



ENGLISH SPEAKING BOARD (INTERNATIONAL) LTD.

Speaking & Listening Skills for Adult Learners

(formerly Oral Resources for Adult Learners)



2012-2013

Speaking & Listening Skills for Adult Learners

CONTENTS

	<i>page</i>
ESB: General Introduction	3
ESB: Assessment & Awarding	4
Other Information	
Reasonable Adjustments & Appeals Procedure	6
Speaking & Listening Skills for Adult Learners:	
Introduction	7
Qualification Aims and Objectives	
Target Groups	
Content Summary: Layout & Summary Chart Levels 1-3	
Level 1	10
Learning Outcomes & Assessment Tasks	
Grading Criteria	
Guidance Notes & Key Skills 1	
Level 2	14
Learning Outcomes & Assessment Tasks	
Grading Criteria	
Guidance Notes & Key Skills 2	
Level 3	18
Learning Outcomes & Assessment Tasks	
Grading Criteria	
Guidance Notes & Key Skills 3	

ESB: GENERAL INTRODUCTION

Aims and Provision

The English Speaking Board was founded in 1953 to promote and assess effective, confident and constructive oral communication skills for all levels and all ages. The emphasis is always on spoken English as a practical and enjoyable life skill, with the focus at assessment on the candidate both as a speaker and as an active listener sharing knowledge and ideas with others.

ESB provides qualifications in Spoken English through four main areas of assessment programmes:

Junior & Senior (Graded Examinations in Speech)	Entry Level to Level 3
Adult Learners (including Speaking & Listening for Adult Learners)	Level 1 to Level 3
Entry Level Foundation	Entry 1 to Entry 3
ESOL and EFL/ESOL	Entry 1-3, Level 1-2

Qualification Format

ESB programmes focus on assessment tasks exploring a range of skills, with a common core of a presentation and interactive questions and discussion. The presentation requires knowledge and skills in differing contexts based on the candidate's own experience, vocational context or interests, appropriately illustrated with visual aids. Other tasks, depending on syllabus and level, may include literary or workplace interpretation, telephone or interviewing skills, current affairs, debate, social interaction, etc.

Guided learning hours are flexible to allow for entries throughout the year, individual rate of progress and context for delivery e.g. as the focus for a short course or to complement/assist delivery of e.g. NVQ, Key Skills or English in the National Curriculum, usually over 1-3 terms according to level and application. Guided learning hours are stated as appropriate within each accredited qualification, but all oral communication qualifications need to take into account further hours spent in preparation and practice.

Entry and Progression

- There is no specific ESB requirement for prior learning at any level, but it is expected that candidates entering for a given level will have the communication skills, knowledge and understanding to benefit from that level. This will usually mean a prior level of competence at the start of the ESB programme no lower than a level below the expected outcome.
- Where ESB is used in conjunction with a parent programme such as BTEC, the entry requirements for that course will determine the entry level for the comparable ESB level.
- Candidates are not allowed to enter more than one level on any one occasion of assessment.
- Each qualification or series of qualifications is designed to encourage progression. The skills required at each stage are distinguished by increasing demands of thought, research, shaping, language and technique appropriate to context and level. Key Skills Communication and the wider key skills are signposted for all relevant programmes.

Booking and Administration

Booking is straightforward. Assessments should be booked at least three months in advance to ensure candidates have sufficient time for preparation and so that an appropriate assessor can be allocated. Centres are asked to give a choice of two preferred dates for the assessment session. The administrative team at ESB's head office provide on-going support and can also refer organisers to a specialist helpline for syllabus queries if required. Full administrative guidance, including information on the centre approval process, is available from ESB head office.

The booklet, *Guidelines for Organisers*, includes procedures for the assessment day and guidelines on candidate numbers.

ESB: ASSESSMENT & AWARDING

All assessment is external, carried out on-site at user centres by a trained team of visiting assessors throughout the U.K. and overseas. All ESB assessors are independent of the centres where they assess. (ESB usually uses the term ‘examiner’ for its Junior/Senior Grades and ‘assessor’ for the ESOL, SLAL series and Entry Level Foundation (ELF) programmes)

English Speaking Board assessors work on the premise that each candidate is an individual with unique capability. Candidates are not compared with one another but judged on their own merit. **All assessments are carried out within a listening, participating group** so that candidates are constantly changing roles. As members of the group their role is to support each candidate in turn by responsive comment, discussion and questions, on which they are also assessed as individuals.

Each candidate’s assessment involves participating as a member of this group. **Each candidate must be present for the session of at least five others** to give opportunities for each to demonstrate listening and responding skills as well as competence as a speaker. (Occasionally some of the participating peer group may comprise students who are not being assessed but are there to provide an audience). Each candidate is assessed and awarded a grade for each section of the syllabus and for his or her part in group interaction. All four sections are assessed in the same group session. For SLAL assessments, groups may be the same or mixed levels. Tutors should, however, be aware of differing levels of maturity, and how this may affect topic choices and the ability to ask and deal with questions from others in a mixed level group.

