THE KPG SPEAKING TEST IN ENGLISH:
A HANDBOOK

Faculty of English Studies, National and Kapodistrian University of Athens

Published by the RCEL (Research Centre of English Language Teaching and Testing),
Faculty of English Studies, School of Philosophy,
National and Kapodistrian University of Athens,
University Campus Zographou, 157 84 Athens.

ISBN: 978-960-98961-0-8

First published 2008

Printed in Athens
Doukas Bros. & Co.
Doiranis 11 Street
Acharnai, Athens-Greece

Designed by Anna Razou

Kia Karavas, editor
The KPG Speaking Test in English: A Handbook

Includes bibliographical references

1. Speaking, 2. Speaking assessment, 3. Functional language use,
4. Examiner training, 5. Examiner conduct, 6. Oral assessment criteria,
7. Speaking tasks, 8. Mediation.

RCEL publication series editors:
Bessie Dendrinos & **Kia Karavas**

THE KPG SPEAKING TEST IN ENGLISH: A HANDBOOK

Kia Karavas, editor

Athens, RCEL publications

Ο τόμος αυτός γράφτηκε και τυπώθηκε στο πλαίσιο του Επιχειρησιακού Προγράμματος Εκπαίδευσης και Αρχικής Επαγγελματικής Κατάρτισης (ΕΠΕΑΕΚ ΙΙ), ΜΕΤΡΟ 2.1 «Αναβάθμιση της ποιότητας της παρεχόμενης εκπαίδευσης», Ενέργεια 2.1.2 «Αξιολόγηση του εκπαιδευτικού έργου, των εκπαιδευτικών συντελεστών και λειτουργιών καθώς και των μαθητών», Κατηγορία Πράξεων 2.1.2.ζ «Σύστημα Αξιολόγησης και Πιστοποίησης Γλωσσομάθειας» του Εθνικού και Καποδιστριακού Πανεπιστημίου Αθηνών. Το έργο συγχρηματοδοτείται από την Ευρωπαϊκή Ένωση (Ευρωπαϊκό Κοινωνικό Ταμείο) και από Εθνικούς Πόρους.

Ο τόμος διανέμεται δωρεάν.

For our Examiners

Contents

Appendices

Video observation task 1

Video observation task 2

Video observation task 3

Video observation task 4

Video observation task 5

Video observation task 1

Video observation task 2

Video observation task 3

Video observation task 4

Video observation task 5

Preface

This preface provides practical information for our Examiners, to whom this Handbook is addressed, and looks back to how Examiner training for the Speaking Test of the KPG exam in English (Speaking Test) was instituted. In doing so, it puts the systematic work carried out for KPG orals into perspective and marks the fact that this Handbook brings together the outcome of work the English Team has been doing since 2003, when the training of KPG Examiners for the Speaking Test began, under my direction. From 2005 onwards, Kia Karavas became progressively involved in the Examiner Training Programme, which is meant to inform and train an increasingly larger group of English teachers to act as Examiners for us. Since 2007 the programme has been running under Dr. Karavas' direction.

The efforts to select, inform and train Examiners for the Speaking Test has been an ongoing and systematic process, aiming not merely to train EFL teachers, but to educate them into thinking along KPG lines so that they can test and assess candidates' speaking performance in line with KPG language views and guidelines.

During the first few years of the KPG project, Examiner training was carried out with the assistance of a small group of trainers working alongside the members of the English Team, composed of full- and part-time staff of the Faculty of English Studies of the University of Athens. For the first administration, we interviewed 500 Examiners and held a seminar which they had to attend. It provided them with a description and a rationale of the Speaking Test of the B2 level exam, administered in late 2003. It also presented them with the oral assessment grid and the criteria for evaluation of oral performance at that level.

Since 2003, the English Team and generally the human resources available for project support have increased enormously. A group of well-trained multipliers from all over the country are now an integral part of the Team. With their help, we have managed over the years to build a body of 3000 trained Examiners to test different levels of oral proficiency. They are included in the Official Register of the Directorate for the Certification of Foreign Language Proficiency of the Ministry of National Education and Religious Affairs. It is this Directorate that is responsible for administering the exams and selecting the Examiners needed to conduct the Speaking Test.

