

E8 Speaking Test Specifications Version Oct. 09

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1. Purpose of the test

The aim of the E8 speaking test is to diagnose the test takers' strengths and weaknesses in communicating naturally in settings (tasks) that resemble as closely as possible the real life language usage of this age group.

The feedback provided is of interest to the test takers themselves, their parents, teachers and school principals.

2. Description of test takers

The test takers are Austrian pupils in General Secondary School [*Allgemeinbildende Pflichtschule (APS)*] and Academic Secondary School [*Allgemeinbildende Höhere Schule (AHS)*] towards the end of grade 8 (8. Schulstufe). Pupils from all three ability groups in APS will be tested. The majority of test takers will be aged 14.

3. Test level

The difficulty level of the test is supposed to encompass levels A2 to B1 in the *Common European Framework of Reference (CEFR)* (Council of Europe 2001).

4. Test Construct

Since the purpose of the test is diagnosis, the most significant competences needed for speaking have to be identified for assessment purposes.

The construct of the speaking test comprises the communicative competence demonstrated in an appropriate response to the task, the adequate use of devices that create coherence and cohesion characteristic of oral communication, and turntaking (task achievement & communicative skills).

Moreover, it includes the ability to produce clear and natural speech by using standard pronunciation and stress and by producing fluent utterances (clarity & naturalness of speech).

Additionally, it takes account of the general linguistic control demonstrated in the choice of vocabulary that is accurate and has a certain range and the adequate use of a range of grammatical structures reflecting the nature of grammar in unplanned speech.

The model of oral discourse which is to be used to construct tasks is specified in Table 1 (see pp. 2-4). It lists a number of speaking purposes (communicative functions) and it links these with the context (audience) and speaking activities (text types) as well as with descriptors from the *Bildungsstandards für Fremdsprachen*

(Anlage zur Verordnung der Bundesministerin zu den Bildungsstandards, bmukk 2009) and the *CEFR (Council of Europe 2001)*.

The test is designed to elicit language samples that allow the test takers to be assessed in four dimensions: task achievement & communication skills, clarity & naturalness of speech, grammar, and vocabulary. Trained interlocutors carry out the speaking test following a standardised procedure while trained assessors use an analytic speaking assessment scale. The speaking tests are assessed in situ and video recordings are used for double-rating to ensure reliability. Differences in assessor severity will be adjusted for in the process of multi-faceted Rasch analysis.

Model of speaking discourse

Speaking purpose/ Communicative function	Context/ Primary audience	Spoken text types	Deskriptoren aus Bildungsstandards FS Englisch 09: <i>Die Schülerinnen und Schüler können</i>	Descriptors from the CEFR
Report (internal) events Express feelings Describe reactions Describe dreams, hopes and ambitions	Personal: family, friends etc. Educational: teachers, classmates	Personal reports Descriptions	- über eigene Erfahrungen berichten und dabei ihre eigenen Gefühle und Reaktionen beschreiben. - über persönliche Erlebnisse und Beobachtungen in einfachen, zusammenhängenden Sätzen berichten. - Pläne, Ziele, Träume, und Hoffnungen beschreiben.	<i>Can give short, basic descriptions of events and activities. A2</i> <i>Can give detailed accounts of experiences, describing feelings and reactions. B1</i> <i>Can describe plans and arrangements, habits and routines, past activities and personal experiences. A2+</i> <i>Can describe dreams, hopes and ambitions. B1</i>
(Re)tell a story Describe something Relate a narrative	Personal: family, friends etc. Educational: teachers, classmates	Stories (true or invented) Narratives Descriptions	- etwas Reales oder Erfundenes erzählen oder in Form einer einfachen Aufzählung berichten.	<i>Can tell a story or describe something in a simple list of points. A2+</i> <i>Can describe events, real or imagined. B1</i> <i>Can narrate a story. B1</i> <i>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. B1</i>

Table1 (continued on pp. 3 and 4)

