographies, pictures
Post- testing activity	Discussions – brainstorming and organising	P-P P-Ps	Pupils discuss (brainstorm) in groups what they can remember about Tudor Times, make notes and organise the info into sentences to present the results of the task, one representant of the group presents the final report.	Communicativeness speaking	Communicative functional	20 min	Articles, worksheets with pictures, texts from previous lessons on Tudor Times

**Assessment: holistic, formal – scoring by marks 1-5**

## **APPENDIX 8**

### **Testing speaking research**

#### **Semi-structured interview sheet**

##### **A**

- 1) Které řečové dovednosti jsou testovány ve výuce anglického jazyka?

Reading ☺

Writing ☺

Listening ☺

Speaking ☺

- 2) Ověřování mluvených dovedností – Testing Speaking je realizováno ve výuce předmětu:

**Anglický jazyk**

Konverzace v AJ

Obojí

- 3) Které zaměření ve výuce převažuje?

**Procvičování mluvených dovedností – Speaking skill practise**

Ověřování mluvených dovedností – Testing speaking

- 4) Jak často je zařazeno Testing Speaking do výuky?

**Častěji než 1x týdně**

Méně než 1x týdně

1x týdně

1x za měsíc

Méně

5) Jaký časový úsek je věnován testování mluvních dovedností v hodinách?

**Do 15 minut**

**Do 30 minut**

**I více. Někdy je Testing Speaking věnována celá hodina**

Záleží na typu úlohy.  
Pokud děti hrají divadlo, může zabrat i celou hodinu.

6) Které z následujících technik jsou používány pro Testing Speaking?

**Interview**

Diskuze

Information Gap

**Role play**

Simulace

**Prezentace**

7) Které ze způsobů interakce jsou používány při Testing Speaking?

Individuálně - interakce Zkoušející-Žák

**Ve dvojicích – interakce Žák-Žák**

**Ve skupinách – interakce Žák-Žáci**

Nezasahování – děti jsou schopny se opravit sami.

8) Na jaké aspekty je kladen primární důraz při

Testing Speaking

Přesnost (gramatická, slovní, výslovnostní)

Plynulost

**Komunikativnost**

9) Jaké materiály se Vám osvědčují pro podporu mluvení při testování?

**Učebnice**

**Doplňkové materiály – obrázky, texty, poslechy, prezentace a další**

Autentické předměty

10) Jakou formou hodnotíte dovednost Mluvení?

**Formální hodnocení – známkování**

**Neformální hodnocení – odměny, pochvaly, slovně**



## APPENDIX 9

### Testing speaking research

#### Semi-structured interview sheet

#### B

11) Které řečové dovednosti jsou testovány ve výuce anglického jazyka?

Reading ☺

Writing ☺

Listening ☺

Speaking ☺

12) Ověřování mluvených dovedností – Testing Speaking je realizováno ve výuce předmětu:

**Anglický jazyk**

Konverzace v AJ

Obojí

13) Které zaměření ve výuce převažuje?

**Procvičování mluvených dovedností – Speaking skill practise**

Ověřování mluvených dovedností – Testing speaking

14) Jak často je zařazeno Testing Speaking do výuky?

Častěji než 1x týdně

Méně než 1x týdně

**1x týdně**

1x za měsíc

Méně

15) Jaký časový úsek je věnován testování mluvních dovedností v hodinách?

**Do 15 minut**

I méně

Do 30 minut

I více. Někdy je Testing Speaking věnována celá hodina

16) Které z následujících technik jsou používány pro Testing Speaking?

**Interview**

**Diskuze**

**Information Gap**

**Role play**

**Simulace**

**Prezentace**

Od 4. třídy PROJEKTY -  
prezentace

17) Které ze způsobů interakce jsou používány při Testing Speaking?

**Individuálně - interakce Zkoušející-Žák**

**Ve dvojicích – interakce Žák-Žák**

**Ve skupinách – interakce Žák-Žáci**

18) Na jaké aspekty je kladen primární důraz při Testing Speaking

Přesnost (gramatická, slovní, **výslovnostní**)

Pokud se vyskytne SOUND, který  
neexistuje, oprava ihned

Plynulost

**Komunikativnost**

19) Jaké materiály se Vám osvědčují pro podporu mluvení při testování?

**Učebnice**

**Doplňkové materiály – obrázky, texty, poslechy, prezentace a další**

**Autentické předměty**

Děti nosí předměty – např. klobouky, noviny

20) Jakou formou hodnotíte dovednost Mluvení?

**Formální hodnocení – známkování**

**Neformální hodnocení – odměny, pochvaly, slovně**

## APPENDIX 10

### Testing speaking research

#### Semi-structured interview sheet

#### C

21) Které řečové dovednosti jsou testovány ve výuce anglického jazyka?

