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| **B2 First (LEVEL B2) SPEAKING**  **Active Listening** | |
| **Name of student: Jingyi** | |
| **Does the speaker respond actively? Does the speaker give feedback as the listener?** | |
| **Good**  **1:30 nodding**  **3:46 nodding**  **13:19 “all parts”** | **Not so good**  **3:58 pretty minimal response here- forces partner to ask her explicitly “what about you?”** |
| **Does the speaker have the ability of conducting collaborative finishes or reactive tokens?** | |
| **Good**  **9:34 “8-12” completes partner’s turn-in-progress**  **9:56 “to support their English learning” seems like at least an attempt at a coll. completion**  **12:40 “the mountain area”** | **Not so good** |
| **Does the speaker could take the turn at suitable time in the conversation?** | |
| **Good** | **Not so good** |
| **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 [3] Demonstrated active listenership with a number of collab. completions. Response tokens were quite rare however- relied on nodding to show engagement.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **DISCOURSE MANAGEM ENT** | |
| **Name of student: Jingyi** | |
| **Are the answers of an appropriate length for the task? Is there much hesitation?** | |
| **Good** | **Not so good**  **Seems to avoid long contributions** |
| **Are the contributions relevant? Is there much repetition? Is it well organised?** | |
| **Good** | **Not so good**  **Interaction very disjointed in parts.** |
| **Does the speaker use a range of cohesive devices? And discourse markers?** | |
| **Good**  **10:45 “Actually…” attempts to get talk back on task** | **Not so good** |
| **Comments [2] Both participants seemed confused about what part 3 was asking them to do and they were never really able to work together to figure this out. Jingyi seemed to mostly ask her partner questions to drive the talk forward but rarely took extended turns of her own.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **GRAM MAR & VOCABULARY** | |
| **Name of student: Jingyi** | |
| **Does the speaker use simple grammatical forms with control?** | |
| **Good** | **Not so good**  **5:18 “need”** |
| **Does the speaker use complex grammatical forms?** | |
| **Good**  **4:22 “it’s totally different than what I have learned before”** | **Not so good**  **11:55 “students attend our program”** |
| **Does the speaker use a range of appropriate vocabulary? (everyday situations / familiar topics / wide range of familiar topics?)** | |
| **Good** | **Not so good**  **0:48 “improve the confidence of the language learning”** |
| **Comments [3] Frequent errors in simple structures but these do not affect her ability to get her message across. Mutual confusion in part 3 prevented her showing off a range of vocab here.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **INTERACTIVE COMM UNICATION** | |
| **Name of student: Jingyi** | |
| **Does the speaker start discussions? Does the speaker introduce new ideas?** | |
| **Good**  **3:06 asks a question to get discussion going (although I think neither of them really understood the question)**  **10:25 idea about different cultural backgrounds** | **Not so good**  **13:10 tries to suggest idea about “4 skills” but it doesn’t make a ton of sense in the context of the task** |
| **Does the speaker react appropriately to what the interlocutor or other candidate says?** | |
| **Good**  **11:59 “students attend our program” attempts to remedy partner’s confusion over topic**  **13:30 “what kind of education background?” attempts to drive discussion after partner gives a minimal and inapposite answer** | **Not so good**  **Part 3: spent a lot of this talking at cross-purposes with partner** |
| **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**  **9:18 asks follow up question to get partner to expand on her suggestion of “internship”**  **10:55 question to move talk forward**  **11:05 provides candidate answer to promote discussion after partner’s “ dunno”** | **Not so good** |
| **Comments [3] Consistently asked follow up questions to advance discussion when her partner gave minimal or confusing responses. Attempted to introduce new ideas for discussion in part 3 although they arguably did not make a lot of sense.** | |

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| **B2 First (LEVEL B2) SPEAKING**  **PRONUNCIATION** | |
| **Name of student: Jingyi** | |
| **Are the answers clear? Can the speaker be generally understood?** | |
| **Good** | **Not so good**  **Second half of question finishing at 3:31 is indecipherable. Mask possibly an issue?**  **4:31 “future job training”?? unclear**  **9:18 unclear talk/ speaks very quietly/maybe mask is an issue**  **9:40 unclear** |
| **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** |
| **Comments [2] Spoke very quietly and this may have been exacerbated by her mask. Message was mostly clear but required significant strain to understand her at times.** | |