Speaking purpose/ Communicative function	Context/ Primary audience	Spoken text types	Deskriptoren aus Bildungsstandards FS Englisch 09: Die Schülerinnen und Schüler können	Descriptors from the CEFR
Describe and compare objects, people and places Describe events and activities	Personal: family, friends etc. Educational: teachers, classmates	Descriptions Personal reports	- mit einfachen Mitteln vertraute Gegenstände kurz beschreiben und vergleichen. - sich, die Familie, Freundinnen und Freunde sowie vertraute Orte, persönliche Gegenstände und Tätigkeiten in mehreren einfachen Sätzen beschreiben. - über Sachverhalte und Abläufe aus dem eigenen alltäglichen Lebensbereich berichten, z.B. über Leute, Orte, Tätigkeiten.	<i>Can describe people, places and possessions in simple terms. A2</i> <i>Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. A2+</i> <i>Can use simple descriptive language to make brief statements about and compare objects and possessions. A2+</i> <i>Can give short, basic descriptions of events and activities. A2+</i>
Give reasons and explanations	Personal: family, friends etc. Educational: teachers, classmates	Personal statements Argumentative discourse Expository discourse	- für Ansichten, Pläne oder Handlungen kurze Begründungen oder Erklärungen geben.	<i>Can describe plans and arrangements, habits and routines, past activities and personal experiences. A2+</i> <i>Can briefly give reasons and explanations for opinions, plans and actions. B1</i> <i>Can explain what he/she likes or dislikes about something. A2+</i>
Greet and depart Invite or request to join Sympathise Ask for and give information Ask for and give advice Ask for and express preference Initiate, maintain and close a conversation Express feelings and attitudes	Personal: family, friends etc. Educational: teachers, classmates	Personal conversations	- ein einfaches Gespräch über vertraute Themen (zB über Familie, Freundinnen und Freunde, Schule, Freizeit) beginnen, in Gang halten und beenden. - Gefühle wie Überraschung, Freude, Bedauern und Gleichgültigkeit ausdrücken und auf solche Gefühlsäußerungen reagieren.	<i>Can establish social contact: greetings and farewells; introductions; giving thanks. A2+</i> <i>Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. B1</i> <i>Can express how he/she feels in simple terms, and express thanks. A2+</i> <i>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. B1</i>

Table1 (continued on p. 4)

Speaking purpose/ Communicative function	Context/ Primary audience	Spoken text types	Deskriptoren aus Bildungsstandards FS Englisch 09: Die Schülerinnen und Schüler können	Descriptors from the CEFR
Express opinions Agree and disagree Suggest	Personal: family, friends etc. Educational: teachers, classmates	Personal conversations Informal discussions Argumentative discourse Expository discourse	- in einem Gespräch (zB Gruppengespräch in der Klasse) Zustimmung äußern bzw. widersprechen und andere Vorschläge machen. - in einfachen Worten die eigenen Ansichten, Pläne und Absichten äußern und begründen. - einfache Vereinbarungen treffen.	<i>Can express belief, opinion, agreement and disagreement politely. B1</i> <i>Can give or seek personal views and opinions in discussing topics of interest. B1</i> <i>Can discuss what to do next, making and responding to suggestions, asking for and giving directions. A2+</i>
Ask for information/ something Give information Reply Agree/ accept Ask for/offer help or attention Disagree/ reject Request action Greet and depart Warn State don't know	Public: shop personnel, police, drivers, conductors, waiters, receptionists, clerks etc.	Informal conversations Functional discourse	- einfache Erklärungen und Anweisungen geben, zB nach dem Weg fragen bzw. den Weg erklären. - vertraute Alltagssituationen bewältigen, zB Gespräche in Geschäften, Restaurants und an Schaltern führen.	<i>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. A2</i> <i>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. A2+</i> <i>Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature. A2+</i> <i>Can ask for and provide everyday goods and services. A2</i> <i>Can ask about things and make simple transactions in shops, post offices or banks. A2</i> <i>Can give and receive information about quantities, numbers, prices, etc. A2</i> <i>Can make simple purchases by stating what is wanted and asking the price. A2</i> <i>Can order a meal. A2</i>

Table 1 (continued)

5. Structure of the test

The test is designed to be carried out by trained interlocutors with paired test takers. It consists of three sections:

- Section one is a “Warm-up” in which the test takers give basic information about themselves. The interlocutor asks each test taker three to five interview questions.
- In section two, each test taker produces a monologue based on a textual or pictorial stimulus.
- In section three, the two test takers engage in a dialogue based on textual or pictorial stimulus.

