



EXAMINATIONS IN ORAL SKILLS for TEACHERS-in-TRAINING LEVEL 4 (Intermediate) CERTIFICATE and TEACHERS-in-SERVICE LEVEL 5 (Advanced) CERTIFICATE

Both Level 4 and Level 5 examinations are for teachers of any subject or age range.
Level 4 is for intending teachers training in Colleges of Higher Education or Universities.
Level 5 is for in-service teachers who have a teaching qualification, or professionally recognised status.

LEVEL 4 for teachers-in-training

The examination will be held by arrangement in the candidate's educational establishment.

1. EXPOSITION SKILLS

Either

- (a) Give a short factual talk, designed for a specified class or course which you have taught, or intend to teach, in your teaching practice, and covering an appropriate subject or integrated subject topic. The objectives of the talk should be made explicit. Those intending to teach children from age 3 to 8 may, as an alternative, relate their observations and understanding of language development, or explain how initial learning activity can be developed with very young children.

Or

- (b) Give a short instructional talk on any skill appropriate to activities related to education outside the classroom or to any informal learning activity with which you are familiar. You may decide whether or not initially to make your objectives explicit. Note: appropriate audio-visual aids and materials may be used to support and illustrate the talks, provided they do not dominate the exposition.

Time: 10 minutes for the talk; up to 5 minutes for questions and discussion involving a listening group of other candidates.

2. PERSONAL INTERPRETATION

- (a) Read aloud, with imaginative interpretation, a short extract from a novel, short story, essay, play, or poem. (This should be for your own enjoyment and appreciation and be at adult level. You should be able critically to justify your choice of material.)

Time: 2 minutes

- (b) Tell a story to an age group of your own choice. (Should your story be long you may, after a strong introduction, indicate how the plot develops and then return to the role of the storyteller to bring the tale to a conclusion.)

Time: 3 minutes

3. HANDLING GROUP RESPONSE

Present your views on some matter of professional importance. To illustrate your argument, you should at some point read directly from a quality newspaper, educational journal or research article, in order to initiate discussion. Summarise the points raised when you draw the discussion to an end.

Time: 7-10 minutes

4. GENERAL PERFORMANCE

You will be assessed on your professional competence in presentation, in your handling of questions, and your contribution to discussion as a member of a listening group. Where appropriate, the assessor will briefly discuss with you other topics related to your understanding of a teacher's skills.

TOTAL TIME FOR ALL SECTIONS: 35 minutes

LEVEL 5 for practising teachers or tutors who have professionally recognised status, or who have a professional teaching qualification.

The examination will be held at a venue and time to be mutually agreed by the teacher and the English Speaking Board.

1. COMMUNICATION FOR TEACHING AND LEARNING

You should give a brief account of some of the key factors that contribute to your own ability to communicate as a teacher, and some of the opportunities as well as difficulties you have experienced in facilitating the learning process. Following that, you should give a short practical teaching or tutorial demonstration, involving the listening group – either the whole audience or a small group comprising other candidates by prior arrangement. You may use your discretion as to how to involve the listening group and to draw out their responses. Appropriate audio-visual aids may be used, provided you leave ample time for your own verbal exposition. You must achieve a fair balance of time between your own exposition and the responses of the listening group.

Time: 20 minutes

2. INTERPRETING THE WRITTEN WORD

You are invited to read two short related but contrasting extracts to the listening group in order to stimulate responses and to generate discussion. The extracts may be chosen by you from any literature or professional writing of quality that is relevant to your teaching. You should introduce each reading by specifying the author, his/her style and significance, the general nature of the subject matter, the age group of pupils or students to whom the subject matter would be presented, and the teaching and learning context in which it might be used. Each reading may last up to 2 minutes. Discussion should follow after both readings have been given.

Time: 15 minutes

3. PRIVATE VIVA WITH THE ASSESSOR ON TEACHING AND LEARNING METHODOLOGY

You should indicate on your application form any four of the following that you would be able to discuss in the light of your own practical experience. You will be invited to discuss privately with the assessor any two of the topics you have offered:-

demonstration techniques and skills – exposition techniques – criteria for assessing oral skills in a specified learning situation – language and the development of communication skills – communication skills in technical or vocational education – use of computers/video/audio in teaching language skills – discussion techniques – small group teaching – use of role play to develop communication skills – professional and social skills, e.g. interviewing, telephoning – public speaking, e.g. to parent/teacher association – aspects of voice and speech – creative drama – scripted drama – verse speaking – group speaking – reading aloud – student counselling

The assessor will be pleased to see appropriate schemes of work, teaching materials and examples of students' or children's original work.

