



## **JETSET ESOL International Qualifications**

### **SPEAKING COMPONENT: A GUIDE FOR TEACHER-EXAMINERS**

This document should be passed immediately to the person or persons responsible for the conduct of the JETSET Speaking Tests, who should retain it for the duration of the test.

This document is intended to provide guidance to teacher-examiners in all matters relating to the Speaking Component of the JETSET ESOL International qualifications.

**IT IS IMPORTANT THAT TEACHER-EXAMINERS READ THIS DOCUMENT CAREFULLY BEFORE CONDUCTING SPEAKING TESTS.**

# CONTENTS

## PAGE

I	Check-list for Teacher-Examiners	2
II	Introduction	3
III	Administrative Instructions	3
IV	The Format of the Test	6
V	Test Technique	10
VI	Marking guidelines for speaking component	12

## I CHECK-LIST FOR TEACHER-EXAMINERS

### Preparation

- Try to obtain the best possible recording conditions and surroundings. This should ideally be a quiet room, undisturbed by background noise such as people walking into the recording area, telephones ringing and lawnmowers.
- If only one microphone is used, ensure that it is closer to the candidate(s) than to the teacher.
- Ensure that the microphone will not be affected by noises such as hands tapping on the table, knocking against table legs etc.
- Timing devices may be necessary but should not be intrusive and distracting to the candidate (for example, loud timers).
- Carefully read through the teacher-examiner instruction booklet 2/3 days before the first test. Ensure you are familiar with the teacher's role for all candidates' material.

### When recording

- Record all required details on the cassette at the start of each test. (See page 5).
- Ensure that you wind past the leader tape so that the first vital piece of recording is not lost.
- Ensure that only candidates for the same level are recorded on any one cassette.
- Ensure that the correct number of candidates are recorded on each side of the cassette. 3 tests on 1 side (6 candidates).
- Ensure that there is enough time remaining on the side of the cassette to record the whole of the candidates' tests.
- Ensure that the time limits for each part are not unduly exceeded although it is important not to stop a candidates response in mid sentence.

## **After recording**

- Check after each test that the test has actually recorded. If not, the candidates must do the test again, using different material.
- Ensure, if winding back to check a recording, that you do not erase the previous candidate when starting the next one.
- Ensure that the quality of recording is clear and does not contain continual hums, buzzes etc. If the tape is too unclear to moderate, specify this on the tape label.
- Label the cassette box in the same order as the candidates are recorded on the tape.
- Make clear on the label which candidates are on side A and which candidates are on side B of the cassette.
- Enclose the attendance register with the cassettes.
- Send the cassettes to EDI using the address labels provided.

## **II INTRODUCTION**

The ability to communicate in the spoken language, like the other skills tested JETSET ESOL International qualifications will be tested at all levels.

## **III ADMINISTRATIVE INSTRUCTIONS**

### **Dates and Times of Tests**

The speaking tests should be conducted within two weeks either side of the written papers. Candidates are tested in pairs, in a separate room, at a time arranged by the centre. Centres are required to notify EDI of the dates of the tests.

### **Teacher-Examiners**

It is the responsibility of the Centre to appoint the examiners who will conduct the speaking tests. The examiner must have completed some training / familiarisation prior to conducting a session and can do so via the JETSET speaking component training DVD. Teacher-examiners or external examiners may mark the speaking tests. Each candidate's test is tape - recorded for moderation by an examiner appointed by EDI.

### **Materials for the Tests**

EDI provides the marking criteria and assessment materials for the test: suggested conversation questions for use by teacher-examiner; part two tasks for use by candidates and teacher-examiner instructions.

The test material (teacher-examiner instructions, part two tasks) may be opened the evening before the first speaking test to allow for preparation by the teacher-examiner. It may **not**, however be removed from the centre.

Centres are responsible for providing:

- a) a suitable room for the test, as soundproof as local conditions permit;
- b) a good quality cassette recorder with microphone.
- c) labelled blank cassette tapes for recording the tests.

## **The Test Room**

It is important to ensure that the room used for the test is one which is reasonably pleasant to work in. This is not simply for the benefit of the candidate who will only spend a few minutes in the room, but also for the teacher-examiner who, in all probability, will be spending several hours there. Mental fatigue or discomfort on the part of the teacher-examiner may adversely affect the performance of the candidate. Every effort should be made to ensure that the environment is as quiet as would be expected for a written test. Telephones ringing, interruptions and intrusive classroom noise do not help the concentration of either the candidate or the teacher-examiner.

