

APPENDIX B

SPEAKING PROFICIENCY TEST

## Process of the Pretest / Posttest

1. There were twenty-five students in a class. They were divided into five groups based on their scores of the English listening and speaking course last term. Each group consisted of five.

2. Orientation of the five communicative tasks.

2.1 Information-gap task

2.1.1 Students worked in pairs.

2.2.2 Students held different information. Student A held the Handout A and student B held the Handout B.

2.2.3 Students A and student B took turn to ask and give information they had until they completed all information.

2.2 Jigsaw task

2.2.1 Students worked in a group of five.

2.2.2 Each member held a piece of information.

2.2.3 He / she studied his / her own information.

2.2.4 Then he / she described or presented the information to the group.

2.2.5 All members needed to connect the information.

2.2.6 Finally, they had to organize all pieces of information in order to conclude the story.

2.3 Decision-making task

2.3.1 Students worked in a group of five. The group members were assigned their roles to perform the task such as the group leader, secretary or participants.

2.3.2 They were given a problem which the group members had to help one another to make a decision.

2.3.3 Each member needed to find information and presents it to the group.

2.3.4 Each member needed to present, exchange, and negotiate the information until the group reached the final decision.

#### 2.4 Problem-solving task

2.4.1 Students worked in a group of five. The group members were assigned their roles to perform the task such as the group leader, secretary or participants.

2.4.2 They were given a problem which the group members had to help one another solve.

2.4.3 Each member had to make suggestion, give reason and accept, modify or reject suggestions and reasons given by others.

2.4.4 The group discussed until they reached the agreement to solve that problem.

#### 2.5 Opinion-exchange task

2.5.1 Students worked in a group of five. The group members were assigned their roles to perform the task such as the group leader, secretary or participants.

2.5.2 The group was given a problem.

2.5.3 Each member needed to find information and suggested solution of his/her own to the group.

3. Taking the test starting from Information-gap group, Jigsaw group, Decision-making group, Problem-solving group, and Opinion-exchange group respectively.

4. Each group had to be videoed while performing the test which took about 15 minutes.

5. The Speaking test checklist was used for assessing students' speaking performance during the test.

#### 6. Scoring

6.1 There were three raters assessing the students' speaking abilities for the speaking tasks, the researcher, native Thai teacher and native English teacher who were in the same school.

6.2 The first part of the Speaking Test Checklist included overall oral communicative ability. The criteria of 5-band scales were used in Part 1. In Part 2, a pointed system was used. One mark was scored for each expression the students produced. The rating reliability was checked by determining the Mean of the students' scores of the test from three raters.

### Speaking test checklist

Student.....Class..... No. ....

	Student A					Student B				
	1	2	3	4	5	1	2	3	4	5
<b>Part 1 Overall Oral Communicative Ability</b>										
1. Articulations										
- Stress										
- Intonation										
- Pronunciation										
2. Vocabulary										
3. Language Use										
4. Body Language										
5. Language Correctness										

Note: Use the scales of five bands attached.

<b>Part 2 Language focus from the lessons</b>		
	Student A	Student B
	Actual Expressions	Actual Expressions
2.1. Giving directions		
a. Where is the...(place)....., please?	<input type="checkbox"/>	<input type="checkbox"/>
b. Could you tell me where the...(place).....is?	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you know where....(place).....is?	<input type="checkbox"/>	<input type="checkbox"/>
d. Turn left / turn right / turn around/ go straight on	<input type="checkbox"/>	<input type="checkbox"/>
e. Walk along the street...	<input type="checkbox"/>	<input type="checkbox"/>
f. It's on the corner of the...street...and...(street)...	<input type="checkbox"/>	<input type="checkbox"/>
g. It's opposite / behind / next to / across from...	<input type="checkbox"/>	<input type="checkbox"/>
h. Go up the North / Go down the South	<input type="checkbox"/>	<input type="checkbox"/>
i. How to get to the...(place).....?	<input type="checkbox"/>	<input type="checkbox"/>
j. Yes, sure. .No problem.	<input type="checkbox"/>	<input type="checkbox"/>
k. I'm sorry. I don't know.	<input type="checkbox"/>	<input type="checkbox"/>

Other expressions occurred:

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**Part 2** Language focus from the lessons (Cont.)