Time: 25 minutes

TOTAL TIME FOR ALL SECTIONS: 60 minutes

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GUIDELINES FOR EXAMINATIONS IN ORAL SKILLS: TEACHERS' CERTIFICATE

Guidelines for Teachers, Examiners and Teacher Candidates

1. There is general agreement in teacher education that the best preparation for teaching examinable oral skills would be for teachers to subject themselves to the examination process. The areas assessed in both the Level 4 and Level 5 examinations enable the candidate to demonstrate oral skills as the basis of teaching and learning.
2. The assessments offered have been devised after consultation with a number of colleges offering both pre-service and in-service training for teachers. It is anticipated that there will be candidates from all levels of education – primary, secondary, further and higher, and that these assessments will offer a challenge to all teachers, whatever their specialisms.

3. TEACHERS-IN-TRAINING (LEVEL 4) CERTIFICATE

Section 1: Exposition Skills

Candidates are expected to demonstrate their ability to expound and to explain part of a subject or an activity in such a way as to engage their audience. A choice can be made between formal and informal subject or activity. Other candidates should be used as an appropriate learning and listening group.

Section 2: Personal Interpretation

There is an opportunity here for the candidate “to perform”. In a) this will be achieved through an oral presentation of someone else’s words; in b) the emphasis is on one’s own personal thoughts and feelings. In each case, the performance should lead to brief discussion.

Section 3: Handling Group Response

The object here is to have succeeded in producing a response from the listening group or audience and then to demonstrate sensitivity and tact in handling that response.

Section 4: General Performance

Discussion stemming from the previous sections is an essential part of the assessment. It will involve both the examiner and other candidates where appropriate. Candidates are expected to show their ability to listen perceptively, as well as to talk confidently and with conviction. The overall assessment is designed to encourage their full range of professional skills.

4. TEACHERS-IN-SERVICE (LEVEL 5) CERTIFICATE

Section 1: Communication for Teaching and Learning

This section enables the candidate to display an understanding of the process of learning and teaching. Candidates are expected to describe their own experiences and how they have come to terms in meeting their teaching and learning objectives, whether successful or not. The presentation must include a sequence in which the candidate communicates with a listening group, and this can be with the listeners being a normal audience or acting as simulated learners. A teacher of a foreign language, for example, might concentrate on a first lesson with adult learners, to illustrate the inhibitions to be overcome. Whatever field of study the candidate chooses, teaching materials if used should be simple, and audio-visual aids should not dominate proceedings. The main objective is to share experience pleasurably through effective communication.

Section 2: Interpreting the Written Word

The onus is on candidates to select two extracts that complement each other in order to produce a positive response from the listening group. The group may comprise a small number of other candidates or the entire audience. The subject matter should be appropriate to a particular group, and the candidate should introduce the readings by explaining the exact educational context that would be created. Discussion in this section should concentrate objectively on the subject matter and its relevance, without requiring the audience to role-play.

Section 3: Private Viva

Candidates are expected to have selected four topics, themes, or areas of teaching and learning in which they are personally involved, in advance of the assessment. The examiner will then discuss two of these, giving the opportunity to candidates to demonstrate their knowledge and enthusiasm as well as their awareness of any problem areas. Candidates are invited to bring any relevant support material with them in order to illustrate their chosen topic or theme, and if necessary to give a short demonstration of any particular points of learning or teaching.

5. Details of candidates' performances will be recorded on individual assessment profiles to be completed after the examination. For this reason individual marks and grades are not to be awarded on any section of each assessment, but the overall comment both verbally and in writing should give candidates a positive idea of their level of achievement.
6. The Level 4 Certificate assessment will be held by arrangement in the candidate's educational establishment, with not more than ten to twelve candidates per day.
7. The Level 5 Certificate will be held at a venue and time to be mutually agreed by the teacher and the English Speaking Board.
8. Course tutors are invited to contact the Examinations Secretary at ESB Headquarters for any further information that is required.

Further Information

For further information regarding any aspect of English Speaking Board assessments,
or our range of Training and INSET courses, contact:

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