## **The Recording Equipment**

The recording equipment used should be the best the centre has available, with clean recording heads, and it is important that the teacher-examiner should be fully familiar with its operation. If possible, an external microphone should be used rather than one that is inbuilt, and it should be placed *on a soft surface* between teacher-examiner and the candidates. Normally, it will be necessary to place the microphone nearer to the candidate than to the teacher-examiner. Teacher-examiners should do their best to ensure that the microphone does not pick up any extraneous noises such as nervous candidates tapping the table where possible. EDI recommends the use of lapel microphones, which candidates can attach to their clothing.

## **Format of the Speaking Component**

The Speaking test consists of three parts.

**Part One**, the candidate responds to Personal Profile questions based on the topics, functions, and grammar structures indicated in the content of the Specification.

The material for Part One is provided as a list of questions for the teacher-examiner to draw from.

**Part Two**, the candidates engage in an interchange with the assessor

**In Part Three**, conversation or extended discussion related to the topic in Part Two and the candidate's own experiences.

Each of the interlocutors has a number of Part Two tasks provided by EDI and the examiner decides which version to use.

## **Timing**

The following timings apply:

**Foundation One, Two, Three and Four:** Up to 5 minutes each, 10 minutes for 2 candidates

**Five and Six:** Up to 8 minutes each, 15 minutes for 2 candidates

Teacher-examiners should time the length of the conversation (e.g. by using a stopwatch) to avoid overrunning significantly. It should, however, be borne in mind that loud and intrusive ticking devices may hamper the concentration of candidates. If a time signal sounds at the end of the set period the conversation should be brought to a natural conclusion and not stopped abruptly in mid-reply.

These timings must be adhered to as closely as possible out of fairness to candidates. In exceptional circumstances it may be found desirable to curtail the test or part of it, if it is found, for instance, that the candidate is quite unable to produce any assessable utterances, or has reached the limit of what he/she can say. It should be realised that such a candidate is likely to receive a very low mark.

### The Conduct of the Test

All candidates' speaking must be recorded onto cassettes. Tests at different levels **must not** be recorded on the same cassette. Different teacher-examiners must use different cassettes for each centres. The tests should preferably be conducted in candidate number order, unless this creates administrative difficulties.

At the beginning of each cassette, the teacher-examiner should record an introduction precisely on the following pattern:

Cassette Number .....	Side ..... (A or B)
Centre Number and Name .....	
JET SET Level .....	(e.g. JETSET Foundation level)
Date .....	(e.g. Thursday, 6 May 2004)
Examiner .....	(e.g. Mrs M L Brown)

The number and name of each candidate (surname followed by initials and the name by which the candidate is referred to during the test) should be announced and recorded before he/she begins the test.

After the last candidate on each side of the tape, the teacher-examiner should say "end of side A/B, tape number.....".

Once each candidate's test has started, *the cassette recorder must be left running continuously on RECORD; it must not be switched off, nor may the PAUSE button be pressed, during the test*

Teacher-examiners should check after each candidate's test that the test has actually recorded. Where recordings have failed, are incomplete or unintelligible, the candidate should be given the opportunity to repeat the test using different Part Two tasks. If this is not possible, teacher-examiners should provide full details when sending the cassettes to EDI.

Teacher-examiners should ensure that the order of the candidates on the cassette corresponds exactly to the order on the cassette box label and that it is clear which candidate is the first on side B of the cassette.

## Cassette Box Labels

The following information must be clearly entered on the label on each cassette box:

- JETSET
- the level of test
- the date of the test
- the centre number and name
- the number and name of each candidate (including the name by which they are referred to during the test) in the order in which their tests are recorded

## Security

At all times during the test, the tapes and assessment materials must be kept under conditions of security similar to those in force for test materials in a written test. The assessment tasks may not be communicated to the candidates in advance of their test. Centres send cassettes to EDI before they are despatched to an external examiner for marking. **The teacher-examiner is responsible for despatching completed tapes to EDI.**

## IV THE FORMAT OF THE TEST

All JETSET speaking tests should be conducted in pairs. In any instances where there are an odd number of candidates entered for a particular level, it is the centres responsibility to arrange a 'dummy' candidate, with a suitable level of language, who will not be assessed. These candidates must be the final tests recorded for that particular level.

### JETSET Foundation

5 minutes per candidate  
20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, the candidates respond to two or three Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working with the Assessor, take part in a two minute structured interchange, describing people or a scene, their location/ its contents. The material for Part Two takes the form of pictures of scenes/ people. Each candidate has a variant of the same material.