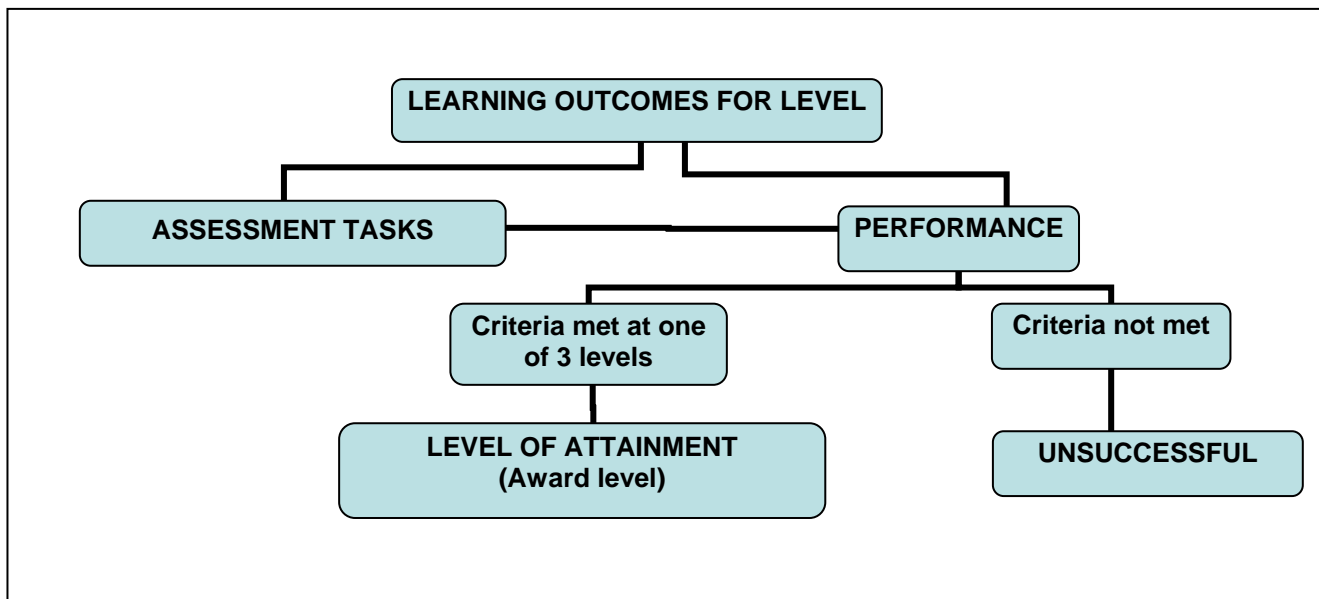
Assessment is designed to be a supportive process. Although the process itself is independent and the tutor is not involved in the process or outcome, he/she is invited to observe part or all of the assessment as part of the formative nature of the programme.

Oral competence is complemented by visual aids / demonstration, notes and support materials where appropriate, prepared in advance of assessment to assist in fulfilling performance tasks and assessment criteria.

Each candidate receives a specific written report with guidance and provisional results within five working days of the assessment (UK). **N.B. Please note results are provisional until certification to allow for standardisation and quality checking.**

All successful candidates receive a certificate within approximately six weeks giving syllabus, level and grade of Pass.

ESB ASSESSMENT FLOW CHART



Grading

Grading for each level gives articulation between Levels and helps to measure readiness for the next. 'Pass' indicates the minimum standard at which criteria have been met for the Level. Higher levels of attainment are based on evidence at each Level of the increasing degree of independence, skill and control in: selecting, shaping and presenting information, strategy and ideas; handling equipment and visual aids; monitoring and evaluating response; fluency, confidence, technique, language skills and sensitivity in sharing communication and supporting others.

At assessment candidates are awarded a level of pass for each section. The overall award level is the aggregate for the four sections. The presentation in Section 1 carries double weighting unless stated otherwise (i.e. 40% of the total award). Each of the other sections carries equal weighting, i.e. each is equivalent to one fifth of the total award. The individual candidate report gives the level of attainment as a grade for each task and the aggregate (overall) level. The aggregate level is the one recorded on the certificate.

Percentage marks are not given on reports or certificates.

Exceptionally, a candidate may be marked Unsuccessful on one section and still achieve an overall pass level through the standard of other sections. No pass is possible where a candidate fails more than one section.

OTHER INFORMATION


Application for Reasonable Adjustments and Special Consideration

When you register candidates, we send you:

1. **Request Form for Reasonable Adjustment.** This is for you to apply for reasonable adjustments for a candidate who suffers from any long term difficulty or disability, including dyslexia, which may require the assessor to adjust the way that the assessment is accessed or carried out. These adjustments have been developed with the understanding that they must not affect the validity of the assessment, but to avoid needless disadvantage e.g. if the assessment criteria state eye contact is required, this should be taken to indicate alternative means of sharing behaviour for blind candidates; dyslexic candidates presenting a prepared reading may have extra time. Because speech is being assessed in these qualifications it is **not** appropriate for candidates to **have a speaker to speak the words** for them as this would compromise the assessment objectives but it may well be appropriate for a deaf candidate to use an interpreter to receive oral instructions (i.e. access the qualification).
2. **Request Form for Special Consideration** for any short term difficulty e.g. recent bereavement, illness. We can only accept this for consideration if it is received by ESB before your results are returned to you.

