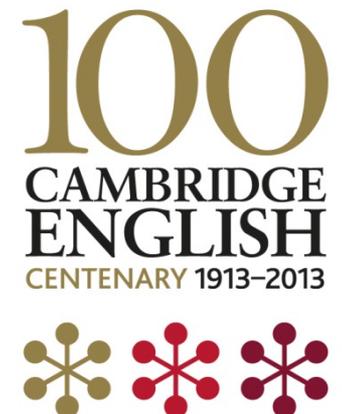




CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Understanding the IELTS Speaking test



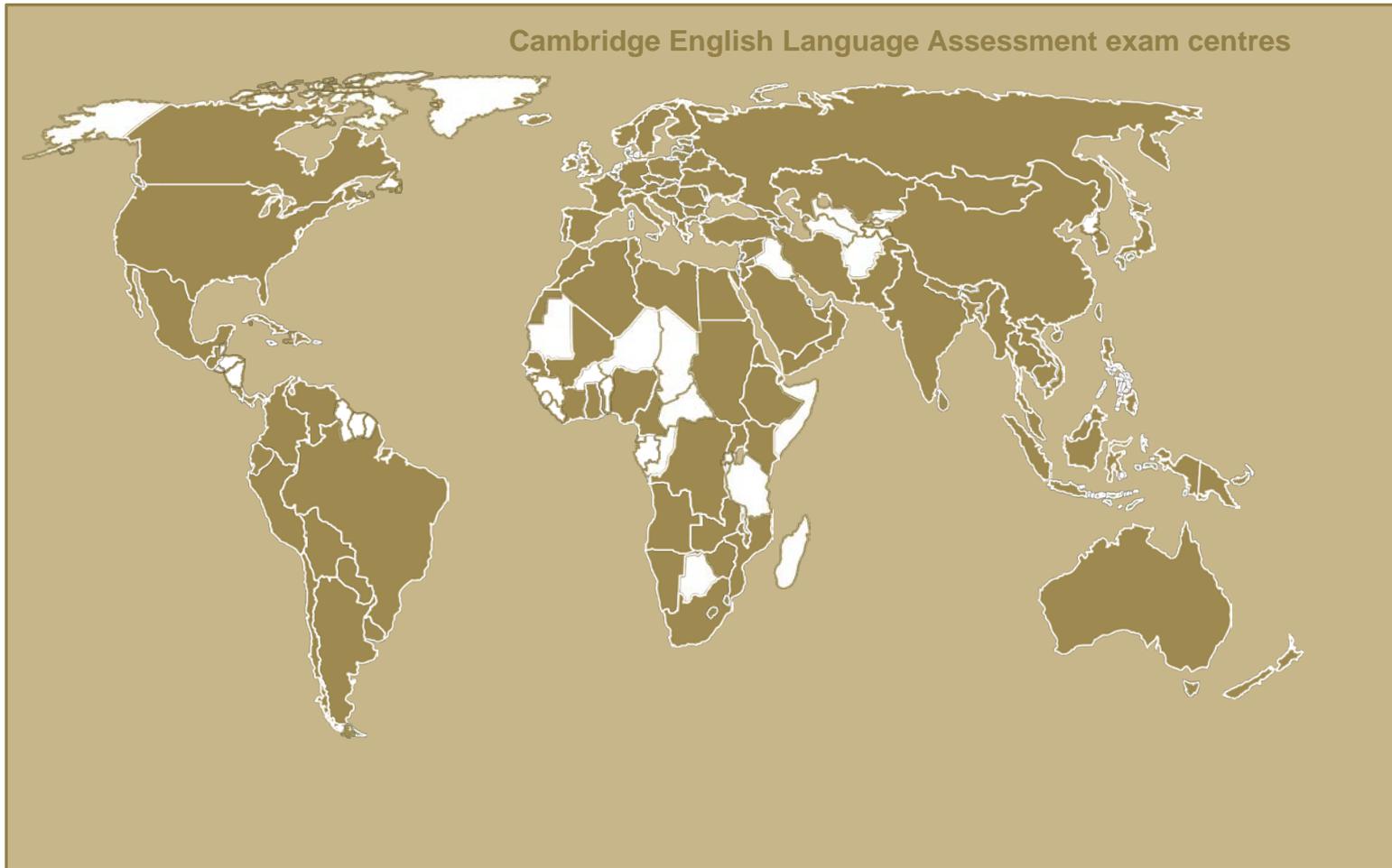


Who are you?