2.2 How to make fried rice	Student A Actual Expression	Student B Actual Expression	Student C Actual expression	Student D Actual Expression	Student E Actual Expression
a. First / Second/ ,.....	<input type="checkbox"/>				
b. Then / After that	<input type="checkbox"/>				
c. Do you agree?	<input type="checkbox"/>				
d. Is it right?	<input type="checkbox"/>				
e. Try again	<input type="checkbox"/>				
f. Could you repeat your sentence again?	<input type="checkbox"/>				
g. Right / Absolutely right.	<input type="checkbox"/>				
h. I don't think so.	<input type="checkbox"/>				

Other expressions occurred: \_\_\_\_\_

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## Speaking task assessment

Scales	Assessment Criteria
5	Proficient communication and task achievement. Use a rich variety of vocabulary, expressions and structure accurately and appropriately. Involve interaction effectively with well-organized and creative ideas. Use the language accurately and effectively. Communicate without hesitation or / the first language interference. Make movement and gestures, and hold attention with the direct eye-contact, posture and stance appropriately.
4	Above average communication and task achievement. Use a wide range of vocabulary and structure. Organize the ideas effectively. Use the language to communicate accurately and appropriately. Communicate with some hesitation and the first language interference. Make movement or gestures, eye-contact, posture and stance appropriately.
3	Average communication and task achievement. Use moderate range of vocabulary and structure. Use the ideas moderately. Use the language accurately. Display more hesitation and interference of the first language in pronunciation, stress, and intonation. Make some movement or gestures, eye-contact, posture, and stance.
2	Partial communication and task achievement. Use limited range of vocabulary and structure. Little attempt in organizing ideas. Use the language with some accuracy. Display hesitation frequently. Perform disconnected speech with the first language interference noticeably. Little make any movement or gesture, eye-contact, posture, and stance.
1	Little or no communicative task achievement. Display the first language interference strongly. Use the language with limited accuracy. Lack of comprehensible language for assessment. Fail to display any signs of movement and gestures, eye-contact, posture and stance.

## Pretest / Posttest

### The five communicative tasks

#### 1. Giving directions (Information-gap task)

In this task, the students were given worksheet containing two maps: one for Student A and one for Student B. In pairs, students alternatively asked for and gave directions to destinations provided by the test markers (Handout 1).

#### 2. How to make fried rice (Jigsaw task)

This task involves a group of five. They were given different pieces of information. In group, students read their own information. Then, they needed to connect the information in order to complete the whole task (Handout 2).

#### 3. Our neighbors I (Decision-making task)

This task involved a group of seven students. They were given a topic for making decision. They needed to discuss the topic by exchanging the ideas and expressing opinions, and negotiate the meanings in order to reach a consensus (Handout 3).

#### 4. Our neighbors II (Problem-solving task)

This task involved a group of five students. They were given a topic for solving problems. They needed to discuss the topic by expressing ideas in problem-solving until they reached a consensus (Handout 4).

#### 5. Our neighbors III (Opinion-exchange task)

This task involved a group of five students. They were given a topic for exchanging opinions. They needed to give opinions in order to complete the task (Handout 5).