**Part Three** takes the form of a simple conversation extended from the topic in Part Two and should last for approximately two minutes.

## **JETSET One**

5 minutes per candidate  
20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, the candidates respond to Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material.

**Part Three** takes the form of a two minute simple conversation extended from the topic in Part Two and related to the candidates' own experiences.

## **JETSET Two**

5 minutes per candidate  
20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two** the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material.

**Part Three** takes the form of a two minute conversation extended from the topic in Part Two and related to the candidates' own experiences.

## **JETSET Three**

5 minutes per candidate  
20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor, and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two** the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a narrative based on a picture sequence. Each candidate has a variant of the same material.

**Part Three** takes the form of a two minute conversation extended from the topic in Part Two and related to the candidates' own experiences.

**JETSET Four** 5 minutes per candidate  
20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. This part of the test should last for approximately one minute. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, take part in a two minute structured Interchange with the assessor. The material for Part Two takes the form of a picture depicting an incident. Each candidate has a variant of the same material.

In **Part Three** takes the form of a two minute discussion extended from the topic in Part Two and related to the candidates' own experiences.

**JETSET Five** 8 minutes per candidate  
40 marks

The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, which should last for approximately three to four minutes, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. The Assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, engage in a five minute interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating and decision-making.

The material for Part Two can take the form of

Either: a list requiring selection of a finite number of items and then comparing and discussing the choices made by the partner;

Or: comparing two sets of information and then discussing and agreeing on a day and time to do something with the partner.

In **Part Three** takes the form of a five minute extended discussion from the topic in Part Two and related to the candidates' own experiences and knowledge.

## **JETSET Six**

8 minutes per candidate  
40 marks

The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, which should last for approximately three to four minutes, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. The Assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, take part in a five minute structured interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating, decision-making. The material for Part Two can take the form of

Either: choosing items from a list, establishing own choices in order of priority and comparing and contrasting choices in discussion with the partner;

or: from a list of possible items or activities, discuss preferences and make a choice for an item or an outing with the partner.

In **Part Three** takes the form of a five minute extended discussion from the topic in Part Two and related to the candidates' own experiences and knowledge

## V TEST TECHNIQUE

### The Teacher-Examiner

Candidates must be given every opportunity to show that they can do; consequently, it is essential for candidates to be as relaxed as the situation allows, and it must be recognised that nothing is to be gained by making the test more difficult or stressful than need be. The manner of the teacher-examiner plays a big part in this, the teacher-examiner who is thoroughly prepared gives off an air of confidence which is transmitted to the candidate and plays a part in setting the candidate at ease.

When the candidate first enters, the teacher-examiner should make one or two comments, or ask one or two simple questions, in English, to ensure that the candidates are at ease.

In all parts of the test the teacher-examiner is to play the part of a 'sympathetic native speaker'. This means that:

- a) the teacher-examiner will make an effort to understand and make himself/herself understood in order to help the process of the communication along. The teacher-examiner will not be deliberately obstructive;
- b) the teacher-examiner must try to forget what he/she already knows about the candidate. The formal or informal form of address should be used, as appropriate.

If the candidate is in difficulty it should be remembered that in reality a sympathetic native speaker would try and help out and would not simply ignore what was said if it was not clear. To clarify what the candidate has said, the teacher-examiner may need to pose a question which does not give away any of the required vocabulary. The teacher-examiner should bear in mind the implications of this for marking. Too much prompting on the part of the teacher-examiner which offers the candidate the necessary vocabulary will result in the candidate losing marks because he/she has not produced the utterance independently. The teacher-examiner should ensure that prompting does not happen so frequently that the role-play is interminably long. There may very well come a time with some candidates when the teacher-examiner simply has to stop trying to help communication take place in order to complete the remainder of the test. Long silences, while waiting for the candidate to respond, are to be avoided

### Conversation

Teacher-examiners should ensure that they are familiar with the speaking component material. They should always be aware, as they ask a question, what the possible answers are, and they should ensure that they do not expect candidates to answer questions which involve specialised knowledge and or structures which are beyond their level being tests.

Teacher-examiners should never correct candidates during the course of the conversation. A well-prepared, patient and encouraging approach will produce the best response.

## ADVICE FOR 'BEST PRACTICE' WHEN EXAMINING JET SET

Try to grade the construction of questions and the level of language appropriately. The candidates' passive knowledge of the language can sometimes be somewhat in advance of active knowledge. Prepare a selection of possible (2/3) questions with which you feel comfortable; remember, however, to listen to the candidates' responses, as these may lead more naturally to other lines of conversation. (See separate information for suggested questions and structures).