- A. I'm a teacher.
- B. I'm the co-ordinator/director of studies.
- C. I'm going to take the *IELTS* exam soon.
- D. I'm thinking about taking the *IELTS* exam and I'd like more information.



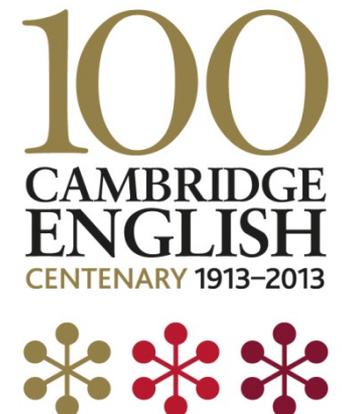
Where are you?





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Cambridge Assessment

A leading authority

Part of Cambridge University

150 years' experience

Not for profit

Delivering world-class assessment

Leading-edge and operational research
on assessment in education

Influencing thinking through publishing
and consultancy





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Taipei

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Kuala Lumpur

Sydney

Cambridge English exam centres



4 m candidates
130 countries

400 staff
24 offices

2,700
 test centres
36,000
 preparation centres

20,000
 examiners
13,500
 recognising
 organisations



About IELTS



- Jointly owned by the British Council, IDP: IELTS Australia and Cambridge English Language Assessment
- Two million tests taken each year
- Over 8,000 organisations worldwide recognise *IELTS* band scores



Aims of the webinar

- to give an overview of the *IELTS* Speaking test
- to raise awareness of the Speaking assessment criteria
- to help teachers apply the assessment criteria to candidates' performance
- to discuss ways of improving learners' speaking skills



The Speaking test: overview

Number of parts: 3

Timing: 11–14 minutes

Format: one candidate
one examiner

Part 1: general questions

Part 2: 2-minute talk on a given topic
(1 minute to prepare)

Part 3: discussion with examiner on related topics



Which part?

- A. What kind of things do you think people will enjoy doing in the future?
- B. Here's your topic. I'd like you to describe a well-known person you like or admire.
- C. I'd like to ask you some questions about yourself. Let's talk about where you live.

