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BAELS3B (INC grade compliance)

After listening to the lecture videos, answer the following questions. Limit your answers to 5-10 sentences each question only.

1. In the introduction of the lecture, challenges of testing speaking were discussed (interaction effect, elicitation techniques and scoring). Choose one (1) among the challenges and give one practical example. (10 pts.)

Listening and speaking are almost always interrelated. There are listening types where we could give tasks that are isolated or focused solely on measuring the target skill. Meanwhile, speaking skills or types are very difficult to isolate without directly involving the interaction of oral comprehension. We couldn't say, respond, or interact with someone if we have not understood what we've listened to. Listening and speaking constitute the two elements of oral language, and the existence of listening skills obliges speaking, but in terms of language acquisition listening is prior to speaking. For example, having good pronunciation allows the communication to be easily understood. Listening stimulates students to speak and helps to improve their speaking skills, and their self-control during verbal communication.

2. What is the difference between responsive and interactive speaking? (5 pts)

The main difference would be the length and complexity of the interaction. Interactive speaking includes multiple exchanges and this is mostly with multiple participants. Responsive speaking, while it does include interaction, is limited to short conversations such as standard greetings, answering questions, making a request, and commenting. Responsive speaking is frequently employed in assessment contexts since it is designed to demonstrate competence in a specific area of the language. Interactive speaking, on the other hand, is lengthy in a way we could have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Complex in a way we could respond, ask, and contribute to the conversation in just one conversation.

3. Why are imitative speaking tasks still important? (5pts)

Commonly used in preschool activities to teach young children how to say certain words, however, imitative tasks can definitely still be used in all levels of education. There are some students, even at the tertiary level, who do not know how to pronounce some words, especially uncommon words. We can use imitative speaking performance to teach correct pronunciation of a word. An example would be what we did in our freshman year, where we had activities to imitate our teacher back then because we did not know how to pronounce distinct sounds in one word. Despite this task not being able to target or measure students' comprehension of the word or language (as students could definitely just imitate someone without fully understanding what they're imitating), it is still important for teaching pronunciation or teaching where to put stress,

intonation, proper tone, etc. of a language. How can we communicate properly in the target language if we do not know how to say it? Not pronouncing a word right may be excusable for ESL and EFL learners but it is definitely a factor for communication barriers.