Interlocutors follow a standardised procedure and use standardised prompts and/or question cards to repair long pauses or breakdown of communication.

The E8 speaking test attempts to establish a framework which involves the test takers in communicative situations requesting spontaneous language performance. In order to achieve this, it engages the tests takers in language performances which are not rehearsed or prepared in advance.

The three sections of the E8 speaking test are assessed collectively on the four dimensions of the speaking assessment scale.

6. Time allocation

Total testing time available: 15 - 17 minutes

Time for administration at the beginning (moving in, organising the setting): 2 minutes

Time for administration at the end (moving out): 1 minute

Working time: 12 - 14 minutes

- **Section 1:** Each test taker is interviewed for one minute; 2 minutes altogether.
- **Section 2:** The test takers are given one minute to read the instructions for the tasks and/or the prompts; the speaking time for each monologue is 2–3 minutes; 5-7 minutes altogether.
- **Section 3:** The test takers are given one minute to read the instructions for the tasks and/or the prompts; the speaking time for the dialogue is four minutes (approx. 2 minutes speaking time per test taker); 5 minutes altogether.

7. Formats

The test takers' oral performances are assessed in situ by trained assessors and video recorded for double-rating.

The interview is conducted by the interlocutor.

The monologue and the dialogue are guided by prompts that ensure that the test takers produce enough language that makes reliable and valid assessment possible. The prompts may contain black and white pictures or drawings. They need to be appropriate for the age and sufficiently demanding to enable assessment within the range from A2 to B1 in the CEFR.

Input texts should be authentic, if at all possible, and as long as necessary to contextualise the task. Ideally, they should not be longer than 50 words.

Prompts are developed to be free of stereotypes. They offer the opportunity to speak from experience, but are designed not to intrude on the test takers' personal feelings.

In each test, three prompt sets, each including a set of interview questions, three monologues for each test taker to choose from and a dialogue, are used.

8. Rubrics

All rubrics are in English. However, they must be formulated in language that is well below the test takers' expected level and therefore easily understandable for all test takers. Therefore, they must not exceed CEFR level A2. Test takers must not be put at a disadvantage because they have difficulty understanding the rubrics.

Rubrics referring to the dialogue need to indicate the reason for communication, the audience and the required speaking activity/text type. The required length of the speaking activity is indicated in minutes. All expected content points are clearly mentioned in the prompts.

9. Speaking Assessment Scales

The following pages 7 - 12 include the four dimensions of the analytic speaking assessment scale and more detailed scales for each of the four dimensions, where the links to the *Common European Framework of Reference* (Council of Europe 2001) are fleshed out.

Speaking Assessment Scale (October 2009)