The inclusion of our Examiners in the Official Register for English (ORE) means firstly that, on the basis of evaluation, they have been considered qualified to carry out the Speaking Test. It also means that these Examiners have gone through systematic training. Until they take part in our Speaking Tests, they are included in an interim directory, which is updated after every administration.

Being included in the ORE does not mean that one remains there unconditionally. In fact, inclusion in the ORE is conditional upon:

- conducting the Speaking Test as instructed
- providing continuous feedback which allows us to evaluate the Speaking Test procedure and proceed with quality assessment of the Speaking Test activities and tasks (by regularly filling in the Feedback Forms provided to Examiners)
- positive assessment through observation while conducting the Speaking Test
- abiding by explicit rules and regulations issued by the Directorate of the Ministry
- responding to the Ministry's call for participation in the Speaking Tests.

How many Examiners are needed each time depends on the number of candidates sitting for the exam each period. Finally, an important criterion for the selection of registered people to act as Examiners each period is their willingness to go to the city or town where Examiners are needed, as the location of the Examination Centres also depends on the candidates and where they want to sit for the exam.

It is important to note that there is a reason for conducting the Speaking Tests of the KPG exams – administered throughout Greece in May and November every year – in *one* single weekend. That reason is that KPG wants to guarantee fair treatment for all candidates. If you have the Speaking Tests extended over several weekends, some candidates will have greater access and time to prepare for the test tasks than others.

Until 2007, the Examiner Training Programme was supported with very limited funds and assets. Its success is therefore due to the personal commitment and hard work of all involved. Every beginning is difficult but, in this case, the lack of trained human resources and capital made the task seem like mission impossible. However, we did make a rather successful start thanks to the enthusiasm, determination and the assistance of people who had the firm belief that 'we could do it'. The two names that surface immediately are those of Kaiti Zouganelli and Vassilis Hartzoulakis.

Kaiti's devotion and social skills, her knowledge of the field, and her awareness of ELT conditions in Greece proved valuable in the initial stages of the development of the KPG exam system. She used her position as advisor to the Minister of Education at the time, and he appointed the first KPG Central Examination Board that actually began to work towards developing both the examination battery and the certification system.

My having been appointed President of the Board but also Scientific Director of the KPG exams, the work was overwhelming. But alongside me, from the very beginning, there was one person who was always there, devoted to the task at hand, diligent, multi-skilled, with an understanding of basic statistics and willingness to learn more, as well as ICT and CALL expertise: Vassilis Hartzoulakis. He still is one of the basic pillars of the KPG English Team.

The KPG project and specifically the Examiner Training Programme took off with only a handful of people. Those who helped most to jump start it were: Christina Ayiakli, Maria Charitou, Mary Drossou and Eleni Liarou. Then, there was Xenia Delieza, Jenny Liontou and Vassilis Stavropoulos. These people and several others in different parts of the country who were our first multipliers were pioneers and contributed significantly to our first training efforts, which were later enhanced through the work in oral testing done by Xenia Delieza. Xenia was seconded to the RCEL to do exclusively KPG work, as was Jenny Liontou. However, while Jenny began research in reading comprehensibility, Xenia chose to work in the field of oral assessment, under my supervision and with the assistance of Kia Karava, who was responsibly becoming involved in the whole KPG Project and therefore appointed as Assistant Director of the Research Centre in English Language Teaching, Testing and Assessment (RCEL), which supports KPG English exam design, research and training.

However, the continuing and developing success of such a large-scale programme owes a lot to the whole English Team and all of our associates who have been acting as multipliers. This Handbook is tangible evidence of our Team's commitment to and faith in the success of the KPG exams and is dedicated to all colleagues who have selflessly devoted considerable time and effort to establish a nationwide effective training programme for KPG Examiners.

Special thanks to Xenia Delieza, for her insightful comments and technical expertise in designing our oral examiner training materials. Her systematic work in helping design and implement the Observation Project (OP) and in developing the Examiner observation tools contributed most significantly to the programme as a whole. The OP findings have been and continue to be an invaluable source of information for the fine-tuning of our Examiner Training Programme and for the development of Examiner training materials.