Make sure to give equal time to each candidate, with an equal number of questions and time to answer for each candidate.

Do not compare the candidates with each other, but only with the given criteria of the test at the level for which they are entered. **Make a note\* in the 'comments' section of the mark sheet if you think a candidate has been entered at the wrong level.**

**\*There is no need to make a note on the mark sheet if no problems are encountered.**

At SET level, try to broaden the area of discussion to more general and global issues – however, this does NOT mean contentious or sensitive issues, such as politics, womens' rights, religion and so on.

Try to ensure that the questions asked are likely to be appropriate for the candidates: JET SET is a test of achievement in language, NOT a test of knowledge. (See separate information for suggested questions and structures).

Along with the criteria given, training and standardisation, EDI relies on your professional expertise and judgement when examining. This includes any dealings with the centres, interactions with students and personnel, and conduct of the tests.

Please remember that the criteria should be used as 'best fit'. Do not use + or -. **In the case of difficulty, please make a note in the 'comments' section of the mark sheet.**

Please make sure that the layout of the room is comfortable – there is not reason why the assessor cannot sit opposite the candidates at a desk or table. Make sure the atmosphere in the room is welcoming and put the candidates at their ease with 2-3 questions in Part One of their test. (Please make sure that you check **the overall length of the test** and keep to this timing).

## VI MARKING GUIDELINES FOR SPEAKING COMPONENT

### Guidelines for Foundation Level and Levels 1, 2, 3 and 4

#### Marking Descriptors

Descriptor	Definition
Accuracy	in use of grammar and vocabulary
Appropriacy	and range of grammar and vocabulary
Achievement	through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)

#### Marking Scale and interpretations

Mark	Interpretation
1	can provide <i>restricted</i> evidence of accuracy, appropriacy and achievement, and restricted content in tasks
2	can provide <i>sufficient</i> evidence of accuracy, appropriacy and achievement, and sufficient content in tasks
3	can provide <i>extensive</i> evidence of <i>sustained</i> accuracy, appropriacy and achievement, and extensive and sustained content in tasks

**Give 0** when the task is not attempted

#### Allocation of Marks

DESCRIPTORS	MARKS		
	Part One	Part Two	Part Three
Accuracy		1 2 3	1 2 3
Appropriacy		1 2 3	1 2 3
Achievement	1 2	1 2 3	1 2 3
<b>TOTAL MAXIMUM MARK 20</b>			

#### Example of Marks

DESCRIPTORS	Part One	Part Two	Part Three
Accuracy		1 ② 3	1 2 ③
Appropriacy		1 ② 3	1 2 ③
Achievement	1 ②	① 2 3	1 2 ③
<b>Totals</b>	<b>2</b>	<b>5</b>	<b>9</b>
<b>Grand Total 16/20</b>			

## Guidelines for Levels 5 and 6

### Marking Descriptors

Descriptor	Definition
Accuracy	in use of grammar and vocabulary
Appropriacy	and range of grammar and vocabulary
Achievement	through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)

### Marking Scale and interpretations

Mark	Interpretation
1-2	can provide <i>restricted</i> evidence of accuracy, appropriacy and achievement, and restricted content in tasks
3-4	can provide <i>sufficient</i> evidence of accuracy, appropriacy and achievement, and sufficient content in tasks
5-6	can provide <i>extensive</i> evidence of <i>sustained</i> accuracy, appropriacy and achievement, and extensive and sustained content in tasks.

Give 0 when the task is not attempted

### Allocation of Marks

DESCRIPTORS	MARKS		
	Part One	Part Two	Part Three
Accuracy		1-2 3-4 5-6	1-2 3-4 5-6
Appropriacy		1-2 3-4 5-6	1-2 3-4 5-6
Achievement	1-2 3-4	1-2 3-4 5-6	1-2 3-4 5-6
<b>TOTAL MAXIMUM MARK 40</b>			

### Example of Marks

Descriptors	Part One	Part Two	Part Three
Accuracy		1-2 3-4 ⑤-6	1-2 ③-4 5-6
Appropriacy		1-2 ③-4 5-6	1-2 ③-4 5-6
Achievement	1-② 3-4	1-2 ③-4 5-6	1-2 3-4 5-6
<b>Totals</b>	<b>2</b>	<b>13</b>	<b>9</b>
<b>Grand Total</b> 24/40			