	Task achievement & communication skills	Clarity & naturalness of speech	Grammar	Vocabulary
7	<ul style="list-style-type: none"> communication of detailed information clear and detailed description or narrative coherent discourse with some jumpiness in long contributions effective turntaking 	<ul style="list-style-type: none"> clear, natural pronunciation and intonation long stretches of language with natural pauses fluent and spontaneous interaction 	<ul style="list-style-type: none"> good range of structures few inaccuracies 	<ul style="list-style-type: none"> good range of vocabulary generally accurate with some incorrect words
6				
5	<ul style="list-style-type: none"> communication of simple, straightforward information, getting across main points straightforward narrative or description linear sequence of simple elements effective in initiating, maintaining and closing simple conversations 	<ul style="list-style-type: none"> clearly intelligible pronunciation comprehensible stretches of language with pauses 	<ul style="list-style-type: none"> generally sufficient range of structures for familiar contexts occasional inaccuracies message clear 	<ul style="list-style-type: none"> sufficient range of vocabulary, communicating clear ideas occasionally inaccurate
4				
3	<ul style="list-style-type: none"> communication of limited information on familiar and routine matters simple stories or descriptions simple connectors (and, but, because) effective in asking for attention 	<ul style="list-style-type: none"> noticeable foreign accent, mostly clear enough to be understood short exchanges on familiar topics with hesitations and false starts 	<ul style="list-style-type: none"> limited range of simple structures frequently inaccurate generally without causing breakdown 	<ul style="list-style-type: none"> limited range of vocabulary, mostly communicating clear ideas frequently inaccurate vocabulary tendency to lift phrases from prompt
2				
1	<ul style="list-style-type: none"> communication in the simplest everyday situations basic linear connectors (and, then) 	<ul style="list-style-type: none"> pronunciation of a very limited repertoire of learnt words and phrases with a strong accent very short, isolated utterances 	<ul style="list-style-type: none"> extremely limited range of simple structures mostly inaccurate frequent breakdown of communication 	<ul style="list-style-type: none"> extremely limited range of vocabulary, communicating few clear ideas mostly inaccurate vocabulary several chunks lifted from prompt
0	no task achievement	no assessable language	no assessable language	no assessable language

Table 2

Task achievement & communication skills

	Scales	Extended scales	CEFR ¹
7	<ul style="list-style-type: none"> communication of detailed information clear and detailed description or narrative coherent discourse with some jumpiness in long contributions effective turntaking 	<ul style="list-style-type: none"> Communicates detailed information reliably. Develops a clear description or narrative, expanding main points with relevant supporting detail and examples. Uses a limited number of cohesive devices to achieve coherent discourse with some jumpiness in long contributions. Achieves effective turntaking through initiating, maintaining and closing discourse, sometimes using stock phrases. 	<p><i>Can pass on detailed information reliably.</i></p> <p><i>Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</i></p> <p><i>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.</i></p> <p><i>Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.</i></p>
6			<p><i>Can explain the main points in an idea or problem with reasonable precision.</i></p> <p><i>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</i></p>
5	<ul style="list-style-type: none"> communication of simple, straightforward information, getting across main points straightforward narrative or description linear sequence of simple elements effective in initiating, maintaining and closing simple conversations 	<ul style="list-style-type: none"> Communicates simple, straightforward information of immediate relevance, getting across main points comprehensibly. Develops a straightforward narrative or description. Links short, discrete simple elements into a connected, linear sequence of points. Initiates, maintains and closes simple conversations on familiar topics. 	<p><i>Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.</i></p> <p><i>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</i></p> <p><i>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</i></p> <p><i>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</i></p>

Table 3 (continued on p. 9)

¹ Propositional precision (p. 129), Thematic development (p. 125), Coherence and cohesion (p. 125), Turntaking (p. 124)

Task achievement & communication skills (continued)

	Scales	Extended scales	CEFR
4			<p><i>Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</i></p> <p><i>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</i></p> <p><i>Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.</i></p>
3	<ul style="list-style-type: none"> communication of limited information on familiar and routine matters simple stories or descriptions simple connectors (and, but, because) effective in asking for attention 	<ul style="list-style-type: none"> Communicates limited information on familiar and routine matters in a simple and direct exchange. Tells a story or describes something in a simple list of points. Links groups of words with some simple connectors (and, but, because). Is effective in asking for attention in simple social situations 	<p><i>Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.</i></p> <p><i>Can tell a story or describe something in a simple list of points.</i></p> <p><i>Can link groups of words with simple connectors like 'and', 'but' and 'because'.</i></p> <p><i>Can ask for attention.</i></p>
2			
1	<ul style="list-style-type: none"> communication in the simplest everyday situations basic linear connectors (and, then) 	<ul style="list-style-type: none"> Communicates in the simplest everyday situations (greetings and farewells; introductions; saying please, thank you, sorry, etc.) Uses basic linear connectors (and, then) on word or word group level. 	<p><i>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</i></p> <p><i>Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</i></p>
0	no task achievement		