Warm thanks are also due to Mary Drossou and Moira Hill, who have been providing Kia Karavas with their valuable support and feedback for the development of the Examiner Training Programme. Both have also contributed significantly to the compilation of this Handbook. Mary Drossou is responsible for putting together the material for Chapter 2, and Moira Hill is responsible for compiling the material for Chapter 4. Finally, a note acknowledging that Vassilis Zorbas, an associate member of the English Team, contributed the small section on mediation included in the editor's introduction.

Bessie Dendrinos
English Project Director

> *"The ability to speak a foreign language*
> *is without doubt the most highly prized language skill,*
> *and rightly so…yet testing the ability to speak*
> *a foreign language is perhaps the least developed*
> *and the least practised in the language testing field."*
>
> (Lado 1961: 239)

Introduction

Lado in 1961 claimed that speaking is the most highly prized skill and yet the least researched and assessed skill. Despite developments in the area of language testing and assessment that have taken place ever since Lado's observation, his observation is valid to a great extent even today. One need only consider the range of well-recognised and established tests that purport to assess communicative language ability on the basis of reading and writing alone, without a listening and, especially, a speaking component. It is generally acknowledged (see, for instance, Fulcher 2003, Kitao and Kitao 1996, and Luoma 2004) that the assessment of speaking is one of the most challenging and complex areas of assessment. This is due to many reasons, such as the difficulty of developing an operational construct definition of speaking that can capture the richness of what happens in a process as complex as human communication, the multiplicity of skills involved in the production of oral language – skills which do not lend themselves easily to 'objective' assessment – and finally, the plethora of factors that influence our impression of how well someone can speak a language.

Despite the difficulties involved in its assessment, speaking remains one of the significant components of communicative language ability, and within the KPG exam battery, the assessment of speaking is considered as important as the assessment of other abilities (reading, writing and listening).

Speaking, within the KPG exams, is assessed in Module 4 at all exam levels. The development of the Speaking Test is based on clearly laid-out exam specifications, which apply to all languages certified through the KPG examination system (www.kpg.ypepth.gr). Specifications contain detailed descriptors of oral performance, articulated as CAN DO statements for each level, as well as an activity typology and a text-type inventory. For the design of Speaking Test items and tasks, the KPG candidates' age, first language, language learning background and other sociocultural factors are seriously taken into account.

All test items and tasks undergo rigorous pre-testing in Greece, and reading and listening comprehension tests are also piloted with groups of target language users abroad. When results of the piloted tests have been announced, they go through systematic item analysis, which is a major tool for post-quality assessment of the tests.

The writing and speaking tasks are tried out by groups of language learners at the RCEL through parallel tasks, and quality assessment is systematically pursued for the tasks as well. Responses from specially prepared questionnaires for the Examiners and candidates provide the test development team with valuable feedback, which is taken into account for changing, improving and fine-tuning the writing and speaking activities. Moreover, research is systematically carried out by the RCEL, focusing on the construct validity and effectiveness of the exam as a whole.

However, all the work that has been undertaken to construct a 'quality' assessment instrument and the care that has been taken in the design and pretesting of items is in vain if we cannot have faith in the marks assigned to candidates (Alderson, Clapham & Wall 1995). In other words, the validity and reliability of the Speaking Test and fairness of the Speaking Test procedure ultimately depend on the Examiners, i.e. the extent to which Examiners share a common understanding of the nature of language use inherent in the design of test items and of the application of oral assessment criteria, and also the extent to which Examiners are consistent in the application of Speaking Test guidelines and procedures. More specifically, as regards the role of the Examiner/interlocutor, many studies (Berwick & Ross 1996, Brown & Hill 2007, Merrylees and McDowell 2007, Orr 2002, and O'Sullivan 2000) have shown (depending on the nature of the Speaking Test) interviewer or interlocutor variation and inconsistency in overall patterns of leniency/harshness in assigning test scores, in the way Examiners interpret rating scales and assessment criteria, in the way Examiners accommodate to the level of the candidates, in the support Examiners provide candidates in order to facilitate comprehension and production, and in the elicitation of communicative performance of candidates (see also Bachman & Palmer 1996, Fulcher 2003, Hughes 2003 and McNamara 1996). This inconsistency and variation is a major factor affecting the candidate's language output, thus threatening validity, reliability and fairness in Speaking Tests.

