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BAELS3B (INC grade compliance)

Look at the list of micro- and macroskills of speaking, each group must choose ONE (1) either from a micro and macro skill of speaking and design a task that assess such skill/objective chosen.

1. Micro skill: Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

Name of the task: Describe me not

Procedure:

- This task will make use of three different kinds of random pictures.
- The teacher will go around and have students pick one picture. The teacher will then give students ten minutes to organize their thoughts in describing what is in the picture.
- The students will need to describe the picture up-front individually; they are not allowed to bring any notes. This is to promote the “naturalness” of their speech.
- They will be given one minute each to describe the picture
- Students will be instructed that they could get creative with their descriptions, and don't need to literally describe every single detail of the picture. They will be scored according to how well they present their thoughts and produce speech in natural constituents and not how correct they are in describing what's in the picture.

For example,

Student sees: An antique-looking tea set with a colorful background.

Students may relate the picture to what they are usually feeling as a way to describe it. *“We are currently seeing a tea set with a colorful background (pause) Actually (pause) seeing this picture successfully captures (breath) what I’m feeling right now and what my current mental state is.”*

Scoring:

- Students will be scored on how well they produce speech in natural constituents, meaning they have to pause when they're expected to pause, etc.
 - > Comprehensible and consistent; able to naturally display pause groups, breath groups, and sentence constituents throughout the speech = 10pts
 - >Comprehensible but inconsistent in displaying natural constituents in speech = 7pts.
 - >Comprehensible but wasn't able to display natural constituents in speech at all = 3pts.
 - >Incomprehensible and wasn't able to display natural constituents in speech = 0pts.

2. Macro skill: Convey links and connections between events.

Name of the task: Tell me something

Procedure:

- To convey connections between events in speaking, it needs to have transitions or *signal words* between ideas.
- The teacher will write ten sentences on the board and have students pick three to paraphrase said sentences into something that could convey their connection. They will be asked to do the task individually.
- The teacher will give students one minute to settle themselves and then will individually call students one at a time to answer.
- It will not have any definite answer; students could think of any transition words so long as it would fit into the sentences and what they're trying to convey.

For example,

Teacher writes:

1. I love coffee. It keeps me awake at night.
2. ..
3. .

Student says:

1. I love coffee *even though* it keeps me awake at night.
2. ..
3. ..

Scoring:

- Students will be scored according to their ability to convey connection between events.
- It will be 5pts each paraphrased sentence, a total of 15pts.
- 5pts each correct usage of transition words.
- 0pts for not being able to properly convey connection.