Table 3 continued

Clarity & naturalness of speech

	Scales	Extended scales	CEFR²
7	<ul style="list-style-type: none"> clear, natural pronunciation and intonation long stretches of language with natural pauses fluent and spontaneous interaction 	<ul style="list-style-type: none"> Produces clear, natural pronunciation and intonation. Produces long stretches of language with a fairly even tempo with natural pauses. Interacts fluently and spontaneously. 	<p><i>Has acquired a clear, natural, pronunciation and intonation.</i></p> <p><i>Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.</i></p>
6			<p><i>Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.</i></p>
5	<ul style="list-style-type: none"> clearly intelligible pronunciation comprehensible stretches of language with pauses 	<ul style="list-style-type: none"> Produces clearly intelligible pronunciation, sometimes with a foreign accent; occasional mispronunciations. Produces comprehensible stretches of language with some pausing for repair and grammatical and lexical planning. 	<p><i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i></p> <p><i>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</i></p>
4			<p><i>Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</i></p>
3	<ul style="list-style-type: none"> noticeable foreign accent, mostly clear enough to be understood short exchanges on familiar topics with hesitations and false starts 	<ul style="list-style-type: none"> Produces pronunciation clear enough to be understood; noticeable foreign accent sometimes impairs understanding. Speaks with noticeable hesitation and false starts in short exchanges on familiar topics. 	<p><i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i></p> <p><i>Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.</i></p>
2			
1	<ul style="list-style-type: none"> pronunciation of a very limited repertoire of learnt words and phrases with a strong accent very short, isolated utterances 	<ul style="list-style-type: none"> Produces a very limited repertoire of learnt words and phrases with strong accent in pronunciation, understood by speakers of English with some effort. Produces very short, isolated, mainly pre-packaged utterances, with much pausing. 	<p><i>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i></p> <p><i>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</i></p>
0	no assessable language		Table 4

² Phonological control (p.117), Fluency (p. 129)

Grammar

	Scales	Extended scales	CEFR
7	<ul style="list-style-type: none"> • good range of structures • few inaccuracies 	<ul style="list-style-type: none"> • Makes use of a good range of structures for most communicative needs. • Communicates with few inaccuracies and a relatively high degree of grammatical control. 	<i>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</i>
6			<i>Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</i>
5	<ul style="list-style-type: none"> • generally sufficient range of structures for familiar contexts • occasional inaccuracies • message clear 	<ul style="list-style-type: none"> • Makes use of a generally sufficient range of structures for familiar contexts; mostly uses a learnt repertoire for predictable situations. • Communicates with occasional inaccuracies which can impair communication, but message is clear. • L1 influence is noticeable. 	<i>Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</i>
4			
3	<ul style="list-style-type: none"> • limited range of simple structures • frequently inaccurate • generally without causing breakdown 	<ul style="list-style-type: none"> • Makes use of a limited range of simple structures. • Communicates frequently inaccurately with basic mistakes, e.g. tenses or verb-noun agreement but generally without causing breakdown; message is usually clear. 	<i>Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</i>
2			
1	<ul style="list-style-type: none"> • extremely limited range of structures • mostly inaccurate • frequent breakdown of communication 	<ul style="list-style-type: none"> • Makes use of an extremely limited range of simple structures or patterns within a learnt repertoire. • Communicates with limited control, frequently causing breakdown of communication. 	<i>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</i>
0	no assessable language		