Part 1

Part 2

Part 3



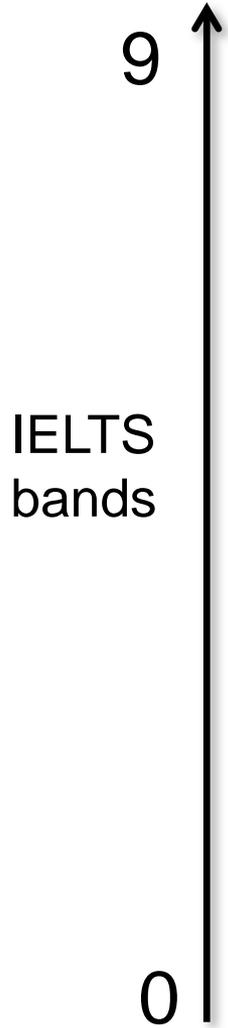
Which part? Check your answers

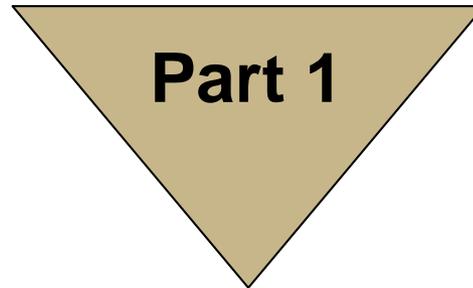
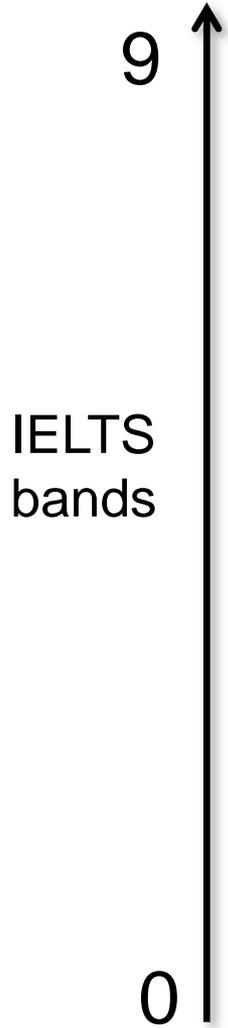
- C. I'd like to ask you some questions about yourself. Let's talk about where you live.
- B. Here's your topic. I'd like you to describe a well-known person you like or admire.
- A. What kind of things do you think people will enjoy doing in the future?