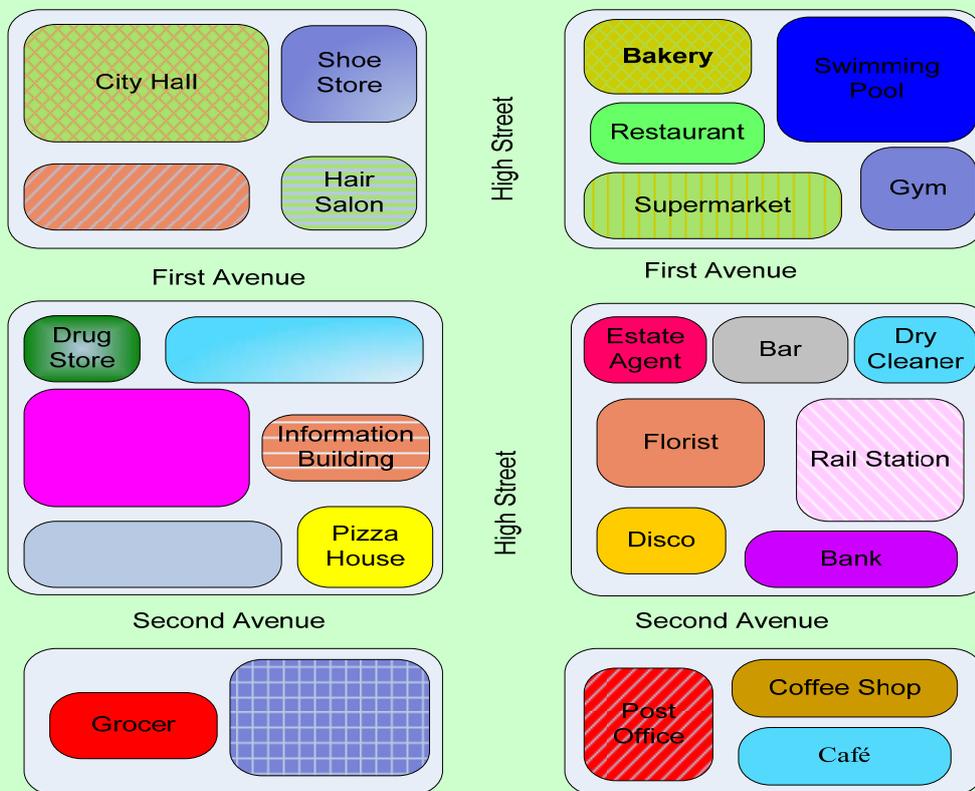
Information-gap Task  
Giving the Directions

CARD A

You are Student A. Take turn to ask and tell Student B where these places are.

Then write the names on your map. You ask first.

1. The Bookstore
2. The Church
3. The Bus Terminal
4. The Library
5. The School



Use these expressions to help:

Where is the + place?

It's.....

- on the corner of + street and + street
- left of / right of + place
- opposites + place
- behind + place / between + place and + place

## Information-gap Task

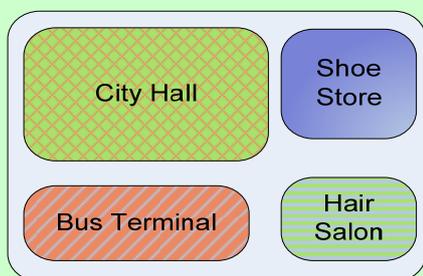
## Giving the Directions

## CARD B

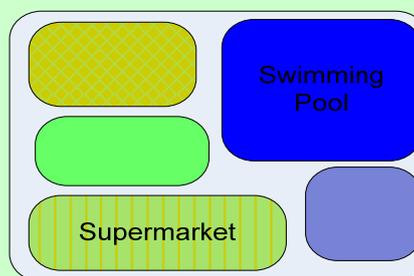
You are Student B. Take turn to ask and tell Student A where these places are.

Then write the names on your map.

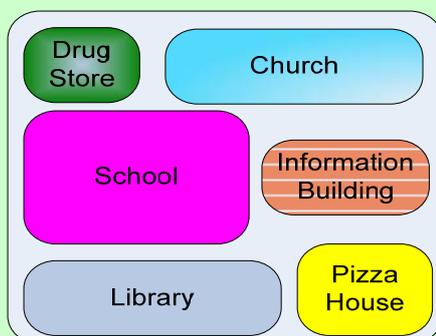
1. The Disco
2. The Bakery
3. The Post office
4. The Gym
5. The Restaurant