Assessors should also be advised informally on the day of any other information which may require sensitivity but which does not involve reasonable adjustments to the assessment procedures. If in doubt, please talk to us.

Enquires and Appeals Procedure

- ESB operates an appeals procedure for centres and individual candidates
 - Any formal queries or complaints about ESB assessment should be made in writing within 14 days of the assessment, normally through the Organiser for the centre. If an appeal is made directly by a candidate, the organiser needs to be aware, because results for other candidates may need to be with-held pending the enquiry process.
 - The Guidelines for Organisers booklet contains a summary of procedures. Full details are available in the document **ESB Enquiries and Appeals Procedures for Centres**
 - It is the policy of the Board to make every effort to resolve any complaint or appeal quickly, efficiently and fairly.
 - All Organisers / tutors are asked to let their candidates know that such procedures are available if needed.
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SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS

INTRODUCTION

Qualification Aims and Objectives

Speaking & Listening Skills for Adult Learners at Level 1-3 is designed to:

- Provide a qualification for candidates from diverse backgrounds who wish to gain support and recognition for oral competence.
- Develop thinking, listening and speaking skills
- Enable confident, clear, and lively communication
- Provide a forum for sharing experiences and learning from them.

Each level is suitable for oral communication either in a vocational / professional context or in a social / personal situation.

Preparation and assessment for the programme aligns to key skill Communication and the wider key skills as appropriate. Each level provides a single unit qualification.

Recommended guided learning hours for Speaking & Listening Skills for Adult Learners are as follows:

Level 1: 30 Level 2: 40 Level 3: 60

Target Groups

Candidates come from diverse backgrounds. Those for whom this syllabus is devised include:

- Learners in Further or Higher education
- Those seeking work
- Those returning to learning who are updating skills and wish to build confidence
- Anyone seeking a professional or personal dimension to CPD
- Anyone who is called upon to speak in public

Progression

- All ESB grades are progressive, building on earlier levels of attainment in skills, knowledge and understanding for oral communication.
- Speaking and Listening Skills for Adult Learners (SLAL) at levels 1-3 provides progression within a broad vocational or social and personal context.
- A freestanding SLAL Higher Certificate at level 4 is also available
- There are opportunities for lateral and linear progression within other ESB programmes; the programmes also enhance progression within related vocational courses or to support training in the workplace.
- ESB's Business and Management qualifications at level 2-5 provide alternative lateral or linear progression to complement parent courses or free-standing modules.

The wider context

There are increasing opportunities through the progressive levels – where appropriate within choice of subject matter – to consider and discuss spiritual, moral, ethical, social, legislative, economic and cultural issues; sustainable development; health and safety considerations, and European developments, consistent with international agreements.

SLAL is Ofqual accredited on the *Register of Regulated Qualifications* <http://register.ofqual.gov.uk/> and is fundable for specific age ranges and groups of learners. If you are unsure whether your learners are eligible for funding, please talk to us and we will do our best to advise.

Reference	Qualification	Type	Level	Awarding Body
501/0823/2	ESB Level 1 Award in Speaking and Listening Skills for Adult Learners (QCF)	QCF	1	ESB
501/0824/4	ESB Level 2 Certificate in Speaking and Listening Skills for Adult Learners (QCF)	QCF	2	ESB
501/0825/6	ESB Level 3 Certificate in Speaking and Listening Skills for Adult Learners (QCF)	QCF	3	ESB

Your Notes:

ESB

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS

CONTENT SUMMARY

<p>Layout</p> <p>The summary content table gives the overall picture of content and progression across the levels. Each of the three progressive levels then gives information for that level in the following sequence:</p> <ul style="list-style-type: none"> • Learning outcomes • Assessment tasks in four sections • Guidance notes • Key Skills signposting • Grading criteria

Summary of Content: Levels 1-3

Speaking & Listening for Adult Learners	Section 1: Presentation	Section 2: Telling or Reading	Section 3: Various	Section 4: Listening & Response
<p>Level 1</p> <p>12-14 minutes</p>	<p>Sharing a Skill 3-4 minutes Share skill at work, at home or leisure, and its personal importance. Use visual aids.</p>	<p>Reading or Telling a Story 2-3 minutes Read from chosen book/magazine to share with listeners <i>Or</i> tell a story to listeners to bring it alive.</p>	<p>Telephone 3 minutes Make or receive a telephone call on a given day-to-day situation to exchange information accurately and clearly</p>	<p>Listening & Response Listen to queries, answer, ask questions, join in discussion. Support the group.</p>
<p>Level 2</p> <p>Approx. 15 minutes</p>	<p>A Prepared Talk 4-5 minutes Give a talk related to an interest or work/training, its importance and personal connection, using visual material as appropriate.</p>	<p>Reading or Presenting 3-4 minutes Read from well-written book and comment on it <i>Or</i> Choose to present a speaker OR to present a gift OR make an announcement</p>	<p>Instructing, Informing, Explaining Approx 3 minutes Explain one of a given choice of skills <i>Or</i> Describe course of study or job for which you might apply, in context.</p>	<p>Listening & Response Demonstrate active listening and response, with some extended input with opinions in discussion. Support the group.</p>
<p>Level 3</p> <p>20-25 minutes</p>	<p>Presenting Self 6-8 minutes + questions Give resume of past & present education & challenges, with hopes for future. <i>Or</i> Give talk based on voluntary or professional interests.</p>	<p>Reading to Group 2 + 2 minutes Discuss several books which have influenced your thinking; read from one and comment on passage and context.</p>	<p>Options 4-5 minutes Discuss newspaper cutting – summarise and comment <i>Or</i> Outline proposition for workplace or community.</p>	<p>Listening & Response Contribute as listener and speaker with sustained input, complementing facts with reasons and ideas. Support group at high level.</p>