Thus, systematic and intensive Examiner training is a crucial and indispensable component of any testing programme. For the KPG test development team, the training of Examiners has been a major concern from the very first administration of the KPG exams. Throughout the years, an intensive and comprehensive training programme has been established (see section below), whose ultimate goal is to develop a database of Examiners who are fully and systematically trained to assess oral production at all levels offered by the KPG exam battery, and whose performance has been evaluated on the job as satisfactory. A range of training materials (Examiner training and information packs and audio/visual simulations of Speaking Tests for all levels) have been developed and have been used in the various training seminars conducted throughout Greece. This Handbook represents the culmination of all the work carried out for the training of Examiners so far, and is intended to be used as a reference book for practising and potential KPG Examiners. More specifically, the aims of this Handbook are:

- to raise KPG Examiners' awareness of the nature of language use adopted by the KPG exams and inherent in the design of tasks for the Speaking Test,
- to sensitise KPG Examiners to the underlying rationale of the oral assessment criteria included in the rating scales for the Speaking Test,
- to inform KPG Examiners of the nature, content and structure of the Speaking Test for each level offered by the KPG exam system,
- to help KPG Examiners understand the nature of the oral assessment criteria and how they should be applied, and finally,
- to raise KPG Examiners' awareness of the importance of the consistent application of Speaking Test guidelines and of appropriate Examiner conduct throughout the test.

Before we proceed with the discussion of the features of the KPG Speaking Test, the next section provides information on the Examiner Training Programme of which this Handbook is a part.

The KPG Examiner Training Programme

One of the most challenging projects within the KPG test development programme in terms of time, money, infrastructure and human resources has been and is the training of Examiners. The University of Athens, Faculty of English Studies is responsible for the structure, content and organization of the training seminars.

As mentioned above, the ultimate goal of the Examiner Training Programme is to develop a pool of Examiners who are fully and systematically trained to assess oral production at all levels offered by the KPG exam battery, and whose performance has been evaluated on the job as satisfactory. More specifically, the aims of the Examiner Training Programme are:

a) to train Examiners to consistently apply the Speaking Test procedures and to follow Speaking Test rubrics in order to obtain representative and valid samples of candidates' spoken English (at all levels offered by the KPG exam battery) in accordance with the Speaking Test specifications,

b) to train Examiners to assess and rate samples of spoken English accurately and consistently in terms of the pre-defined descriptions of performance at A1, A2, B1, B2 and C1 levels of the Speaking Test by applying the criteria of the respective Rating Scales, and

c) to instil Examiners with a common understanding of communicative language ability underlying the KPG exam battery and of the criteria for the assessment of oral production.

Certainly all major language certification systems implement some kind of training for Examiners. The form that this training takes varies from one-off training seminars, in which potential Examiners are trained to apply rating scale criteria to samples of spoken language and discuss their ratings, to self-study distance training materials sent to potential Examiners before the exam period. In this case, they are required to complete the guided tasks before being assigned as Examiners. Although the training of Examiners is considered a *sine qua non* for achieving reliability and reducing random errors in assessment and differences in severity between raters, very few systems have designed a system of monitoring and evaluating the Examiners' performance on the job as the KPG does.