Table 5

Vocabulary

	Scales	Extended scales	CEFR
7	<ul style="list-style-type: none"> • good range of vocabulary • generally accurate with some incorrect words 	<ul style="list-style-type: none"> • Makes use of a good range of vocabulary dealing with most general topics. Can vary formulation to avoid repetition. • Makes use of vocabulary that is generally accurate with some incorrect words. 	<p><i>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i></p> <p><i>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i></p>
6			
5	<ul style="list-style-type: none"> • sufficient range of vocabulary, communicating clear ideas • occasionally inaccurate 	<ul style="list-style-type: none"> • Makes use of a sufficient range of vocabulary dealing with familiar topics and everyday life, communicating clear ideas. • Occasionally uses inaccurate vocabulary; major errors occur when expressing more complex ideas or dealing with less familiar topics. 	<p><i>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</i></p> <p><i>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i></p>
4			<p><i>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</i></p>
3	<ul style="list-style-type: none"> • limited range of vocabulary, mostly communicating clear ideas • frequently inaccurate • tendency to lift phrases from prompt 	<ul style="list-style-type: none"> • Makes use of a limited range of vocabulary dealing with concrete everyday needs or familiar topics, communicating clear ideas. • Frequently uses inaccurate vocabulary, controlling a narrow repertoire dealing with concrete everyday needs. • Shows a tendency to lift phrases from the prompt. 	<p><i>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</i></p> <p><i>Can control a narrow repertoire dealing with concrete everyday needs.</i></p>
2			
1	<ul style="list-style-type: none"> • extremely limited range of vocabulary, communicating few clear ideas • mostly inaccurate vocabulary • several chunks lifted from prompt 	<ul style="list-style-type: none"> • Makes use of an extremely limited range of vocabulary communicating few clear ideas. • Uses mostly inaccurate vocabulary, frequently causing breakdown of communication. • Several chunks are lifted from the prompt. 	<p><i>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i></p>
0	no assessable language		

Table 6

10. Prompt samples

The task prototypes listed below have been developed and used in the piloting phase. The length of the spoken performances is controlled by trained interlocutors according to point 6 in the specifications. In case of breakdown of communication the standardised prompts and/or repair question cards are used to help the test takers to continue the speaking test.

The interlocutor sits at a table; the two test takers come into the room and sit down facing each other and the interlocutor. The assessor sits in a corner facing the two test takers but remaining passive.

INTERVIEW: Intro text

Interlocutor:

Hello, please sit down. I'm I'll do the speaking test with you.

The lady/gentleman in the back is Mrs/Mr She's/He's listening.

In the first part I will ask you some questions.

Sample questions for the 'Warm-up'

Candidate A

- What is your name?
- Can you spell your first name, please?
- How are you today,?

Candidate B

- And what about you, how are you today?
- What is your name?

Candidate A

-, what time does school finish today?
- What do you do in your free time?

Candidate B

-, where do you live?
- Can you spell this, please?
- What do you normally do at weekends?

MONOLOGUE: Intro text

Time min:sec	<i>In part 2 you will give a short talk.</i> <i>On this card there are three topics.</i> <i>(Hand out prompt cards.)</i> <i>Please choose one and talk about it for two minutes.</i>
0:00	<i>You have one minute to read this and choose a task.</i>
1:00	<i>Candidate A (use name), please start now.</i>
3:30	<i>Could you finish, please?³ (After 2-3 minutes)</i>
4:00	<i>Thank you, Candidate A (use name).</i>
	<i>Candidate B (use name), would you start, please?</i>
6:30	<i>Could you finish, please?³ (After another 2-3 minutes)</i>
7:00	<i>Thank you. We'll now do part three.</i>

³ If the test taker gives the impression that she /he will not come to an end automatically, this phrase will be used to give her/him the opportunity to finish with one or two closing sentences.

Sample prompt cards for the monologue

Candidate A: Choose one of the three topics and read this text carefully.

Start when you are asked to do so.

Topic A

Describe a person you like.

Say

- what this person looks like.
- what this person does.
- why you like this person.

Would you want to change anything about this person? Give reasons.

Topic B

Describe the village/town where you live.

Say

- what this village/town is like.
- what you can do there.
- why you like or do not like this village/town.

Would you want to change anything about this village/town? Give reasons.

Topic C

Describe your dream holiday.

Say

- where you go and where you stay.
- what this place is like.
- what you do.
- why you like this holiday. Give reasons.

Candidate B: Choose one of the three topics and read this text carefully.

Start when you are asked to do so.

Topic A

Describe an animal/pet you like.

Say

- what this animal/pet looks like.
- what this animal/pet does.
- why you like this animal/pet.

Would you want to change anything about this animal/pet? Give reasons.

Topic B

Describe your school.

Say

- what this school is like.
- what you can do and study there.
- why you like or dislike this school.

Would you want to change anything about this school? Give reasons.

Topic C

Describe your dream birthday party.