LEVEL 1

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS

LEARNING OUTCOMES AT LEVEL 1

At Level 1 you will be able to apply your speaking and listening skills within a listening, responding group to show that you can

- research and organise suitable source material
- present a skill logically in sequence, speaking naturally to an audience and using visual aids as appropriate
- read or relate material clearly to listeners, sharing it with use of pause, variety of tone, and eye contact
- convey, receive and record information accurately and politely by telephone
- listen carefully and respond appropriately

ASSESSMENT TASKS

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS	LEVEL 1
Total individual time: 12-14 minutes	
Section 1: Sharing a Skill	(3-4 minute talk)
Tell the group about a skill you use and say why it is important to you. This may be one you use at work or in training, at home, or in leisure activities. Use some visual material to help you demonstrate your skill.	
Section 2: Prepared Reading or Telling a Story	(2-3 minutes)
Either a) Introduce and read aloud a passage or interesting extract of about 100-150 words, from a book you enjoy, or from a business or leisure magazine. (See detailed advice for choice).	
Or b) Prepare and tell a story or relate an incident to the group, in a way which will bring it alive for them. Brief headline notes may be used, but this option is a <u>telling</u> , not a reading.	
Section 3: Telephoning	(1 minute briefing + 2 minute call)
You will be paired with a partner for a day-to-day situation involving you as either the caller or the receiver. You will be expected to use correct telephone procedures and a courteous manner.	
Section 4: Listening and Response	
At various points during your assessment, particularly after your talk in Section 1, you will be asked questions. You are also assessed on your ability to listen actively to others and to join in discussion as a responsive group member.	

See overleaf for detailed advice to tutors and candidates, as well as Assessment Criteria.

SPEAKING & LISTENING SKILLS LEVEL 1

Section 1: Sharing a Skill 3-4 minutes

This section gives the opportunity for the candidate to explain a skill, summarising and interpreting it for others. This could be a personal skill or one that has been covered in a training course.

The talk should be well-structured, with an introduction and a conclusion that wraps up what has been said. It is not enough to end with *'That is the end of my talk, are there any questions'*.

Choose visual aids to help clarify and to keep to a logical structure. Cue cards or PowerPoint may be used as prompts but this must be a talk, not memorised or read, but spoken directly to the audience. The assessor may ask to see the content of any notes used.

Show the examiner that you can:

- structure your talk clearly and logically within given time limits
- present without reading, or memorising a script, using brief notes on cue cards or PowerPoint if required
- amplify basic information with your own advice and opinions
- illustrate subject appropriately with integrated use of visual aids, perhaps with PowerPoint images
- speak clearly, at a controlled pace
- share your interest with the group.

Assessment Criteria

Section 1 40%	Pass	Merit <i>As for Pass criteria +</i>	Distinction <i>As for Merit criteria +</i>
Structure	Planned talk, with clear beginning and ending, to minimum stated time	Talk organised and efficient, selected for time limits	Well thought out and effectively planned, thoughtful conclusion
Style	Shows personal interest in skill topic, reliant on notes or learned text	Mostly natural-sounding; if necessary uses notes for extra detail	Confident command of material and language, with or without notes
Voice	Speech clear and audible	Voice has some vitality, with variety, control of pace and use of pause	Self-assured, fluent delivery
Content	Some evidence of personal experience and understanding,	Selective use of detailed material, including ideas and opinions	Accurate, varied content, range of vocabulary, interestingly put together
Visual Aids / Demonstration	Reliant on visual aids for support	Visual material well chosen and confidently used (may be PowerPoint images / headings)	Integrates visual material smoothly to enhance understanding
Communication	Shows audience awareness	Positive body language and attitude, engages with listeners	Shares presentation with enthusiasm and sincerity

Section 2: Reading or Telling a Story

This section offers a chance to share a favourite or significant reading or account. Candidates may need help in choosing a passage or episode of quality and interest, perhaps to link up with the theme from Section 1. If from a book, an extract with dialogue can help to add colour and variety of pace in a natural way.

Some candidates may prefer the more personal approach of recounting a story in their own words, direct to the group, instead of reading from the printed page. It may be an adaptation of a story or an incident in life. Candidates choosing this option should prepare the account concisely and with shape, to deliver it with spontaneity. The time limit must be observed.