Reading ☺

Writing ☺

Listening ☺

Speaking ☺

22) Ověřování mluvených dovedností – Testing Speaking je realizováno ve výuce předmětu:

**Anglický jazyk**

Konverzace v AJ

Obojí

23) Které zaměření ve výuce převažuje?

**Procvičování mluvených dovedností – Speaking skill practise**

**Ověřování mluvených dovedností – Testing speaking**

Záleží na třídě – nezvladatelná - testování
--

24) Jak často je zařazeno Testing Speaking do výuky?

Častěji než 1x týdně

Méně než 1x týdně

1x týdně

**1x za měsíc**

**Méně**

25) Jaký časový úsek je věnován testování mluvních dovedností v hodinách?

Do 15 minut

Do 30 minut

**I více. Někdy je Testing Speaking věnována celá hodina**

26) Které z následujících technik jsou používány pro Testing Speaking?

**Interview**

**Diskuze**

**Information Gap**

Velmi zřídka

**Role play**

Simulace

Prezentace

27) Které ze způsobů interakce jsou používány při Testing Speaking?

Individuálně - interakce Zkoušející-Žák

**Ve dvojicích – interakce Žák-Žák**

Ve skupinách – interakce Žák-Žáci

28) Na jaké aspekty je kladen primární důraz při Testing Speaking

**Přesnost (gramatická, slovní, výslovnostní)**

Plynulost

**Komunikativnost**

29) Jaké materiály se Vám osvědčují pro podporu mluvení při testování?

**Učebnice**

**Doplňkové materiály – obrázky, texty, poslechy, prezentace a další**

**Autentické předměty**

30) Jakou formou hodnotíte dovednost Mluvení?

Formální hodnocení – známkování

**Neformální hodnocení – odměny, pochvaly, slovně**

## APPENDIX 11

### Testing speaking research

#### Semi-structured interview sheet

#### D

31) Které řečové dovednosti jsou testovány ve výuce anglického jazyka?

Reading ☺

Writing ☺

Listening ☺

Speaking ☺

32) Ověřování mluvených dovedností – Testing Speaking je realizováno ve výuce předmětu:

**Anglický jazyk**

Konverzace v AJ

Obojí

33) Které zaměření ve výuce převažuje?

**Procvičování mluvených dovedností – Speaking skill practise**

Ověřování mluvených dovedností – Testing speaking

34) Jak často je zařazeno Testing Speaking do výuky?

Častěji než 1x týdně

**Méně než 1x týdně**

1x týdně

1x za měsíc

Méně

35) Jaký časový úsek je věnován testování mluvních dovedností v hodinách?

Do 15 minut

**Do 30 minut**

I více. Někdy je Testing Speaking věnována celá hodina

36) Které z následujících technik jsou používány pro Testing Speaking?

**Interview**

Diskuze

**Information Gap**

**Role play**

**Simulace**

**Prezentace**

37) Které ze způsobů interakce jsou používány při Testing Speaking?

**Individuálně - interakce Zkoušející-Žák**

**Ve dvojicích – interakce Žák-Žák**

**Ve skupinách – interakce Žák-Žáci**

38) Na jaké aspekty je kladen primární důraz při Testing Speaking

**Přesnost (gramatická, slovní, výslovnostní)**

**Plynulost**

**Komunikativnost**

39) Jaké materiály se Vám osvědčují pro podporu mluvení při testování?

**Učebnice**

**Doplňkové materiály – obrázky, texty, poslechy, prezentace a další**

**Autentické předměty**

40) Jakou formou hodnotíte dovednost Mluvení?

**Formální hodnocení – známkování**

**Neformální hodnocení – odměny, pochvaly, slovně**

## APPENDIX 12

### Testing speaking research

#### Semi-structured interview sheet

#### E

41) Které řečové dovednosti jsou testovány ve výuce anglického jazyka?

Reading ☺

Writing ☺

Listening ☺

Speaking ☺

42) Ověřování mluvených dovedností – Testing Speaking je realizováno ve výuce předmětu:

**Anglický jazyk**

**Konverzace v AJ**

43) Které zaměření ve výuce převažuje?

**Procvičování mluvených dovedností – Speaking skill practise**

Ověřování mluvených dovedností – Testing speaking

44) Jak často je zařazeno Testing Speaking do výuky?

Častěji než 1x týdně

Méně než 1x týdně

1x týdně

**1x za měsíc**

Méně

45) Jaký časový úsek je věnován testování mluvních dovedností v hodinách?

Do 15 minut

**Do 30 minut**

I více. Někdy je Testing Speaking věnována celá hodina

46) Které z následujících technik jsou používány pro Testing Speaking?

**Interview**

Diskuze

Information Gap

**Role play**

**Simulace**

**Prezentace**

47) Které ze způsobů interakce jsou používány při Testing Speaking?

