EnglishUK

Feedback on Classroom Speaking Tasks:
What are the Options?

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1 The Task

1 Controlled practice / revision

1a) Work in pairs. Guess the meaning of the phrasal verbs in **bold** in these sentences. Check the phrasal verbs in V3.1 p.119.

1. Have you ever **set off** very early to catch a flight?
2. What's the best way for tourists to **get around** your country?
3. Do you **bring back** souvenirs from places you've been to?
4. What's the worst problem you've ever had to **deal with** on holiday?
5. What information do you have to give the receptionist when you **check into** a hotel?
6. What's the earliest that you've had to **check out of** a hotel?
7. Have you ever had to **put up with** noisy people in a hotel?
8. Did anyone **see** you **off** when you last went on holiday?
9. Did anyone **pick** you **up** from the airport or station when you **got back**?
10. Are you **looking forward to** your next holiday?

1b) Work in new pairs. Take turns to ask and answer the questions in 1a). Ask follow-up questions if possible.

> Have you ever had to set off very early to catch a flight?

> Yes, I have, actually.

> What time did you leave home?

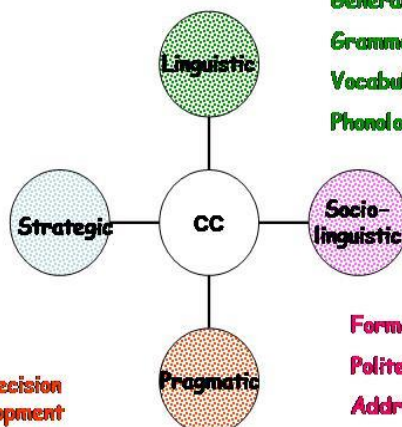*face2face Intermediate, CUP.*

2 Use the CEFR

The CEFR: Communicative competence (spoken interaction)

- Clarification
- Co-operating
- Turn taking

- General range
- Grammatical accuracy
- Vocabulary range / control
- Phonological control

Linguistic

Strategic — CC — Socio-linguistic

Pragmatic

- Fluency
- Flexibility
- Coherence
- Propositional precision
- Thematic development

- Formality
- Politeness
- Address forms

3 Snippets from CEFR components and descriptors

Component and criteria		A2	B1	B2
LC	Gram accuracy	Uses simple structures correctly, basic mistakes, clear what trying to say	Uses reasonably accurate repertoire of frequent patterns for predictable situations	Has relatively high degree of grammatical control
	Vocab range	Has sufficient for basic communicative needs	Has sufficient vocab to express self, some circumlocution, on most everyday topics	Has good range of vocab on most general topics
	Phono-logical control	Pron generally clear enough, despite noticeable foreign accent	Pron clearly intelligible, some mispronunciations, foreign accent sometimes	Clear, natural, pronunciation and intonation
SC	Socio-linguistic:	Can handle very short social exchanges, use everyday polite forms of greeting & address, make & respond to invitations, apologies, suggestions, etc	Aware of salient politeness conventions and responds accordingly	Uses formal and informal registers
PC	Fluency	Can construct phrases on familiar topics, with hesitation and false starts	Keep going, with pauses	Produces stretches of language with fairly even tempo
	Co-herence	Link groups of words with *and*, *but* and *because*	Links a series of shorter, discrete simple elements into linear sequence of points	Use a limited number of cohesive devices to link utterances into clear, coherent discourse
SC	Co-operating	Can indicate when he/she is following	Uses basic language - keeps conversation going	Helps the conversation along, confirm comprehension
	Asking for clarification	Can say he/she didn't follow	Asks someone to clarify or elaborate what said	Asks follow-up questions to check understanding

4 A general marking menu for *spoken interaction* tasks (levels A2 – B2)

	Do / does the student (s) …..
Linguistic Competence	… use vocabulary and grammar appropriately? … use accurate grammar and vocabulary? … use a range of structures and vocabulary? … sound intelligible? … use correct pronunciation?
Socio-linguistic Competence	… follow politeness conventions? … start, maintain and close the conversation? … respond appropriately?
Strategic Competence	… ask for repetition, or check and confirm understanding where necessary? … help each other keep the conversation going?
Pragmatic Competence	… speak without hesitating too much? … present information logically? … link what they said to previous points? … get across the most important point?
Content (optional)	… complete all the stages? / cover all the points? / give enough information? / etc

5 Possible task-specific feedback prompts

Linguistic competence

use *3 or more* words or phrases for **travel**?
sometimes use the **present perfect** appropriately?
mainly / mostly pronounce –**ed endings**?

Socio-linguistic competence

start the conversation with **a general question?**
ask and answer appropriately?
sometimes ask **follow-up questions?**

Pragmatic competence

tell **holiday events** in chronological order?
use **travel words** with *little* hesitation?
usually **link** their ideas?
use **fillers** *where necessary*?

Strategic competence

check *if they don't understand*?
ask for help *if necessary*?
repeat information to **check understanding**?

Feedback 1:

Feedback criteria :

Feedback 2 :

References

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www.englishprofile.org English Profile: CEFR for English

www.eaquals.org European Association for Quality Language Services: Core Inventory for General English

www.hancockmcdonald.com Handout for the talk, and other goodies