Show the examiner that you can:

- choose a passage or account you have enjoyed, with a significant ending
- introduce your choice with enthusiasm or empathy
- read aloud or recount, with accuracy and vitality, bringing to life the characters or meaning and ending confidently
- use pace, pause and phrasing for enhancement
- capture the attention of your listeners.

Assessment Criteria for Section 3

Senior Intro	Pass	Merit	Distinction
Choice of material	An appropriate choice	A lively or dramatic choice	A challenging choice
Introduction	Simple, basic introduction with context	Includes detail in Introduction	Arouses interest by enthusiasm or empathy
Preparation	Basic familiarity with text or story	Evident familiarity from preparation and practice	Thorough preparation giving confidence and authority
Delivery	Clear, audible voice Mainly fluent reading or speech, with effective ending	Vocal and facial expression used for emphasis	Voice and face used for vivid interpretation
Content and Communication	Some eye contact (see page 6 for Reasonable Adjustments)	Looks up whilst keeping the flow Expressive reading with appropriate pace and timing	Shows full awareness of listeners with easy audience communication

Choice of material: task and ability-appropriate	x1
Introduction: clear context or outline, with required detail	x1
Preparation: evident familiarity with text or content, spoken with understanding and authority	x1.5
Delivery: clear, audible, effective, with use of variety / authority	x1.5
Content: depth of comment and communication, use of personal experience, understanding, vocabulary	x2

Speaking & Listening Skills for Adult Learners

Section	Pass	Merit	Distinction
<p>Read and Explain information</p> <p>20%</p>	<p>Read or tell with good understanding of chosen text /story</p> <p>Speak clearly and audibly</p> <p>Make some eye contact with the audience</p> <p>Vary the tone and pace of the reading / telling</p>	<p>Read or narrate fluently, at a suitable pace</p> <p>Speak with vitality and good voice projection</p>	<p>Read or narrate with sensitive understanding of style and meaning</p> <p>Speak with enthusiasm and conviction, communicating fully with audience with good eye contact</p>
<p>Telephone Skills</p> <p>20%</p>	<p>Give caller / receiver information and then outline the reason for the call</p> <p>Acknowledge any information received for the task</p> <p>Make notes of key points</p> <p>Speak clearly and politely throughout the call</p>	<p>Give the reason for the call clearly and accurately</p> <p>Ask for / respond to additional information needed; confirm as appropriate</p> <p>Finish the call efficiently by repeating the key points</p>	<p>Explain the reason for the call concisely and accurately</p> <p>Clarify and confirm all key information</p> <p>Use notes to recall essential points</p>
<p>Listening & Response</p> <p>20%</p>	<p>Listen to other speakers in the group</p> <p>Give clear answers to factual questions</p> <p>Join in group discussions</p>	<p>Amplify some answers using personal experience</p> <p>Ask relevant questions that show your interest and support for others</p> <p>Make relevant contributions to advance discussion</p>	<p>Share knowledge and experience with enthusiasm in questions, answers and discussion</p>

GUIDANCE FOR TUTORS AND CANDIDATES AT LEVEL 1

Section 2: Reading or Telling a Story

This section offers a chance to share a favourite reading. Candidates may need help in choosing a passage of quality and interest. If it comes from a book, an extract with dialogue can help to add colour and variety of pace in a natural way.

Some candidates may find it difficult to read from the printed page or may simply prefer the more personal approach of telling a story in their own words, direct to the group. This may be an adaptation of a story or an incident in life. Candidates choosing this option should be encouraged to prepare the story concisely and with shape, to deliver it with spontaneity.

Section 3: Telephoning

A pencil and pad are needed for both caller and receiver. Both students need to work together throughout the call to ensure all essential facts have been exchanged, politely and clearly. The telephone caller should be able to express requirements concisely, the receiver should check details and give any information asked for. Both should practise writing down and repeating information received, to ensure accuracy.

Section 4: Listening and Response

This section - which is judged throughout the whole session - depends on the candidate's personal response to colleagues and assessor and his or her individual contribution to questions and discussion. This applies to all levels, with increasing demands on thought, expression and discrimination at the higher levels.

Tutors may find this mapping to Key Skills useful:

KEY SKILLS SIGNPOSTING Level 1

ESB sections	Core Key Skills:	Wider Key Skills		
		Improving Own Learning & Performance	Problem Solving	Working with Others
Speaking & Listening Skills for Adult Learners	Communication			
LEVEL 1				
Section 1: Starting Out	C1.2 1.2.1 1.2.2 1.2.3 1.2.4 (C1.3* 1.3.1 1.3.2 1.3.3)	LP1.1* LP1.2 LP1.3	PS1.1* PS1.2	WO1.1* WO1.2 WO1.3
Section 2: Reading or Telling	C1.2 1.2.1 1.2.2 1.2.3 C1.1 1.1.1 1.1.2	LP1.1 LP1.2	PS1.2	
Section 3: Telephoning	C1.1 1.1.1 1.1.2 (one-to-one context)	LP1.3	PS1.1	WO1.1 WO1.2
Section 4: Listening & Response	C1.1 1.1.1 1.1.2 (group)	LP1.3	PS1.3	WO1.3
* in preparation for task				

