

PROMOTING SPEAKING SKILLS AT PRIMARY EDUCATION

BUT HOW?

OZGEN BAGCI CERVO



TODAY'S AGENDA



Communication Skills

Sample Activities & Tasks

Assess to Progress

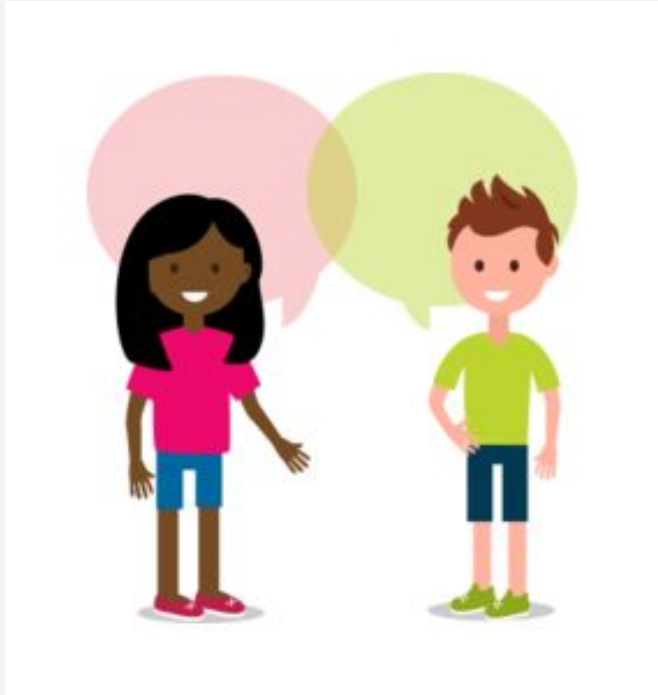




A central graphic on a white background. The text 'wooclap' is written in a bold, sans-serif font, with 'wooc' in black and 'lap' in green. Below it, the word 'in' is in a smaller green font, followed by '3 Steps' in a large, bold, black font. At the bottom, there is a diagram of three steps: a yellow circle with the number '1' and a right-pointing arrow, a red circle with the number '2' and a right-pointing arrow, and a purple circle with the number '3'. The background is decorated with various small, light green icons including people, a calendar, a speech bubble, a clock, a document, and a photo.



COMMUNICATION SKILLS



What kind of communication skills should students have when they finish primary school education?

COMMUNICATION GOALS FOR SPEAKING SKILLS

Communicate orally in routine social situations related to their daily lives

1. Express basic emotions and feelings
2. Describe people, objects, animals, places, and activities
3. Explain and sequence simple events
4. Make simple requests
5. Give short instructions and directions
6. Ask and answer questions



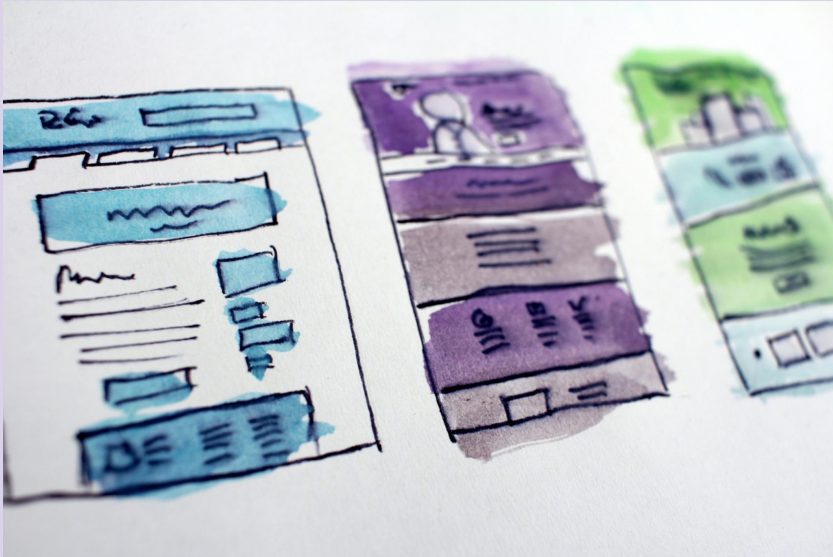
HOW CAN WE HELP OUR STUDENTS DEVELOP THESE SKILLS?

ACTIVITY 1: HOT SEAT





ACTIVITY 2: PICTURE WORD INDUCTIVE MODEL (PWIM)



1. Students study the picture and identify what they see
2. The teacher labels, reads and reviews the words generated
3. Together they classify the words
4. And develop titles, sentences and paragraphs about their picture.

STEP 1:



STEP 2:



STEP 3: WHAT NOW? HOW CAN YOU EXPAND IT?



1. Create a picture dictionary
2. Create titles
3. Build sentences and illustrate them
4. Write a detailed description
5. Write a question the picture brings to mind (e.g., “What are they looking at?”).
6. Make a personal connection (e.g., “Reminds me of when I went to the ... ”)

STEP 3: WHAT NOW? HOW CAN YOU EXPAND IT?

7. Literary challenges (e.g., explain what's happening from the dog's perspective)
8. Thinking over thinking:
 - They are in the same category because ...
 - I would categorize them differently. For example ...
 - I would add the following categories (because)...
9. What are the people in this photograph saying to each other?
10. Imagine that one of the people in this photograph feels angry. Why?