For the KPG test development team, the training of Examiners has been a major concern from the first administration of the KPG exams. In designing and developing the Examiner Training Programme, the following constraints and factors had to be taken into account and catered for:

a) Dealing with a huge number of applications from EFL teachers to become Examiners (to date more than 5,500 teachers have applied). Since there is no closing date for applications, every 6-12 months new applications need to be processed, included in our database, and new cohorts of potential Examiners need to be screened and trained from scratch.

b) Screening and processing the applications. Applicants are individuals with varying qualifications and varying degrees of experience in teaching and testing. All are eligible to apply and must be considered as potential Examiners who will undergo the Examiner Training Programme. If individuals are rejected, they are rejected a) because their oral performance has been assessed as unsatisfactory during the screening process which takes place during the initial training seminars, or b) because they do not systematically take part in training sessions they have been invited to attend, or c) because they have personally expressed their unwillingness to become an Examiner, or d) because on the basis of the on-the-job observation, their performance was consistently rated as unsatisfactory.

c) Identifying and systematically training multipliers (Examiner trainers) throughout Greece. So far, a body of 50 trained multipliers throughout Greece has been developed. These associates are highly qualified individuals (all have completed postgraduate studies) with extensive experience in teaching EFL and in teacher education. Most of our multipliers are school advisors for English or professional teacher educators. All have themselves been practising Examiners or observers in order to ensure that they can draw on their personal experience to deal with the concerns of Examiners. Before each round of training seminars begins, multipliers are invited to a one-day workshop in Athens or Thessaloniki, during which they are informed of the aims, content and structure of the training seminar and are instructed on how to use the seminar materials. Depending on their area of residence and their mobility, they are assigned groups of Examiners and have the responsibility of setting a date and place for the seminar, contacting the Examiners, photocopying the training material, and conducting the seminar. After each seminar, they are requested to provide an evaluation report of the seminar, noting cases of absent Examiners and providing details of problems/issues raised in the seminar.

d) Organising the Examiner Training Programme nationwide. Our seminars do not take place in big cities or in designated exam centres. Rather, they take place throughout Greece, and we try to accommodate Examiners who live even in remote areas (islands, for instance). Seminars are organised in places which are easily accessible by national roads or by public transport, ensuring that Examiners do not need an overnight stay in order to attend and that the seminar is within reasonable driving distance from their homes.

e) Constantly updating our database with changes in contact details, the training record of each Examiner, and the results of the observation of Examiners.

The screening/training/evaluation process

The Examiner Training Programme has a series of stages, which all Examiners need to go through:

Recruitment
(applications), initial screening, inclusion in database

↓

Initial evaluation of oral language performance and induction
(applies once to an applicant Examiner)

↓

Training seminars
(recurrent and cyclical, since the outcomes of monitoring and evaluation feed into training)

↓

Monitoring of the Speaking Test and evaluation of Examiners' performance
(by multipliers/observers, through specially-designed observation schemes)

Essential features of Examiner Training Seminars

In an effort to make our training programme more effective and more tailored to our Examiners' needs, the design of our programme revolves around the following principles:

a) The content/focus of each round of training seminars is determined by:

- the introduction of a new KPG exam level,
- the needs of Examiners, as identified by multipliers during the seminars and by the results of the Examiner feedback forms completed after the end of each Speaking Test administration,
- the results of the OP (observation project). For example one of the initial findings of the OP was that Examiners did not set up the examination room as suggested in the seminars and the guidelines sent to Examiners before the Speaking Test. The set-up of the exam room for the Speaking Test then became an issue in the following round of training seminars, where an illustration of the exam room set-up was given to Examiners and the set-up was also highlighted in the accompanying video that was developed.

b) Seminars take place with groups of 18-20 Examiners maximum to enable dialogue, discussion and group work.

c) For each round of training seminars, a new, tailor-made Examiner Training Pack is developed and provided to multipliers. The Pack contains information and details on how to carry out the seminar and how to use the materials. Simulated Speaking Test recordings or videos have been developed for each round of seminars.

The KPG Examiner Observation Project

In order to ensure that Examiners adhere to Examiner guidelines and the suggested Speaking Test procedure and to potentially identify inconsistencies in Examiner conduct which could threaten the validity of the exam and compromise exam fairness, on-site observation of the Speaking Test was launched in November 2005. The overall goals of the observation project were to gain information about the efficiency of the Speaking Test administration, the efficiency of Examiner conduct, applicability of the oral assessment criteria, and interrater reliability; this information was and is considered essential for further development and refinement of the Speaking Test and for the training and evaluation of Examiners.