Say

- what this party is like.
- who you invite.
- what you do at this party.
- why you like this party. Give reasons.

Sample repair questions

FRIEND/PET

Tell me about his/her (its).... eyes.
What about his/her (its)...? hair (fur/skin/coat).
height/body.
favourite clothes/food.
hobbies/free-time activities.
family.
character.
What does he/she/it like/not like?
What do you do together?

HOME TOWN/VILLAGE

Tell me about its..... places (for teenagers).
What about (its/the) ...? buildings.
Are there anyyou like? shops.
Can you describe some ...? sights.
nature.
people.
What do you like/not like/miss?
What does/do the ... look like? town hall/shops/park/playground/theatre/cinema....

HOLIDAY

How do you get there?
What do you do? during the day/in the evening
Who goes with you?
How long do you stay?
Where do you stay?
What is this place like?
Why do you like this...? place/holiday/beach/hotel
What about (the) ...?

SCHOOL

Tell me about its ... classroom(s).

What about (the)...? building(s).

Are there anyyou like? subjects.

Please describe/talk about ... sports.

clubs.

teachers.

classmates.

What do you like/not like/miss?

PARTY

Where is the party?

What's the place like?

What do you do? What about dancing? What about games?

Who do you invite?

What kind of party is it? Any theme?

What do you buy/prepare?

Why do you like this...? place/party/game/music....

What about (the) ...?

DIALOGUE: Intro Text

Time min:sec	<i>In part 3 you will talk with each other. First, you will ask each other some questions and give answers⁴. 0:00 Then you will have a discussion. Please read the instructions carefully now.</i>
1:00	<i>Candidate B (use the name), please start with your questions now.</i>
1:30	<i>Candidate A (use the name), please ask your questions now.</i>
2:00	<i>Let's now start the discussion⁵: Candidate A (use the name), could you start, please? Could you start, Candidate B (use the name)? Only if necessary: Should teenagers get a lot of pocket money from their families, Candidate B (use the name)?</i>
5:00	<i>This is the end of the speaking test. Thank you for taking part. Good-bye.</i>

REPAIR QUESTIONS FOR THE DISCUSSION

- How much money should teenagers get?
- What kind of jobs can teenagers do?
- What about finding a job during the holiday?
- Should teenagers be allowed to buy their own clothes? Why do you think so?
- Should teenagers get money to go out? Why do you think so?
- What do you do with your money?
- What do teenagers do with their money?

General repair questions (also for the monologue when appropriate):

And what do you think,?

Do you agree, ...?

What about you, ...?

What do you think about...?

Tell me more about...

Talk about ... (it).

Talk to each other, please! (use gestures to support this)

Thank you, ,can you answer this question / carry on?

Please speak English.

⁴ Depending on the prompt this can also be "do a role-play/solve an information gap " etc.

⁵ Depending on the prompt this can also be "do the role-play/solve the information gap" etc.

Sample prompt cards for the dialogue

Candidate B:

Read the questions carefully.⁶

Ask the three questions when I tell you.

Give answers when your partner asks you and make sure you say what you think in the discussion.

Ask your partner

- if he/she gets any pocket money.
- if this is OK for him/her and why.
- what he/she does with his/her money.

Discussion:

- Should teenagers get a lot of pocket money from their families? Why or why not?
- What can teenagers do to get money?

Repair question cards: Candidate B

Do you get pocket money?

B1

Is this OK for you? Why?

B2

What do you do with your money?

B3

⁶ This could also be: Look at the pictures and ... / Read the text carefully and.... etc.

Candidate A:

Read the questions carefully.

Candidate B will ask you three questions.

Afterwards you will ask Candidate B your three questions.

Make sure you say what you think in the discussion.

Ask your partner

- if he/she thinks he/she has enough money.
- if he/she does anything to get money.
- what he/she would do with more money.

Discussion:

- Should teenagers get a lot of pocket money from their families? Why or why not?
- What can teenagers do to get money?

Repair question cards: Candidate A**Do you think you have enough money?**

A1

Do you do anything to get money?

A2

What would you do with more money?

A3

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