LEVEL 2

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS

LEARNING OUTCOMES AT LEVEL 2

At Level 2 you will be able to apply your speaking and listening skills to suit different purposes within a listening, responding group, to show that you can

- Select and shape appropriate material for a presentation
- Share a topic with listeners, and explain its general and personal significance
- Consider and commend the work of others outside the group, using choice of text or occasion
- Explain practical information in a clear, logical sequence
- Listen and respond, adapting use of language to develop the discussion

ASSESSMENT TASKS

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS

LEVEL 2

Total individual time: approximately 15 minutes

Section 1: Prepared Talk (4-5 minutes + questions)

Give a talk to the group on a subject related to your interests or work/training, explaining its importance and personal connection. Use and refer to visual material to illustrate it.

Section 2: Reading or Presenting: (approximately 3 minutes)

Either a) Reading to Listeners

Read a well prepared extract - not more than 150 words - of a fiction or non fiction book, a magazine or a newspaper. Introduce your reading, commenting on the writer's style and how the extract fits into the rest of the article or book.

Or b) Presenting

Prepare one of the following to present to the group:

- i) Introducing a speaker - e.g. a visitor giving a talk to a group to which you belong
- ii) Presenting a gift to a friend/colleague on a special occasion - e.g. a leaving party
- iii) Making an announcement (with or without a microphone)

Section 3: Instructing, Informing, Explaining (approximately 3 minutes)

Either a)

Explain an instruction or skill, using visual or manual aids where needed, for example: a maintenance instruction; a culinary skill; the operation of a gadget/kit; or growing plants.

Or b)

Give a short description of a programme of study or a job for which you might apply now or in the future. Follow this with a brief but clear explanation of the skills, qualifications and experience that would make you a suitable applicant.

Whichever option you choose, preparation should include research using at least two different sources.

Section 4: Listening and Response

You will be expected to answer questions on your own sections and also to contribute actively to the sessions of others, joining in with discussion and coming in with questions of your own where appropriate.

SPEAKING & LISTENING SKILLS

LEVEL 2

GRADING CRITERIA

Section	Pass	Merit <i>As for Pass criteria +</i>	Distinction <i>As for Merit criteria +</i>
<p>Talk: a Key Event</p> <p>40%</p>	<p>Introduce subject and present it with some structure</p> <p>Share your chosen subject with some personal connection</p> <p>Speak clearly and audibly</p> <p>Show some audience awareness with eye contact</p> <p>Observe the time limits</p>	<p>Structure your talk with care</p> <p>Speak with vitality and conviction at an appropriate pace</p> <p>Engage with the audience with good eye contact</p> <p>Give a positive and appropriate ending</p>	<p>Speak with confidence and real enthusiasm to communicate fully and naturally with the group without undue subjectivity on the subject</p> <p>Hold the interest of the audience with effective eye contact and voice projection</p>
<p>a) Reading to Listeners</p> <p>20%</p> <p>OR</p> <p>b) Presenting</p> <p>20%</p>	<p>Introduce the passage and give the context</p> <p>Read clearly and audibly with some eye contact</p> <p>Use some variety of tone and pace in the reading</p> <p>-----</p> <p>Introduce the occasion and the speaker or recipient</p> <p>Speak clearly and audibly with some eye contact</p> <p>Give some facts and qualities of speaker / recipient</p> <p>Fit the way you speak to the occasion</p>	<p>Make some comment on writer's style, to alert your listeners</p> <p>Read the passage with an awareness of the style and mood</p> <p>Speak with vitality and good projection</p> <p>-----</p> <p>Give the details and qualities of the speaker / recipient with warmth and conviction</p> <p>Speak positively with good eye contact and voice projection</p>	<p>Read the passage fluently, conveying the meaning, style and mood</p> <p>Engage the audience fully, communicating with effective eye contact and a variety of vocal skills</p> <p>-----</p> <p>Engage the audience fully, communicating with effective eye contact and body language, ensuring a positive, receptive approach towards the speaker / recipient</p>
<p>Instructing, Informing, Explaining</p> <p>a) skill or advice</p> <p>OR</p> <p>b) course or job</p> <p>20%</p>	<p>Introduce the instruction or skill clearly</p> <p>Present your material with good structure and sequence</p> <p>Use suitable visual material to support any demonstration</p> <p>Maintain some eye contact with the listeners</p> <p>-----</p> <p>Give short description of chosen job or training</p> <p>Outline own skills, experience and suitability for the job / training</p> <p>Speak clearly and make eye contact with the listeners</p>	<p>Explain your skill / instruction to ensure your listeners understand the content fully</p> <p>Integrate visual material effectively</p> <p>Create good awareness of audience with positive eye contact and body language</p> <p>-----</p> <p>Speak with vitality</p> <p>Give all the details required succinctly within the given time limits</p>	<p>Speak with energy, conviction and enthusiasm to engage the audience throughout</p> <p>-----</p> <p>Speak with confidence and enthusiasm, engaging the listeners fully throughout</p>
<p>Listening & Response</p> <p>20%</p>	<p>Listen actively to other speakers in the group</p> <p>Give factual answers clearly</p> <p>Ask some relevant questions and join in group discussion when prompted</p>	<p>Answer questions relevantly with some ideas and opinions where appropriate</p> <p>Ask open questions to extend information given</p> <p>Contribute comments towards group discussion</p>	<p>Share facts and ideas with thought and enthusiasm in questions and answers</p> <p>Give constructive support to the group to help advance discussion</p>