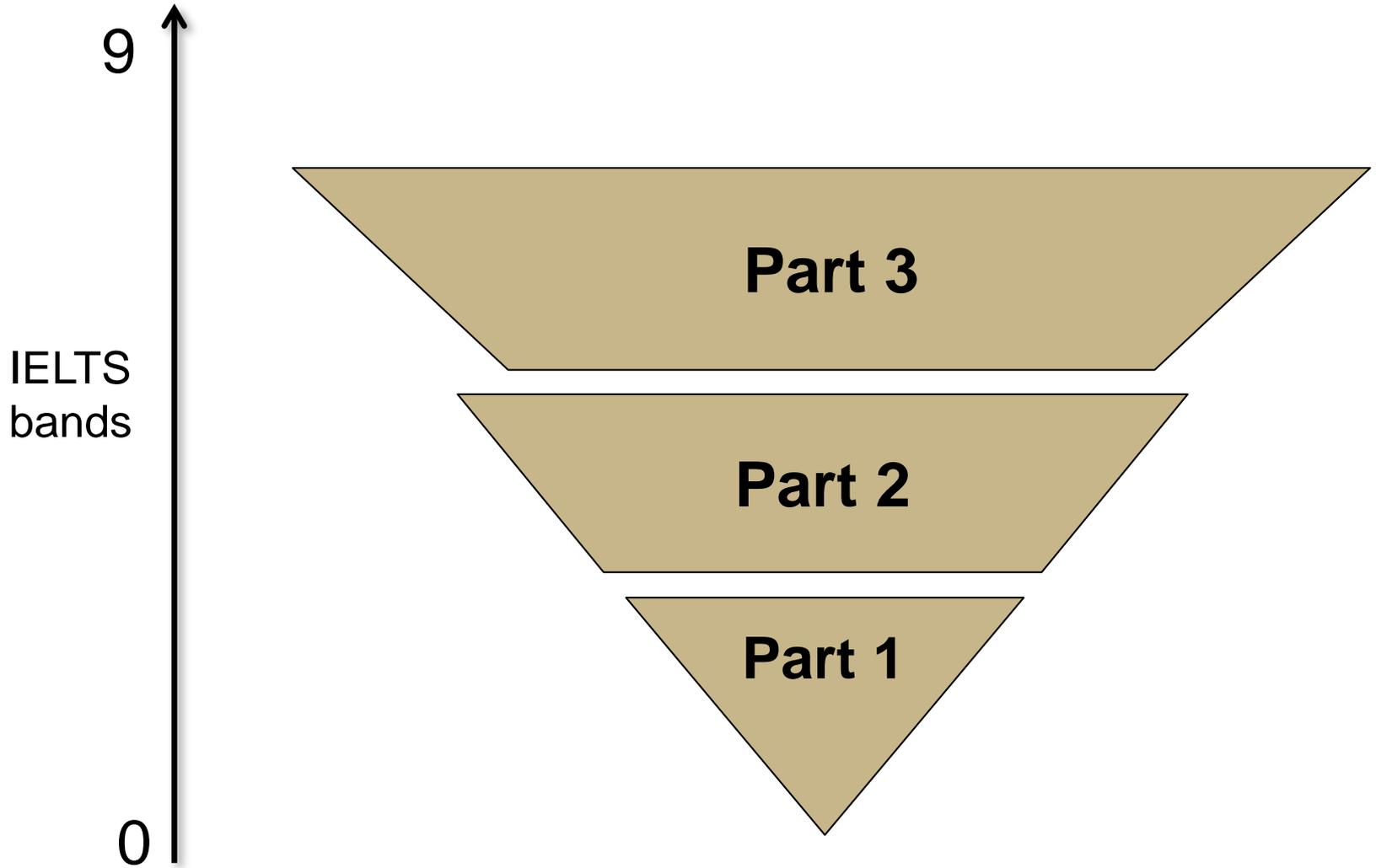
Part 1

Part 2

Part 3









Assessment criteria

Fluency and coherence	The ability to speak at length and without hesitation, linking ideas coherently and effectively.
Lexical resource	The ability to use vocabulary accurately and appropriately, and to express ideas in different ways.
Grammatical range and accuracy	The ability to use a range of grammatical structures accurately and appropriately.
Pronunciation	The ability to speak clearly and to use the voice to show what is important in a sentence (sentence stress) and how you feel and think (intonation).



Which criterion?

Which criterion does each comment refer to?

- A) Fluency and coherence B) Lexical resource
C) Grammatical range and accuracy D) Pronunciation

1. Uses a range of structures and makes very few mistakes.
2. Has a wide range of vocabulary which he used appropriately.
3. Is easy to understand and uses stress and intonation effectively.
4. Can talk with very little hesitation and links ideas well.



Which criterion?

Which criterion does each comment refer to?

- A) Fluency and coherence B) Lexical resource
C) Grammatical range and accuracy D) Pronunciation

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3. Is easy to understand and uses stress and intonation effectively. **D) Pronunciation**
4. Can talk with very little hesitation and links ideas well.
A) Fluency and coherence



Fluency and coherence

Band 5

Band 6

Band 7

A) Uses a range of connectives and discourse markers but not always appropriately.

B) Uses a range of connectives and discourse markers with some flexibility.

C) May over-use certain connectives and discourse markers.



Fluency and coherence

Band 7

Uses a range of connectives and discourse markers but not always appropriately.

Band 6

Uses a range of connectives and discourse markers with some flexibility.

Band 5

May over-use certain connectives and discourse markers.



Distinguishing between the bands

- A) Usually maintains flow of speech, but uses repetition, self-correction and/or slow speech to keep going.
- B) Speaks at length without noticeable effort or loss of coherence. May demonstrate language-related hesitation at times, or some repetition and/or self-correction.
- C) Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation.



Fluency and coherence

Band 7

- Speaks at length without noticeable effort or loss of coherence
- May demonstrate language-related hesitation at times, or some repetition and/or self-correction
- Uses a range of connectives and discourse markers with some flexibility.

Band 6

- Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
- Uses a range of connectives and discourse markers, but not always appropriately.

Band 5

- Usually maintains flow of speech but uses repetition, self-correction and slow speech to keep going
- May over-use certain connectives and discourse markers
- Produces simple speech fluently, but more complex communication causes fluency problems.



Applying the criteria

Band 7

- Speaks at length without noticeable effort or loss of coherence
- May demonstrate language-related hesitation at times, or some repetition and/or self-correction
- Uses a range of connectives and discourse markers with some flexibility.

