

ENGLISH FOR PROFESSIONAL INTERACTION (BLLW 3162)
TEST FORMAT

Assignment 2: Speaking Task & Individual Presentation (Public Speaking)

No.	Item	Description
1	Weightage	Public Speaking (40%)
2	Number of tasks	2
3	Assignment	Task 1: Speaking Task (10%) Task 2: Argumentative Prepared Speech (30%)
4	Duration	Task 1: Speaking Task (Week 9 – Week 11 Submission) Task 2: Argumentative Prepared Speech (3-5 minutes, Week 12)
5	Elements assessed	<ul style="list-style-type: none"> • Topic Development • Language • Vocabulary • Phonology • Fluency • Discourse Management Please refer to the Assessment Rubric in <i>Appendix 2</i> .
6	Sources and Topics	<ul style="list-style-type: none"> • Education • Workplace • Health and Fitness • Technology • Environment • Social issues Source: https://intercambioidiomasonline.com/wp-content/uploads/2018/08/FCE-SPEAKING-1.pdf

TEST SPECIFICATION GUIDELINES


Test Overview

Structure of the Test

Test Part	Task Type	Timing
Task 1	Speaking Task	Week 9 – Week 11
Task 2	Individual Argumentative Prepared-Speech based on a given topic	Week 12 3-5 minutes to present via online platform/hybrid

TASK 1– SPEAKING TASK (10%)

GUIDELINES FOR SPEECH PRACTICE

1. Go to <https://speakandimprove.com/>
2. Click on 
3. Talk to the speech robot, Sandi, who will ask you some questions.
 - a) Please allow app.speakandimprove.com to use your microphone.
 - b) Check/Test your microphone.
 - c) Start answering the questions.

You have to answer 3 parts:

a) Part 1 – Answer the questions.

You will hear 8 questions. Listen to each question, then answer. For questions 1–4, you have 10 seconds to answer. For questions 5–8, you have 20 seconds to answer. Please click **NEXT** to answer the next question in this part.

After you have completed all the questions, click on the **FEEDBACK** button to see your score, and then click **ANSWER MORE QUESTIONS** to go to Part 2.

Answer more questions

b) Part 2 – Read and record each sentence

You will see 8 sentences. You have 10 seconds to read and record each sentence. Please click **NEXT** to answer the next question in this part.

After you have completed all the questions, click on the **FEEDBACK** button to see your score, and then click **ANSWER MORE QUESTIONS** to go to Part 3.

Answer more questions

c) Part 3

You have 1 minute to talk about a topic. First, read the task and prepare your answer. Then speak for one minute. After you have completed answering all questions from all three parts, click on the **FEEDBACK** button.

Feedback

Print Screen and **submit your feedback result** to your instructor.

Your feedback

This is your feedback for parts 1, 2 and 3.

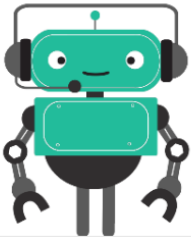
Score	Audio	Graphs
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CEFR Level B2

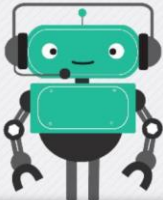
[What is a CEFR Level?](#)

89% Confidence

The more parts you answer, the more confident Sandi can be about your English level. Click the button below to try the next part.



Hey! Were some questions difficult for you? You can try them again to improve your score.



Well done, you've finished all the questions in part 2! Press 'Feedback' to see your feedback, or 'Try again' to answer the same question or part again.

Try again

Feedback

TASK 2 – ARGUMENTATIVE PREPARED-SPEECH (30%)

CEFR level: **Between A2 to B2**

PROMPT ATTRIBUTES

Type of stimulus	Textual stimulus, in the form of a brief statement on the topic, followed by an aspect of the topic for each test taker to talk about.
Standard rubrics	<p>The task comes with the following standard rubrics:</p> <ul style="list-style-type: none"> • You have 3-5 minutes to deliver your speech. <p>Please refer to the questions in <i>Appendix 1</i>.</p>
Speaking Context	Presenting speech in class via online/hybrid.
Language Functions	<p>Each task should elicit some of the following functions:</p> <ul style="list-style-type: none"> • expressing opinions • giving reasons • elaborating • arguing and justifying • summarizing • concluding

TASK SPECIFICATIONS

Time allowed	3-5 minutes to present (Preparation is done beforehand).
Topic	Argumentative prepared speech based on given topics.
Assessment	Students will present their speech via the agreed online platform (Webex/Teams)/hybrid .
Materials	Test takers have their own task sheets providing the standard rubrics and information on what they should talk about. They will be asked to talk about different aspects of the topic.

RESPONSE ATTRIBUTES

Length of response	Test takers are expected to speak for 3-5 minutes.
Mode	Public speaking/Oral Presentation
Register	The expected register is somewhat formal. Production relates mostly to concrete matters.
Level of response	The task may result in speech ranging from A2 to B2.

TASK 2 - ARGUMENTATIVE PREPARED-SPEECH QUESTIONS

No.	Education
1.	Which do you think is more important? To have a university degree, or to have a lot of working experience?
2.	Learning English is better than learning other languages. Do you agree?
3.	Which do you think is better? To learn something new or to deepen your understanding of something you have already known?
4.	Which is better; to study on your own or in a group? Why?
5.	Learning new skills is a difficult task to do. Do you agree?
6.	What is the best course to be taken by undergraduates? Why?
7.	It is essential to get a degree in today's society? Yes, or no? Why?
8.	Exams should be abolished. Agree or disagree?
9.	Which do you think is better; study hard or study smart?
10.	English should be taught by all schools worldwide. Do you agree?