**Individuálně - interakce Zkoušející-Žák**

**Ve dvojicích – interakce Žák-Žák**

**Ve skupinách – interakce Žák-Žáci**

Max 3 žáci ve skupině
-----------------------

48) Na jaké aspekty je kladen primární důraz při Testing Speaking

Přesnost (gramatická, slovní, výslovnostní)

Plynulost

**Komunikativnost**

49) Jaké materiály se Vám osvědčují pro podporu mluvení při testování?

**Učebnice**

**Doplňkové materiály – obrázky, texty, poslechy, prezentace a další**

**Autentické předměty – English books, magazines, newspapers**

50) Jakou formou hodnotíte dovednost Mluvení?

**Formální hodnocení – známkování**

Neformální hodnocení – odměny, pochvaly, slovně



## APPENDIX 13

### Testing speaking research

#### Semi-structured interview sheet

51) Které řečové dovednosti jsou testovány ve výuce anglického jazyka?

Reading ☺

Writing ☺

Listening ☺

Speaking ☺

52) Ověřování mluvených dovedností – Testing Speaking je realizováno ve výuce předmětu:

**Anglický jazyk**

**Konverzace v AJ**

53) Které zaměření ve výuce převažuje?

Vyvážené
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Procvičování mluvených dovedností – Speaking skill practise

Ověřování mluvených dovedností – Testing speaking

54) Jak často je zařazeno Testing Speaking do výuky?

**Častěji než 1x týdně – *Conversation in English***

**Méně než 1x týdně - *Conversation in English***

**1x týdně - *Conversation in English***

**1x za měsíc - *English***

**Méně - *English***

55) Jaký časový úsek je věnován testování mluvních dovedností v hodinách?

Do 15 minut

**Do 30 minut**

I více. Někdy je Testing Speaking věnována celá hodina

56) Které z následujících technik jsou používány pro Testing Speaking?

**Interview**

**Diskuze**

Information Gap

**Role play**

**Simulace**

**Prezentace**

57) Které ze způsobů interakce jsou používány při Testing Speaking?

**Individuálně - interakce Zkoušející-Žák**

**Ve dvojicích – interakce Žák-Žák**

Ve skupinách – interakce Žák-Žáci

Ne ve skupině – neuplatní se všichni žáci v mluvení
--

58) Na jaké aspekty je kladen primární důraz při Testing Speaking

Přesnost (gramatická, slovní, výslovnostní)

**Plynulost**

**Komunikativnost**

59) Jaké materiály se Vám osvědčují pro podporu mluvení při testování?

**Učebnice**

**Doplňkové materiály – obrázky, texty, poslechy, prezentace a další**

**Autentické předměty**

60) Jakou formou hodnotíte dovednost Mluvení?

**Formální hodnocení – známkování**

Neformální hodnocení – odměny, pochvaly, slovně

## APPENDIX 14

### Testing speaking research

#### Semi-structured interview sheet

#### G

61) Které řečové dovednosti jsou testovány ve výuce anglického jazyka?

Reading ☺

Writing ☺

Listening ☺

Speaking ☺

62) Ověřování mluvených dovedností – Testing Speaking je realizováno ve výuce předmětu:

**Anglický jazyk**

**Konverzace v AJ**

63) Které zaměření ve výuce převažuje?

**Procvičování mluvených dovedností – Speaking skill practise**

Ověřování mluvených dovedností – Testing speaking

64) Jak často je zařazeno Testing Speaking do výuky?

**Častěji než 1x týdně**

Méně než 1x týdně

1x týdně

1x za měsíc

Méně

65) Jaký časový úsek je věnován testování mluvních dovedností v hodinách?

**Do 15 minut**

Do 30 minut

I více. Někdy je Testing Speaking věnována celá hodina

66) Které z následujících technik jsou používány pro Testing Speaking?

**Interview**

**Diskuze**

Information Gap

**Role play**

**Simulace**

**Prezentace**

67) Které ze způsobů interakce jsou používány při Testing Speaking?

**Individuálně - interakce Zkoušející-Žák**

Maximálně
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**Ve dvojicích – interakce Žák-Žák**

Ve skupinách – interakce Žák-Žáci

68) Na jaké aspekty je kladen primární důraz při Testing Speaking

Přesnost (gramatická, slovní, výslovnostní)

**Plynulost**

**Komunikativnost**

69) Jaké materiály se Vám osvědčují pro podporu mluvení při testování?

**Učebnice**

**Doplňkové materiály – obrázky, texty, poslechy, prezentace a další**

**Autentické předměty**

70) Jakou formou hodnotíte dovednost Mluvení?

**Formální hodnocení – známkování**

Neformální hodnocení – odměny, pochvaly, slovně