Band 6

- Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
- Uses a range of connectives and discourse markers, but not always appropriately.

Band 5

- Usually maintains flow of speech but uses repetition, self-correction and slow speech to keep going
- May over-use certain connectives and discourse markers
- Produces simple speech fluently, but more complex communication causes fluency problems.



Applying the descriptors

... and he is from the north of the, of Colombia, he is from the coast ...
and he is very famous because he has er written, he's written about
every normal ... or ... mitos about this part of the country that is very er
exciting or interesting because they have a lot of er histories and he try
to write very in a er to became er a funny er knowledge, he try to, to
show how is this part of the world that is very er surprising every time
and also er he try to show in, in a good way how is another part of the
world, another part of the country as well ...



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Band 5

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- May over-use certain connectives and discourse markers
- Produces simple speech fluently, but more complex communication causes fluency problems.



Applying the descriptors

... and **he is** from the north of the, of Colombia, **he is** from the coast ...
and **he is** very famous because he has er written, he's written about
every normal ... or ... mitos about this part of the country that is very er
exciting or interesting because they have a lot of er histories and he try
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Applying the descriptors

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Band 5

- Usually maintains flow of speech but uses repetition, self-correction and slow speech to keep going
- May over-use certain connectives and discourse markers
- Produces simple speech fluently, but more complex communication causes fluency problems.



Examiner comments

This candidate can keep going, but she uses only a limited range of connectives. There are frequent self-corrections and false starts, but she does not need long pauses to find language.



Grammatical range and accuracy

- Uses a mix of simple and complex structures, but with limited flexibility
- May make frequent mistakes with complex structures, though these rarely cause comprehension problems



Grammatical range and accuracy

- Uses a mix of **simple and complex structures**, but with limited flexibility
- May make frequent mistakes with complex structures, though these rarely cause comprehension problems



Grammatical range and accuracy

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Grammatical range and accuracy

- Uses a mix of simple and complex structures, but with limited flexibility
- May make frequent mistakes with complex structures, though **these rarely cause comprehension problems**



Grammatical range and accuracy

- Produces basic sentence forms with reasonable accuracy
- Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems



Grammatical range and accuracy

Band 6

- Uses a mix of simple and complex structures, but with limited flexibility
- May make frequent mistakes with complex structures, though these rarely cause comprehension problems.

Band 5

- Produces basic sentence forms with reasonable accuracy
- Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems



Grammatical range and accuracy

Band 6

- Uses a mix of simple and complex structures, but with limited flexibility
- May make frequent mistakes with complex structures, though these rarely cause comprehension problems.

Band 5

- Produces **basic sentence forms** with reasonable accuracy
- Uses a **limited range of more complex** structures, but these usually contain errors and may cause some comprehension problems.



Grammatical range and accuracy

Band 6

- Uses a mix of simple and complex structures, but with limited flexibility
- May make frequent mistakes with complex structures, though these rarely cause comprehension problems.

Band 5

- Produces **basic sentence forms** with reasonable accuracy
- Uses a **limited range of more complex** structures, but these usually contain **errors** and may cause some comprehension problems.



Grammatical range and accuracy

Band 7

- Uses a range of complex structures with some flexibility
- Frequently produces error-free sentences, though some grammatical mistakes persist.

Band 6

- Uses a mix of simple and complex structures, but with limited flexibility
- May make frequent mistakes with complex structures, though these rarely cause comprehension problems.

Band 5

- Produces basic sentence forms with reasonable accuracy
- Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems.



Examiner's comments

A good range of structures is used, but there is not enough complexity to raise the performance above Band 7. The level of accuracy is high, with only a few minor errors, but the candidate stays within a safety zone and this has an impact on his range of structures.



Your students

What do your students have most problems with?

- A) Fluency and coherence
- B) Lexical resource
- C) Grammatical range and accuracy
- D) Pronunciation



Fluency and coherence: classroom idea

Can you think of any discourse markers your students could use to:

- indicate a time sequence
- give an example
- refer back to something
- add a point
- make a contrast?



