**2016-2017 FOUNDATION EAP SEMINAR SPEAKING**

**FEEDBACK SHEET**

**SCORING:**

In each section, the number of ticks equates to a midpoint: 1 = 45; 2 = 55; 3 = 65; 4 = 75; 5 = 85

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| **Listenership – how well do you listen to other people?** | **Evidence or not?**  **√ or X** |
| 1. You show you are listening/following through the use of small phrases like ‘yes’ ‘mm’ ‘ok’, while you’re listening, and you use body language and gestures like nodding, or shaking your head |  |
| 1. You check understanding when something is unclear by asking clarification questions e.g. what do you mean? |  |
| 1. You check understanding when something is unclear by asking confirmation questions e.g. So you mean ……? |  |
| 1. You show very close listening and understanding of a topic by being able to overlap with another speaker at appropriate times. |  |
| 1. You show very close listening and understanding of a topic by being able to finish another speaker’s points in an appropriate way at and appropriate moment. |  |
| **Response to others – how do you speak in answer to what other people have said?** |  |
| 1. In your group you can speak about the topic which the rest of the group are talking about and make relevant comments |  |
| 1. You can show how you feel about another person’s idea by using phrases like ‘I agree’, ‘I disagree’, ‘Really?’ ‘That’s a good point’ etc. |  |
| 1. You can show how you feel about another person’s idea by using a phrase as above in (2) and then add an idea of your own. |  |
| 1. You can use the idea of another person and include it as part of your own idea to show how the discussion is helping to understand the topic |  |
| 1. You can use the ideas from a number of people in the group and include them as part of your own idea to show how the discussion is helping to understand the topic |  |
| **Managing topics – what do you do when talking in a group?** |  |
| 1. You help manage the discussion by asking other people for their ideas on a topic |  |
| 1. You help manage the discussion by introducing new topics into the discussion at appropriate moments |  |
| 1. You help manage the discussion by summarising, recapping, or giving a conclusion of part of the discussion at appropriate moments. |  |
| 1. In the discussion you can make your point by talking for a longer period AND at other times you can also make your point by talking for a shorter period |  |
| 1. You can help people who talk for too long in the discussion by politely interrupting them to allow you or another speaker to make a point. |  |

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| **nguage effectiveness – how does your grammar/vocabulary help you in a discussion?** |  |
| 1. You can talk in your group about the topic in general and even if you make some mistakes with grammar or vocabulary, the other people in the group understand and the discussion does not get interrupted. |  |
| 1. You talk and give your opinion on one of the task choices, and you can talk about the reasons for your opinion, what the effects might be and any examples which help |  |
| 1. You talk about two or more choices by using comparison/contrast language or by using other analytical grammar; you can talk about the reasons for your opinion, what the effects might be and any examples which help |  |
| 1. You can persuade or influence other people in the group by using emphasising language such as adverbs (*This is clearly the result of* ….. etc.), auxiliaries (I *really do think that …* etc.), fronting (*what I like about this idea is* ….. etc.,) inversion (*not only does this …..,* etc.*)* |  |
| 1. You use longer pieces of vocabulary (noun phrases, collocations, compound nouns) and multiple adjectives with nouns, and adverb-adjective forms to be more efficient and effective when talking about the task options. |  |
| **Interactive pronunciation – how much does your pronunciation help the discussion?** |  |
| 1. You speak clearly and at a suitable volume in your discussion so that the other people in the group understand and the discussion does not move too slowly nor become interrupted. |  |
| 1. You can use general non-specific vocabulary and grammar clearly enough that even with some pronunciation mistakes with sounds and stress, the other people in the group understand and the discussion moves forward. |  |
| 1. You can use specific topic vocabulary clearly enough that that even with some pronunciation mistakes with sounds and stress, the other people in the group understand and the discussion moves forward. |  |
| 1. When you are comparing and contrasting and analysing the task choices, you can use your voice to add some emphasis to your ideas, highlighting one idea more than another as appropriate |  |
| 1. You are able to vary your voice and voice tone in order to add or change the overall effect of your ideas on the discussion. E.g. to contrast between old and newer information, or when using checking or confirming questions |  |

**MARKS**

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| **listenership** | **Response to others** | **Managing topics** | **Language Effectiveness** | **Interactive pronunciation** | **OVERALL**  **[TOTAL/5]** |
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**FEEDBACK**

Note the areas where you did not show evidence. These are your action areas for future improvement.