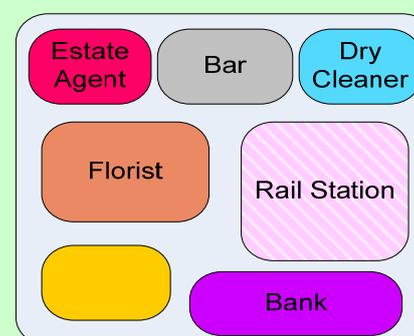
First Avenue



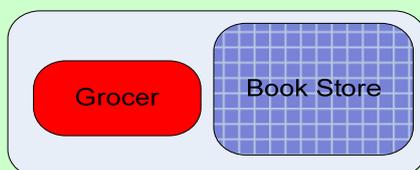
First Avenue



Second Avenue



Second Avenue



Use these expressions to help:

Where is the + place?

It's.....

- on the corner of + street and + street
- left of / right of + place
- opposites + place- behind + place / between + place and + place

Information-gap Task

Giving the Directions

COMPLETE CARD



Where is the + place?

It's .....



- on the corner of + street and + street

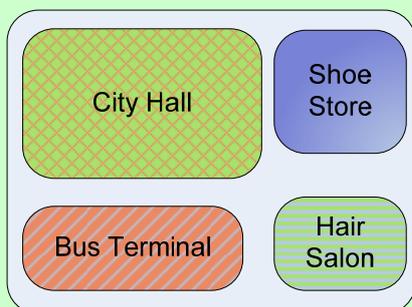
- left of / right of + place

-opposite + place

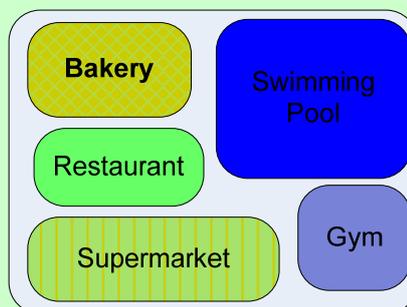
-behind + place

-between + place and + place

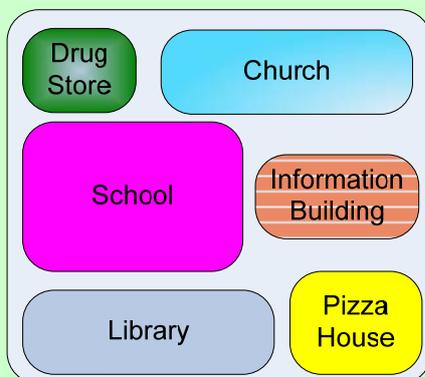
1. The Bookstore    2. The Church    3. The Bus Terminal    4. The Library  
 5. The School    6. The Disco    6. The Bakery    7. The City Hall  
 9. The Gym    10. The Restaurant



First Avenue



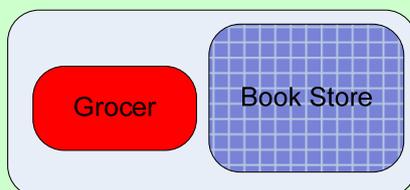
First Avenue



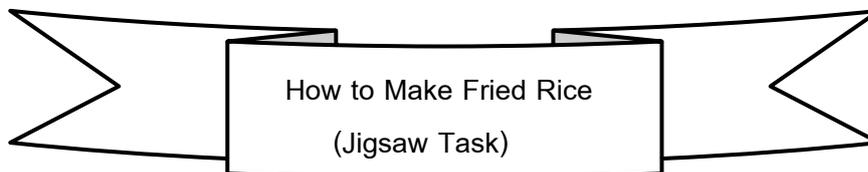
Second Avenue



Second Avenue



## Jigsaw Task



1. Students work in a group of 5.
2. Each of them has a piece of information.
3. He/She studies his/ her own information.
4. He/She exchanges the information and then try to complete the task. (Don't show the information to other members)
5. The volunteer of the group presents the whole story.