Observation of the Speaking Test is seen as a monitoring and evaluation tool geared towards answering the following questions:

a) How well are the Speaking Tests administered, and under what conditions?

b) What are the problems of the Speaking Test administration, and how can they be overcome?

c) Are the guidelines for Examiner conduct followed?

d) Do Examiners alter in any way instructions and task rubrics?

e) Do Examiners make constructive use of the oral assessment criteria and the marking scheme?

Observation of the Speaking Test procedure is carried out with the use of specially designed structured observation schemes focusing on various aspects of the Speaking Test administration, Speaking Test content and Examiner conduct.

To date, six rounds of observation (observation phases) have been carried out. For each observation phase a new, refined observation scheme is prepared. Each observation scheme is refined on the basis of previous OP findings.

Focus of the observation for each period

In terms of format, the observation forms are clearly defined, structured checklists, easy to analyse, and based on specific categories and subcategories having to do with rules and guidelines pertaining to the Speaking Test procedure and Examiner conduct. They are in the form of tables, where the observers circle YES/NO or tick for the presence of a particular feature, but there is also space in some of the questions where the observers take notes if necessary.

All observation schemes elicit information on: a) the seating arrangements in the examination room, b) the procedure followed, c) the candidates' age and sex, d) the choice of questions and tasks made by the Examiner/interlocutor, e) the ratings by the two Examiners and the observer, f) the duration of the Speaking Test and the time allotted to different activities and to the two candidates, and g) the overall assessment of the Examiner's oral performance as *Excellent-Very good*, *Good,* or *Mediocre-Poor*. Apart from these common observation categories, from the second observation phase onwards, categories were included focusing on the extent to which Examiners changed task rubrics and interfered with candidates' language output (i.e. corrected the candidate, interrupted the candidate, completed the candidates' phrase etc.).

In the last two observation phases, a category was added relating to the extent to which the Examiners' interference with candidates' language output influenced this output in some way (i.e. whether the Examiner's interference made it easier or more difficult for the candidate to speak). During the five different OP phases which took place up until the end of 2008, 1559 Examiners were observed examining 5668 candidates.

How and by whom is observation carried out?

Multipliers (i.e. Examiner trainers) who have been specially instructed on how to use the observation forms carry out observations in a representative sample of randomly-selected examination centres throughout Greece. They are instructed to visit all examination rooms and observe all Examiners at their assigned examination centre as long as the examination sessions last: morning to afternoon. Multipliers enter the examination rooms as third parties and monitor the Speaking Test process without interfering with it in any way. The observation form is completed before, while, and after they have observed the process.

Each form is designed so that it is used in one Speaking Test session, i.e. with one Examiner examining a pair of candidates. Multipliers are instructed to observe each Examiner twice, i.e. with two pairs of candidates.

Observers are requested to report to the examination centre at least two hours before the Speaking Tests start in order to be ready to answer questions by Examiners and help them out during preparation for the Speaking Test.

After each Speaking Test administration, observers send their completed observation forms to the RCEL. Once collected, observation forms are processed and results are analysed and a report of the main findings is then produced. Findings are taken into account for the design and development of the next round of Examiner Training Seminars and have brought to light many aspects of Examiner conduct during the Speaking Test (see Chapter 3).

Chapter 1 Framework of the KPG Speaking Test

Introduction

The purpose of this chapter is to highlight and discuss the rationale underlying the design of speaking tasks and the oral assessment criteria. It addresses two central questions: a) why the KPG Speaking Test has been designed in the way it has, and b) why candidates' oral language performance is assessed on the basis of the specified criteria (i.e. linguistic competence, sociolinguistic competence and pragmatic competence). Understanding the nature of language use and the defining characteristics of speaking will enable you to form a clearer understanding of the purpose of the Speaking Test tasks and of the nature of the oral assessment criteria.

The chapter thus begins with a discussion of the theory of language use adopted by the KPG exam battery, a theory that permeates all modules of the exam and relates to language comprehension and production. It continues with a presentation of the defining characteristics of oral language, the processes involved in the production of oral language, and the components that make up communicative language ability. This chapter ends with a discussion of oral mediation (i.e. what it involves, why it is included in the assessment of oral language proficiency, and how it is assessed), which comprises one of the activities of the Speaking Test at the B1, B2 and C1 levels.

