

Tips for teachers

Speaking

1. How to use the book?

- Do not skip the general introduction as it explains the most important issues related to the assessment of speaking (what to measure and how).
- In Part Two each chapter is a self-contained unit, so you may decide freely in which order you wish to read them.
- Since there are tasks for the reader within most chapters which are followed by the solution, make sure you follow the suggested reading order.
- Good sample tasks always follow after a specific task type has been discussed.
- For quick reference you will find a summary of key features for designing a particular task type (Interview questions, Individual long turn tasks based on picture prompts, role-plays and discussion activities) in all the relevant chapters.
- The chapters dealing with the training of interlocutors and assessors (Chapters 7-8) serve as an introduction only. It is important to attend live training courses to acquire the necessary skills to conduct examinations and assess oral performances.
- The training procedures relate to a model examination only, but the skills you may acquire are transferable to other speaking examination contexts (both classroom testing and standardised examinations).

2. How to use the DVD?

- The Contents of the DVD can be found in the last appendix of the book.
- The Menu on the DVD itself is not as informative as the appendix.
- The DVD and the Handbook must be used together because the observation focus is specified only in the Handbook (otherwise some sample performances illustrating bad practice may be misinterpreted).
- When you are asked to assess a performance sample, don't cheat by looking at the grades and justifications but follow the suggested working procedure.
- If you want to play the DVD on a PC, you will have to make sure that you have software such as Intervideo.

3. How to use the book for designing tasks?

- If you would like to gain insights into what makes a good speaking task, it is important to know what makes a bad task. Therefore, do not skip the sections where examples of bad task design are discussed in detail.
- In order to understand the strengths and weaknesses of different tasks, it is highly recommended that you view the related DVD samples so that you can see authentic examples that support the claims made in connection with those tasks.
- Go to the following sections of the handbook for practical tips (Item-Writer Guidelines) on how to produce speaking tasks:
 - Chapter 3 (Interview) pp. 40-43
 - Chapter 4 (Individual long turn) p. 51 and p. 84
 - Chapter 5 (Discussion tasks) pp. 92, 94
 - Chapter 6 (Role-play tasks) pp. 104, 133-34

You may wish to try to improve some of the badly designed task such as Samples 1 and 2 in Chapter 4 or Role-Play Tasks 2, 12 and 14 in Chapter 6.