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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Jiawen Cui** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **1:56 “okay that’s a good reason”**  **3:31 “ohh”**  **5:04 “ahhh”**  **8:45 “ahh organize”**  **9:30 “oh that’s a good point”**  **9:44 note here she only nods rather than doing a verbal response- possibly because her partner’s prior turn was confusing/unclear (I was confused). Thus maybe she uses nods to show she is still listening but verbal tokens when she understands/agrees??**  **11:10 “ah cv”** | **Not so good**  **10:42 “ah yes that’s a great point” seems rather forced** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **9:10 “yeah because through the communication we…” designs turn as a subordinate clause hearable as a continuation of partner’s prior turn**  **10:00 “yes because they need to deal…” another co-construction of a single syntactic unit** | **Not so good** |
| **Does the speaker could take the turn at suitable time in the conversation?** | |
| **Good** | **Not so good**  **8:19 Interruption?** |
| **Does the speaker try to move the interaction in an appropriate direction? (‘develop the interaction and negotiate towards an outcome’) Does the speaker need support?** | |
| **Good** | **Not so good** |
| **Comments [5] Constantly producing verbal and embodied listener feedback. Two collaborative completions (see above) demonstrate her ability to anticipate where her partner’s turns are heading and fit her talk into this projected trajectory.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Jiawen Cui** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good** | **Not so good** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good** | **Not so good** |
| **Comments[2] Only takes rare extended turns. Contributions are mostly short and therefore did not get a chance to show off her fluency or ability to put longer utterances together logically. Potentially a bit unfair as she was bulldozed a bit by a very talkative partner.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Jiawen Cui** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good** |
| **Does the speaker use complex grammatical forms?** | |
| **Good** | **Not so good** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good**  **4:48 Unable to develop the idea about ‘opportunities for future promotion’**  **10:20 “grasp the knowledge of the professional”** |
| **Comments [2] Meaning is fairly clear when she speaks but doesn’t provide a huge sample to judge. Vocab issues do impact fluency.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Jiawen Cui** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good** | **Not so good** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **7:42 “advertisement” as request for further info**  **8:58 able to develop her partner’s “teamwork ability” a little**  **11:16 “ah just like an interview?”** | **Not so good**  **3:56 This turns appears to be an attempt at paraphrasing her partner’s prior long utterance. However, it is not very clear and appears to confuse the partner a bit. In fairness though, the partner’s prior turn was a bit confusing too.**  **8:20 Is this designed as a paraphrase of partner’s turn? Linking is unclear.** |
| **Does the speaker try to move the interaction in an appropriate direction? (‘develop the interaction and negotiate towards an outcome’) Does the speaker need support?** | |
| **Good**  **1:34 “what about you?”** | **Not so good** |
| **Comments [4] Does make frequent attempts to link her turns to partner’s prior utterances however never develops her partner’s ideas at length.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Jiawen Cui** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good** |
| **Is the speaker’s intonation appropriate?** | |
| **Good** | **Not so good** |
| **Does the speaker use sentence stress correctly? Is word stress correct?** | |
| **Good** | **Not so good** |
| **Are individual sounds clear? Are they correctly produced?** | |
| **Good** | **Not so good**  **11:02 “standards”** |
| **Comments [3] Again, limited sample of her talk makes this a bit hard. The sample we do have is mostly clear although fluency issues very likely would prevent her using prosody effectively over longer utterances.** | |