Fluency and coherence: classroom idea

Can you think of any discourse markers your students could use to:

- indicate a time sequence Recently; Not long after that
- give an example such as; For instance
- refer back to something As I mentioned; I've already talked about
- add a point Another point I'd like to make; One more thing
- make a contrast? On the other hand; However



Lexical resource: classroom idea



Lexical resource: classroom idea

- Divide students into pairs and give each pair a large piece of paper with a heading on it (e.g. education, the environment, music).
- Give them 2 minutes to write down as many words as they can think of connected to the topic (verbs, nouns, adjectives).
- Put the posters up and ask them to check each others, adding any more words they think of.
- Give each pair a topic and ask them to write five questions.
- Divide into groups of four so that they can ask another pair the questions. (Encourage them to use as many new words as possible.)



Ideas for topics

How many topic areas can you think of that you could use in the activity that has just been described?

- education
- the environment
- music.



Pronunciation: classroom idea

Integrate pronunciation work into the previous classroom activity



Pronunciation: classroom idea

Integrate pronunciation work into the previous classroom activity:

- elicit and mark **word stress** on new words
- focus on **problematic sounds**
- demonstrate effective use of **sentence stress** and **intonation**
- monitor and give feedback on all these aspects of pronunciation.



Grammatical range and accuracy: classroom idea



Grammatical range and accuracy: classroom idea

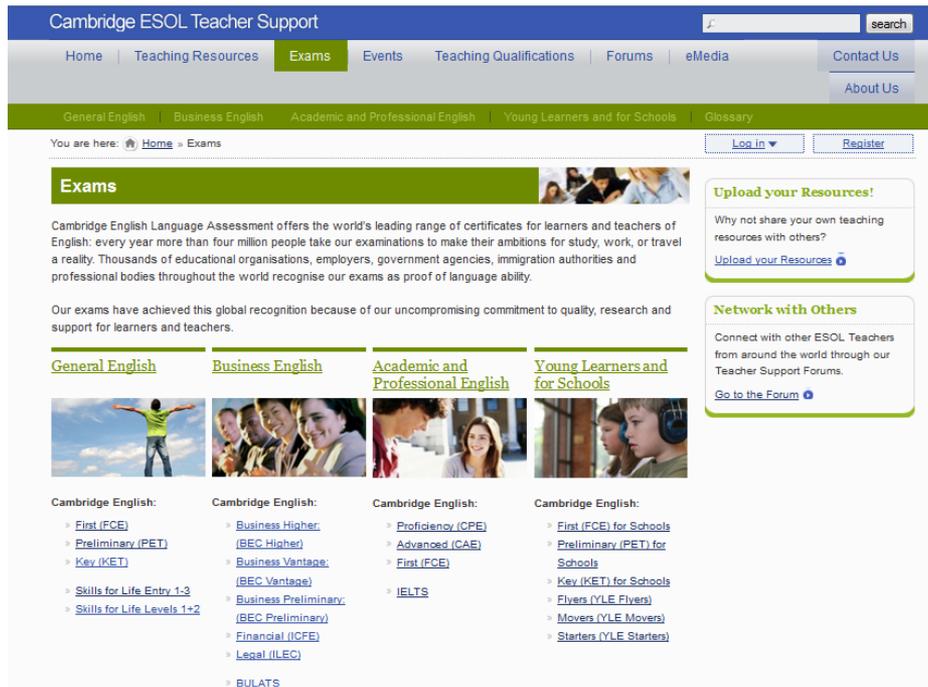
Grammar auction

- Make a note of any good language and errors that you hear your students make during a speaking activity.
- On the board, write 10 sentences based on this – five correct and five incorrect.
- Divide students into pairs and tell them they have £50 to buy sentences they think are right. Give them 5 minutes to discuss the sentences.
- Conduct the grammar auction – take one sentence at a time and ask pairs to make their bids.
- At the end, go through the sentences together.