GUIDANCE FOR TUTORS AND CANDIDATES AT LEVEL 2

Section 1: A Prepared Talk

Any topic may be chosen, from personal or professional experience. The talk should be well-structured, with an introduction and a conclusion that wraps up what has been said. It is not enough to end with *'That is the end of my talk, are there any questions'*. Cue cards or PowerPoint may be used as prompts but this must be a talk, not memorised or read, but spoken directly to the audience.

Outline notes may be used as prompts but over-reliance on these i.e. reading, will lose marks.

Section 2: Reading or Presenting

Reading: This section offers a chance to share a reading. Candidates may need help in choosing a passage of quality and interest. If it comes from a book, an extract with dialogue can help to add colour and variety of pace in a natural way. The candidate should start by saying how an extract fits into the story or article, and make a brief comment on the way it is written.

Presenting: The purpose of introducing a speaker is to 'warm up' the audience and to give a few brief pointers to alert the audience to the speaker's background and create interest and involvement in what is to come. It should focus on the *speaker's* qualities, not those of the person introducing him or her.

In presenting a gift, the candidate should be able to talk with first-hand knowledge of the skills and particularly the personal qualities of the subject, maybe with touches of humour, but this needs to be carefully judged with warmth and tact.

In making an announcement, candidates may use a microphone if the chosen situation warrants it.

In all instances a friendly but professional style is called for. Brief notes may be used if required, for reference only.

Section 3: Instructing, Informing, Explaining

This is a short instructional task, not an additional presentation, and time limits must be carefully observed.

Section 4: Listening and Response

This section - which is judged throughout the whole session - depends on the candidate's personal response to colleagues and assessor and his or her individual contribution to questions and discussion. This applies to all levels, with increasing demands on thought, expression and discrimination at the higher levels.

Tutors may find this mapping to Key Skills useful:

KEY SKILLS SIGNPOSTING Level 2

ESB sections	Core Key Skills:	Wider Key Skills		
		Improving Own Learning & Performance	Problem Solving	Working with Others
Speaking & Listening Skills for Adult Learners	Communication			
LEVEL 2				
Section 1: Talk	C2.1b 2.1b.1 2.1b.2 2.1b.3 C2.3* 2.3.1 2.3.2 2.3.3 2.3.4	LP2.1* LP2.2	PS2.1 PS2.2 PS2.3	
Section 2: Reading or Presenting	C2.1a 2.1a.1 2.1a.2 2.1a.3	LP2.2	PS2.2	WO2.2
Section 3: Instructing, Informing, Explaining	C2.2 2.2.1 2.2.2 2.2.3 C2.1a 2.1a.1 2.1a.2 2.1a.3	LP2.1 LP2.2 LP2.3	PS2.1 PS2.2	WO2.3
Section 4: Listening & Response	C2.1a 2.1a.1 2.1a.2 2.1a.3 (group)	LP2.3	PS2.3	WO2.3

* in preparation for task

LEVEL 3

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS

LEARNING OUTCOMES AT LEVEL 3

At Level 3 you will be able to apply your thinking, speaking and listening skills with discrimination, to show that you can

- Research and organise subject matter in depth
- Share subject with understanding and discrimination, engaging listeners
- Use illustrative materials to support a presentation
- Demonstrate ability to analyse effectiveness of textual material and share findings
- Apply thinking skills to justify course of action
- Discuss, debate and share your own and others' opinions with sensitivity, encouraging others to contribute

ASSESSMENT TASKS

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS	LEVEL 3
Total individual time: 20-25 minutes	
Section 1: Presenting Yourself (6-8 minutes + questions)	
Either Prepare a brief resume of your past education, training and subsequent experience. Explain present challenges and your hopes and plans for the future. Use relevant illustrative materials as support.	
Or Give a short prepared talk on a subject arising from your voluntary or professional interests. Illustrate as appropriate. Questions and discussion will follow.	
Section 2: Reading to a Listening Group (2 + 2 minutes)	
Give a brief survey (2-3 minutes) of the kinds of books you enjoy or use for reference, and mention two or three which have influenced your thinking. Select one of these and read from it a prepared extract of your own choice for the benefit of the listeners. Comment briefly on the selected passage and its context.	
Section 3: Options (4-5 minutes)	
Choose one of the following:	
a) Bring a cutting from a quality newspaper or contemporary journal on a subject with which you agree or disagree. Summarise the content and add your own comments of support or dissent.	
Or	
b) Outline a proposition which you have thought out with care, which will either improve conditions, increase productivity or save time or money in your workplace or in the local community.	
Section 4: Listening and Response	
During the session, the assessor and the group will have the opportunity to ask questions. You may be asked to amplify, defend opinions and put your own point of view. You should also be alert to join in constructively during the sessions of others.	