ACTIVITY 3: SILLY PICTURES



WHAT'S STRANGE
ON THE BUS?

ASSESS TO PROGRESS



GIVING TASK SPECIFIC FEEDBACK

- Task-specific criteria used to evaluate students
- Students are aware of what they need to do to perform well on a task
- Way to give students individual feedback and communicate areas of strength as well as areas for improvement
- Example: task-specific scoring guide

HOW?

Responses do not need to be perfect to receive high scores. We can evaluate the following abilities shown in student responses:

Language Use—Is the meaning clear? How effective is the grammar and word choice? How are errors affecting the clarity of the meaning?

Content—Did the student respond fully to the question? Is the content of the response appropriate?

Delivery—How well does the student speak smoothly, intelligibly and clearly? How much effort does the listener have to make to understand the student?

TOEFL
PRIMARY
SPEAKING
RUBRIC

Score	Language Use, Content and Delivery Descriptors
3	<p>The test taker achieves the communication goal. A typical response at the 3 level is characterized by the following.</p> <ul style="list-style-type: none">• The meaning is clear. Minor errors in grammar or word choice do not affect task achievement.• The response is accurate and complete, and the content is appropriate for the task.• Speech is intelligible, and the delivery is generally fluid. It requires minimal listener effort for comprehension.
2	<p>The test taker partially achieves the communication goal. A typical response at the 2 level is characterized by the following.</p> <ul style="list-style-type: none">• The meaning is mostly clear. Some errors in grammar or word choice may interfere with task achievement.• The response is not fully accurate or complete, or the content is not fully appropriate for the task.• Speech is generally intelligible, but the delivery may be slow, choppy, or hesitant. It requires some listener effort for comprehension.
1	<p>The test taker attempts to achieve the communication goal. A typical response at the 1 level is characterized by the following.</p> <ul style="list-style-type: none">• The meaning is obscured because of frequent errors in grammar and word choice.• The response is inaccurate or incomplete, or the content is inappropriate for the task.• Speech is mostly unintelligible or unsustainable. It requires significant listener effort for comprehension.
0	<p>The test taker does not attempt to achieve the communication goal OR the response contains no English OR the response is off topic and does not address the prompt.</p>

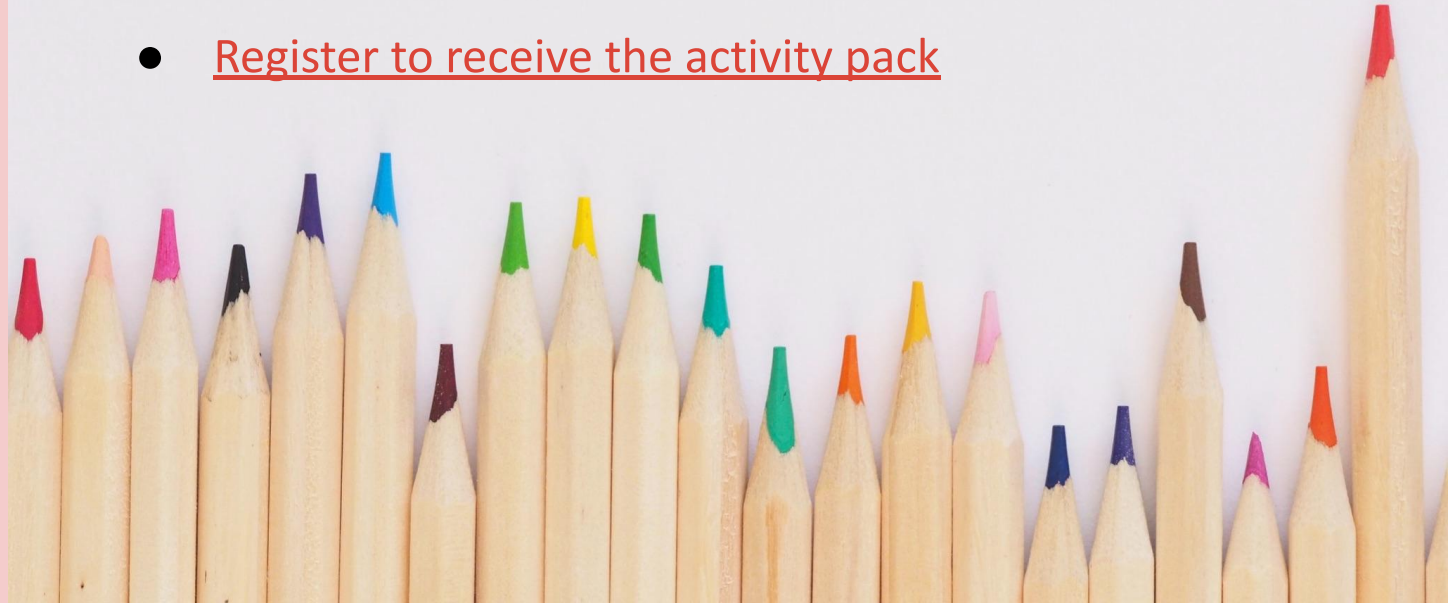
WHAT'S STRANGE ON THE BUS?



Let's look at some actual responses and practice scoring!

IN A NUTSHELL:

- Clear Objectives → Simple Activities
- CEFR as a guide (SLO website)
- Create your own rubric
- [Register to receive the activity pack](#)



THANK YOU!



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