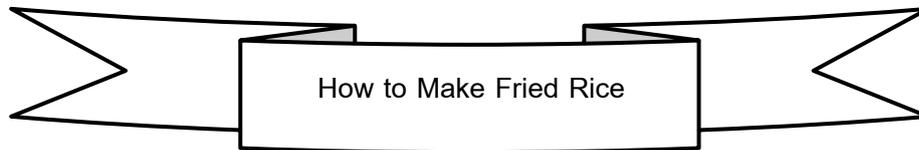
### Pieces of Information

- A. You put fried rice on a dish and enjoy it.
- B. For the dish, you need egg, carrots, onions, oil, soy sauce and rice.
- C. You add oil and heat the pan up to 100 degrees. You toss carrots and onions into pan for three minutes.
- D. You toss rice in carefully and add egg and scramble with the other ingredients.
- E. You have to add 2 or 3 tablespoons of soy sauce while frying.

Use These Pictures to Help



### Suggested Answer Key



1. C   2. B   3. E   4. D   5. A

Fried rice is easy to make. It is also easy to prepare. For the dish, you need egg, carrots, onions, oil, soy sauce and rice. First, you dice the carrots and onions into small pieces. You set them aside for the next steps. Then, you add oil and heat the pan up to 100 degrees. Next, you toss carrots and onions into pan for three minutes. After that, you toss rice in carefully and add egg and scramble with the other ingredients. You have to add 2 or 3 tablespoons of soy sauce while frying. Finally, you put fried rice on a dish and enjoy it.

## Decision-making Task

### Our Neighbors I

1. Students work in a group of 5.
2. Assign responsibilities in the group: what role he/she will take charge, the group leader, members, etc.,
3. The teacher gives the topics, "Our Neighbors I".
4. The group discusses their problems about neighbors.
5. Each student exchanges the ideas, gives opinions and negotiates the meanings.
6. The group reaches the consensus and concludes the task.

### PROBLEMS

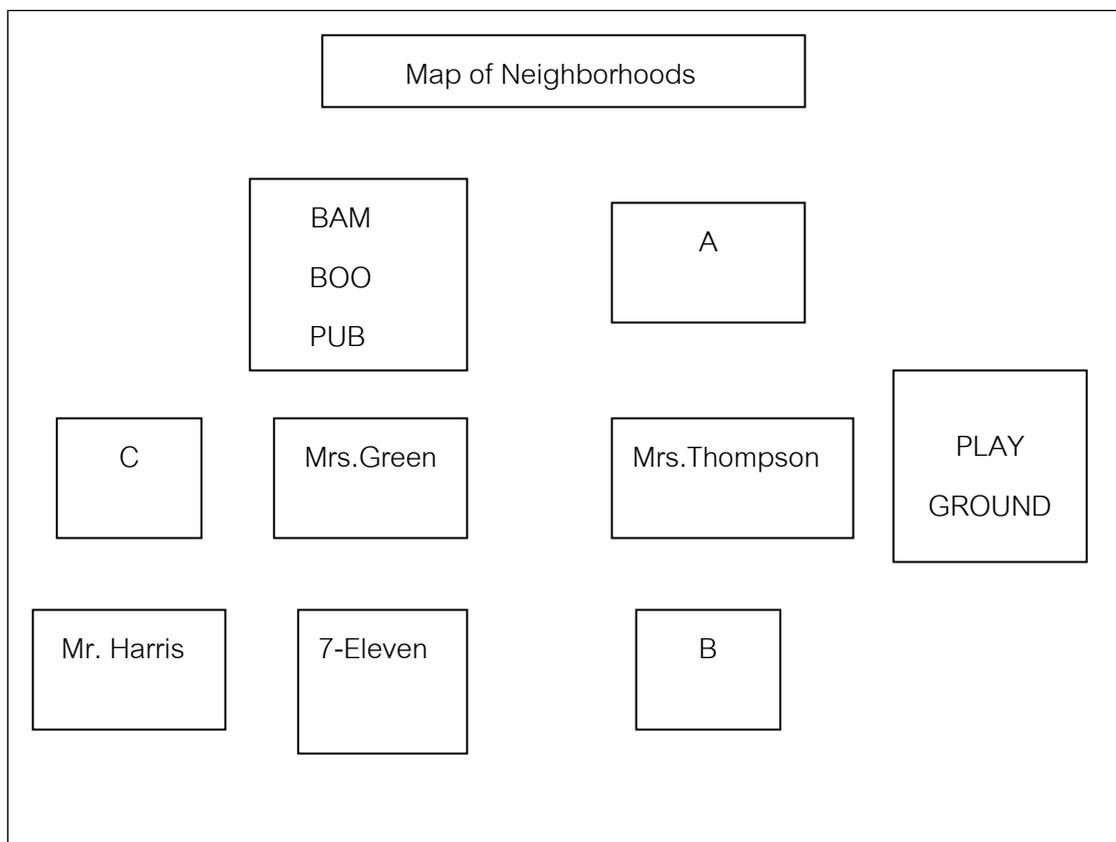
Your group has given the assignment to do a three-week project, "Tourist Attractions in Nongbua Lamphu". You have to rent a house in Nongbua Lamphu while doing this project. There are three vacant houses, A, B, C (See the Map). You must choose one. Discuss in your group which is the most suitable one.