Preparing your students

- Teacher Support website



The screenshot shows the 'Cambridge ESOL Teacher Support' website. The main navigation bar includes 'Home', 'Teaching Resources', 'Exams', 'Events', 'Teaching Qualifications', 'Forums', and 'eMedia'. There are also links for 'Contact Us' and 'About Us'. Below the navigation bar, there are tabs for 'General English', 'Business English', 'Academic and Professional English', 'Young Learners and for Schools', and 'Glossary'. The page title is 'Exams'. The main content area features a green header with the word 'Exams' and a small image of students. Below this, there is a paragraph of text explaining the range of certificates offered. To the right, there are two call-to-action boxes: 'Upload your Resources!' and 'Network with Others'. At the bottom, there are four columns of links for different exam categories: General English, Business English, Academic and Professional English, and Young Learners and for Schools.

Cambridge ESOL Teacher Support

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General English | Business English | Academic and Professional English | Young Learners and for Schools | Glossary

You are here: [Home](#) > Exams

Exams

Cambridge English Language Assessment offers the world's leading range of certificates for learners and teachers of English: every year more than four million people take our examinations to make their ambitions for study, work, or travel a reality. Thousands of educational organisations, employers, government agencies, immigration authorities and professional bodies throughout the world recognise our exams as proof of language ability.

Our exams have achieved this global recognition because of our uncompromising commitment to quality, research and support for learners and teachers.

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Why not share your own teaching resources with others?

[Upload your Resources](#)

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Connect with other ESOL Teachers from around the world through our Teacher Support Forums.

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- [Key \(KET\)](#)
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- [Business Venture \(BEC Venture\)](#)
- [Business Preliminary \(BEC Preliminary\)](#)
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- [Legal \(ILEC\)](#)
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- [First \(FCE\)](#)
- [IELTS](#)

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Preparing your students

- Teacher Support website

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Exam Overview

Level Candidates receive scores on a Band Scale from 1 ('Non user') to 9 ('Expert user')
[What should a learner at this level be able to do?](#)





The IELTS tests come in two formats:

- Academic – tests a person's ability to study in English at undergraduate or postgraduate level
- General Training – this module is suitable for people who are going to an English-speaking country to work or train at below undergraduate level. It is also used for immigration purposes to Canada, Australia, the UK and New Zealand.

[IELTS Preparation Materials](#)

Details of each paper:

Paper	Content	Time
 Academic Reading	40 questions	60 minutes
 Academic Writing	2 tasks	60 minutes
 General Training	40 questions	60 minutes

Popular Resources »

Most downloaded IELTS resources:

[IELTS Listening - General and Academic English](#)

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Upload your Resources!

Why not share your own teaching resources with others?

[Upload your Resources](#)