No.	Workplace
1.	Would you prefer to work or be a student? Why?
2.	Should we choose a job with a good working environment but pays less or a job with a stressful working environment that pays more?
3.	What motivates you more, having a challenging job or earning lots of money?
4.	What is more important to excel at the workplace; communication skills or creativity?
5.	Nowadays, setting up one's own business after graduation is a better prospect than using one's degree to find a job. Do you agree? Why?

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6.	During these trying times, a fresh graduate should not be too selective; just grab the first job opportunity that comes. Do you agree?
7.	When doing any task, which is your preference; doing it slowly to ensure a good result even though you are behind schedule, or doing it fast to produce a not-so-good result but following the deadline?
8.	Should working hours be shortened to ensure better work performance? Yes, or no? Why?
9.	Which do you think is more important; higher qualification or longer working experience?
10.	Do you prefer to start working in a small or a big company after graduation? Why?

No.	Health and Fitness
1.	Which is more important to keep fit and healthy: doing regular exercise or taking nutritious food?
2.	Is it better to have treatments at the general hospital or the private hospital?
3.	To recover from illness when the weather is bad, is it better to use traditional home remedies or modern medicines?
4.	Is physical health more important than mental health?
5.	Children's vaccination should be mandatory. Do you agree?
6.	Technology plays more positive roles than negative roles in health care systems. Do you agree?
7.	Exercise can worsen health. Do you agree?
8.	Dieting works best for weight loss. Discuss.
9.	Smart devices are deteriorating the human health. Discuss.
10.	Unlike obese people, thin people are always healthy. Do you agree? Why?



No.	Technology
1.	Buying gadgets is a good investment. Do you agree?
2.	Many recent inventions tend to be disastrous to the future of humankind. Do you agree?
3.	Should there be any public/legal control over the development of technology?
4.	Playing computer games has more benefits than harms. Do you agree?
5.	Using the internet as a tool for studying only limits one's creativity? Do you agree?
6.	Using too much of the internet only leads to addiction. Do you agree?
7.	The bad effects of the internet out weight the good benefits. Do you agree?
8.	Mobile phones make people be anti-social. Do you agree?
9.	Technology making people smarter or lazier. Discuss.
10.	Technology limits one's creativity. Do you agree?
11.	Web Filters should be restricted at the campus. Do you agree?
12.	Does technology make us more alone?
13.	Can mobile phones be educational tools for toddlers?
14.	Students spend too much time on smartphones browsing social media sites instead of educational sites. Do you agree?
15.	Should video games be used in education? What do you think?
16.	Should computers become the primary way students learn in class? What do you think?
17.	Will computers be able to replace teachers? Will it be rather good or bad?
18.	A computer grading your essays is more accurate than a teacher grading your essays. Do you agree?
19.	Is online learning as good as face-to-face learning? What do you think?
20.	Should computer games be used for classroom instruction? What do you think?



ASSESSMENT RUBRICS OPTIONS

CRITERIA/ MARKS	TOPIC DEVELOPMENT	LANGUAGE	VOCABULARY	PHONOLOGY	FLUENCY	DISCOURSE MANAGEMENT
5 (B2 HIGH)	Ideas are very well developed and convincing Can give very clear, detailed descriptions on a wide range of aspects of the topic given	Good grammatical control; occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	Has a very good range of vocabulary for matters connected to their field and most general topics.	Is intelligible. Excellent enunciation. Intonation is appropriate. Sentence and word stress are accurately placed. Individual sounds are articulated clearly.	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech	Uses a wide range of cohesive devices and discourse markers effectively.
4 (B2)	Ideas are satisfactorily developed and satisfactorily convincing Can give satisfactorily clear, detailed descriptions of certain aspects of the topic given	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.	Has a good range of vocabulary for matters connected to their field and most general topics.	Is intelligible Enunciate effectively. Intonation is satisfactorily appropriate Sentence and word stress are satisfactorily placed Individual sounds are satisfactorily articulated	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.	Uses an appropriate range of cohesive devices and discourse markers
3 (B1 HIGH)	Ideas are somewhat developed and somewhat convincing Can give somewhat clear, detailed	Communicates with reasonable; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear	Has a good range of vocabulary related to familiar topics and everyday situations.	Is intelligible. Enunciate appropriately. Intonation is generally appropriate	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses	Uses an adequate range of cohesive devices and discourse markers competently .

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	descriptions on the topic given.	what they are trying to express.		<p>Sentence and word stress is generally accurately placed</p> <p>Individual sounds are generally articulated clearly</p>	and “cul-de-sacs”, they are able to keep going effectively without help.	
2 (B1)	<p>Ideas are not well developed</p> <p>Lacks clarity of ideas</p>	Uses reasonably accurately a repertoire of frequently used words and patterns associated with more predictable situations.	Has sufficient vocabulary to express themselves with some circumlocutions.	<p>Is intelligible.</p> <p>Demonstrates occasional lack of appropriate enunciation.</p> <p>Intonation is modestly appropriate</p> <p>Sentence and word stress are modestly accurately placed</p> <p>Individual sounds are modestly articulated clearly</p>	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production	Uses a basic range of cohesive devices effectively and discourse markers
1 (A2)	<p>Ideas are not developed at all.</p> <p>Might go out of topic.</p>	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.	Has sufficient vocabulary for the expression of basic communicative needs.	<p>Is mostly intelligible and has some control of phonological features at both utterance and word levels</p> <p>Demonstrates frequent lack of appropriate enunciation.</p>	Can make themselves understood in short contributions, even though pauses, false starts and reformulation is very evident.	Uses limited cohesive devices