SPEAKING & LISTENING SKILLS FOR ADULT LEARNERS LEVEL 3 GRADING CRITERIA

Section	Pass	Merit <i>As for Pass criteria +</i>	Distinction <i>As for Merit criteria +</i>
Presenting Yourself 40%	<p>Introduce and present your talk with some structure, showing personal involvement</p> <p>Speak with vitality and clarity</p> <p>Integrate relevant visual material</p> <p>Observe the time limits</p> <p>Show awareness of audience with eye contact</p>	<p>Choose relevant material with good depth of content, explaining personal involvement</p> <p>Give your talk with good projection and assurance</p> <p>Use variety of pace with good eye contact</p>	<p>Speak with real enthusiasm, sharing your knowledge fully and naturally with the audience</p> <p>Give your talk using excellent vocal skills and command of language</p>
Reading to a Group 20%	<p>Present your choice of books, introducing them and referring to two or three that have influenced your thinking</p> <p>Read your chosen extract clearly and audibly, with good phrasing</p> <p>Make some comments of your own on the passage and its context</p> <p>Speak with vitality and good eye contact</p>	<p>Justify your choice of books and refer to those that have influenced you with some reasons</p> <p>Make your comments apt and concise, within the given time limits</p>	<p>Present your material with complete understanding and conviction</p> <p>Communicate fluently, with enjoyment and assurance, throughout the task</p>
Options a) or b) <i>(bracketed alternative refers to option b)</i> 20%	<p>Choose an appropriate subject; summarise the content (or outline) clearly</p> <p>Give your own comments of support, dissent or change clearly and concisely</p> <p>Speak with conviction and energy</p> <p>Communicate with good eye contact</p> <p>Listen positively to audience response</p>	<p>Summarise the content to show the key focal points clearly</p> <p>Give your own comments with conviction and persuasion</p>	<p>Demonstrate high standards of personal presentation, speaking with enthusiasm and commitment throughout the task</p>
Listening & Response 20%	<p>Use personal experience and comment to amplify some answers where appropriate</p> <p>Ask pertinent questions, to extend information given</p> <p>Use both facts and ideas in answers and questions</p> <p>Listen and handle the different views positively and openly</p>	<p>Show a balanced approach in debating and defending a range of views</p> <p>Contribute aptly and constructively to group discussion</p>	<p>Show a memorable ability to ask and answer questions on all sections</p> <p>Discuss facts and ideas objectively to take discussion forward</p> <p>Give constructive and sensitive support to others in the group</p>

GUIDANCE FOR TUTORS AND CANDIDATES AT LEVEL 3

Section 1: Presenting Yourself

This section is about reviewing and evaluating *either* the overall thrust of key events and experiences in a candidate's life *or* selecting one particular area of interest from work or leisure.

In a), candidates should avoid a catalogue of educational history as in a C.V. It should be an opportunity to show the influence education has made on the subsequent choice of career and why the candidate wishes to extend or augment education in a particular way.

In either a) or b) charts, posters or models, overhead projector, or PowerPoint, sound / visual recording may be appropriate; but it is important that all such material is quickly set up, demonstrated and removed and does not detract from the *oral* presentation.

Section 2: Reading to a Listening Group

A catalogue of titles and authors is to be avoided. The candidate should include one book of special interest with a prepared extract of 150-200 words. The candidate should give the context of the extract and comment on the way it is written.

Section 3: Options

a) Newspaper Cutting: It should be an opportunity to reveal interests and concerns with which the candidate can identify. It is important that the candidate chooses a thoughtfully written comment from a reliable, not sensational, source and is prepared to cope with opinions from the group that may be different from his or her own.

b) Outline a Proposition: This section is a test of persuasion. After outlining the case, the candidate might counter any predictable objections. Time limits must be observed.

Section 4: Listening and Response

This section - which is judged throughout the whole session - depends on the candidate's personal response to colleagues and assessor and his or her individual contribution to questions and discussion. This applies to all levels, with increasing demands on thought, expression and discrimination at the higher levels.

Tutors may find this mapping to Key Skills useful:

KEY SKILLS SIGNPOSTING Level 3

ESB sections	Core Key Skills:	Wider Key Skills		
		Improving Own Learning & Performance	Problem Solving	Working with Others
Speaking & Listening Skills for Adult Learners	Communication			
LEVEL 3				
Section 1: Presenting Yourself	C3.1b 3.1b.1 3.1b.2 3.1b.3 C3.3* 3.3.1 3.3.2 3.3.3 3.3.4	LP3.1* LP3.2 LP3.3	PS3.1* PS3.2 PS3.3	
Section 2: Reading to a Listening Group	C3.2 3.2.1 3.2.2 3.2.3	LP3.2 LP3.3	PS3.1 PS3.2 PS3.3	
Section 3: Options a) Newspaper b) Proposition	C3.1a 3.1a.1 3.1b.2 3.1b.3	LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3	WO3.2
Section 4: Listening & Response	C3.1a 3.1a.1 3.1a.2 3.1a.3	LP3.3	PS3.3	WO3.3
* in preparation for task				

Further Information

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