



Assessing Speaking Skills: The What's and the How's

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Abstract

Assessing speaking skills in TEFL has been a neglected or unmanageable area of instruction in the context of Vietnam's senior high schools. Furthermore, administering end-of-semester speaking tests in large-scale classrooms has been an impossible mission. This workshop will suggest tips and tools to make the assessment of these skills manageable.

Session Description

Assessing speaking skills can be quite challenging for multiple EFL and ESL teachers. Establishing an assessment competence framework for pre-service and in-service ELT teachers in Vietnam is sorely needed (Duong, Pham & Thai, 2012). Akiyama (2003) proposes to include speaking tests as an entrance examination into senior high schools and suggests the demand to construct a task bank for the speaking components for that examination. Kent (2001) suggests a method that EFL teachers can employ when conducting oral tests with their students. The techniques, strategies, and technology tools for the assessment suggested in the workshop are compiled from current research and practices which can be useful for teachers in the setting of EFL/ESL classrooms. This interactive workshop engages teachers in discussing how to design speaking tasks based on the requirements of the curriculum (CEFR-V standard, *a Vietnamese version of the Common European Framework of Reference for Languages*) and current standardized proficiency tests (TOFEL, IELTS, TOEIC, PEARSON, SPEAK, VERSANT), and defining what components of oral skills can be assessed. In addition, participants will experience and discuss how to build assessment rubrics which are proven to be essential to teachers' assessment process. The tips and tools in the workshop can be helpful to all teachers interested in integrating technology (Audacity, SoundForge, VoiceThread, and SoundCloud) into the assessment of speaking skills. Participants will receive a copy of selected readings for group discussion and a handout outlining the workshop's agenda and activities.

References

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