1. Mrs. Green is a nice lady. She keeps 1 poodle, Poon Poon. Poon Poon loves to dig the bulbs up at the door when nobody is home. Moreover, he barks all days and all night, especially, when the stranger passes-by. However, Mrs. Green is a kind woman. She always waters the plants for her neighbors when they are away.

2. Mr. Thompson lives across the street. He is a businessman. He usually leaves his children with a housemaid when traveling. His three children aged 14, 16, 18. The housemaid is very lovely. She keeps eyes on things and also does the shopping for the neighbors when they are away. However, Mr. Thompson's children, they drop litter in neighbor's garden and play loud music at night.

3. Mr. Harris is a travel agent whose clients can book the trip through the phone at his house. He is seldom home. Therefore, the phone rings all day and all night because the booking can be recorded in his recorded machine.

4. Bam Boo Pub is open from 6 p.m. – 10 p.m. on weekdays and 10 a.m. – mid-night at week-end. It is a place to relax after work.
5. 7-Eleven shop, the chain store opens 24 hours. It is convenient to buy things.
6. Play ground where the kids enjoy doing activities in the evening. You can



Use These Pictures to Help



Use These Pictures to Help



### Problem-solving Task

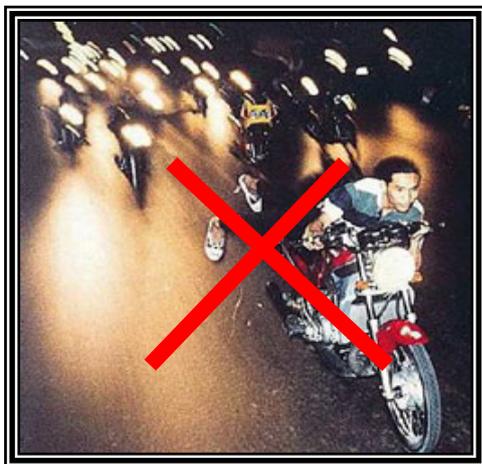
#### Our Neighbors II

1. Students work in a group of 5.
2. Assign responsibilities in the group: what role he/she will take charge, the group leader, members, etc.,
3. The teacher gives the topics, "Our Neighbors II".
4. The group discusses their problems about neighbors.
5. Each student expresses ideas to solve the problems.
6. The group reaches the consensus and concludes the task.

### PROBLEMS

The neighborhood is so noisy at night because of dogs' bark and parties.  
You are requested to participate in the city meeting in order to solve these problems.

Use These Pictures to Help



### Opinion-exchange Task

#### Our Neighbors III

1. Students work in a group of 5.
2. Assign responsibilities in the group: what role he/she will take charge, the group leader, members, etc.,
3. The teacher gives the topics, "Our Neighbors III".
4. The group discusses their problems about neighbors.
5. Each student gives opinions in order to share ideas with others.
6. The group reaches the consensus and concludes the task.

### PROBLEMS

Your group is invited to write a project "Peaceful Neighborhood" with the officials at the City Hall. Express your opinions to launch this lively project.

Use These Pictures to Help