Network with Others

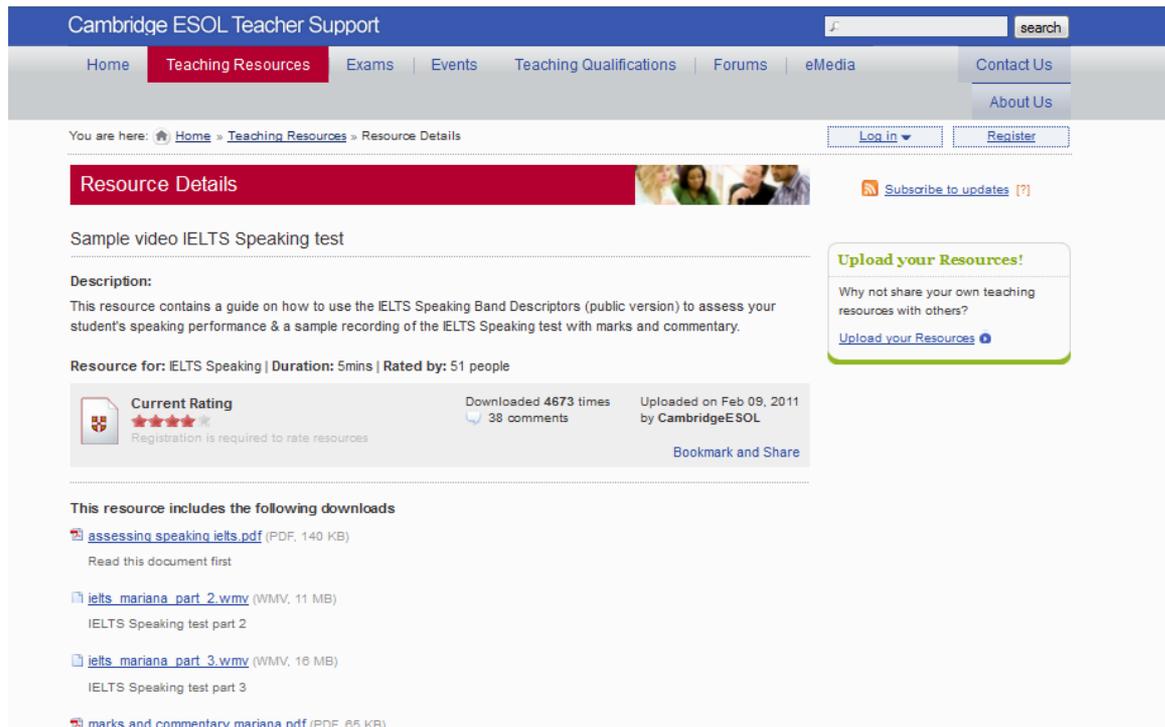
Connect with other ESOL Teachers from around the world through our Teacher Support Forums.

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Preparing your students

- Teacher Support website



The screenshot shows the Cambridge ESOL Teacher Support website interface. At the top, there is a navigation bar with a search box and links for Home, Teaching Resources (highlighted), Exams, Events, Teaching Qualifications, Forums, eMedia, Contact Us, and About Us. Below the navigation bar, the breadcrumb trail reads: You are here: Home » Teaching Resources » Resource Details. There are buttons for Log in and Register. The main content area features a red header for 'Resource Details' and a small image of people. A 'Subscribe to updates' button is visible. The description states: 'Sample video IELTS Speaking test'. Under 'Description', it says: 'This resource contains a guide on how to use the IELTS Speaking Band Descriptors (public version) to assess your student's speaking performance & a sample recording of the IELTS Speaking test with marks and commentary.' Below this, it specifies: 'Resource for: IELTS Speaking | Duration: 5mins | Rated by: 51 people'. A rating box shows a current rating of 4.5 stars (5 stars visible, 10th star half-filled), with a note 'Registration is required to rate resources'. It also indicates 'Downloaded 4673 times' and '38 comments'. The upload date is 'Feb 09, 2011 by CambridgeESOL'. A 'Bookmark and Share' link is present. A section titled 'This resource includes the following downloads' lists four items: 'assessing speaking ielts.pdf' (PDF, 140 KB), 'ielts_mariana_part_2.wmv' (WMV, 11 MB), 'ielts_mariana_part_3.wmv' (WMV, 16 MB), and 'marks_and_commentary_mariana.pdf' (PDF, 65 KB). A callout box on the right asks 'Upload your Resources!' and 'Why not share your own teaching resources with others?' with a link to 'Upload your Resources'.



Aims of the webinar

- to give an overview of the *IELTS* Speaking test
- to raise awareness of the Speaking assessment criteria
- to help teachers apply the assessment criteria to candidates' performance
- to discuss ways of improving learners' speaking skills



Further information

**The Common European Framework of Reference for Languages (CEFR):
Understanding and using the CEFR for teaching and learning**
15th and 17th July 2013

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