1.1 Approach to language use adopted by the KPG exam battery

All the KPG exams adhere to a functional approach to language use and set out, throughout all the modules, to evaluate socially-purposeful language knowledge and literacy.

The view of language that the KPG exam battery, and in particular the examinations in English, adhere to is that language is a social phenomenon, and that to use language for a variety of purposes means to take part in social practices. Language is a dynamic, interactive, social phenomenon between the speaker and listener (or the reader and writer). We convey meanings not by single, isolated sentences which occur in a vacuum, but by more complex exchanges produced in a specific context in which the participants' beliefs, expectations, the knowledge they share about each other and of the world, and the situation in which they interact play a crucial part and determine the linguistic choices they will make. Language is not used to express grammar or vocabulary; it is used to perform or fulfil certain functions or purposes (e.g. to agree or disagree, to invite, to congratulate, to advise, to promote, to convince, to request, etc.) and the functions we want to perform will determine the shape of the text that emerges as we communicate with one another. This is where the concept of *genre* becomes particularly relevant and useful for understanding the nature of language in use.

Genre refers to a purposeful, socially-constructed communicative event which results in different types of texts (e.g. a political speech, a casual telephone conversation, an oral presentation, a lecture, an interview, etc.). These text types have different functions, distinctive linguistic characteristics and their own internal structure. Genres are culturally and socially determined and dynamic in that new genres are being constantly created (e.g. email communication constitutes a new type of genre).

Not only does the text type we wish to produce determine our linguistic choices, but features of the context in which the text is produced will also determine them. Actually, language and context are interrelated; context determines and is constructed by the linguistic choices that are made (Thomson 2004). Context refers to the linguistic, physical and psychological dimensions of the situation in which language is used. It refers to everything in the situation apart from the actual language produced at the particular moment. Lyons (1977:572) defines it as 'all the factors which, by virtue of their influence upon the participants in the language event, systematically determine the form, appropriateness or the meaning of utterances.' Context is multifaceted or multileveled. Four types or levels of context can be identified (Hewings and Hewings 2005):

a) *The local linguistic context or textual context or co-text.* This refers to the linguistic environment of an utterance, which is simply the prior language in a communication and what follows it (i.e. what has been said before and after).

b) *The wider linguistic context.* This refers to the way in which a particular text relates to other similar texts, and the way our interpretation of a text is influenced by our experience of other texts. For instance, when preparing for our first paper presentation at a conference, we draw on our knowledge and experience of listening to oral presentations at conferences we have attended in the past. This prior knowledge will influence the structure and format of our paper presentation.

c) *The local situational context.* This refers to the immediate and observable features of the situation in which a communicative event takes place. These features include: a) the role and relationship of interactants (i.e. who is speaking to whom, and how they are related), b) the setting (i.e. where the communication is taking place), c) the purpose of communication (i.e. what we want to achieve through communicating – to advise, to request something, to convince, etc.), and d) the channel of communication (i.e. the medium chosen for communication and the way it is used – e.g. speaking on the telephone or speaking face-to-face).

Let's see how features of the situational context can affect the linguistic choices we make. Below are two situations:

1) You would like to buy a car but have managed to gather only part of the money. You decide to visit your parents and ask them for a loan.

2) You would like to buy a car but have managed to gather only part of the money. You decide to visit your local bank and ask the bank manager for a loan.

In these two situations, although the purpose of communication (i.e. requesting a loan) and the channel (i.e. face-to-face communication) are the same, the language we actually produce will certainly not be the same since the role/relationship of the interactants and the setting will have a significant influence on the lexicogrammatical choices we will make. In the first situation, the role/relationship between interactants and setting is conducive to the use of more informal language and to the use of less information since the interactants share the same background knowledge. In the second, the language produced will evidently be qualitatively and quantitatively different.

d) *The sociocultural context.* This refers to the wider sociocultural context in which communication takes place. Social groups have their own beliefs, values and norms of behaviour, and 'these are often encoded in the forms of language used and the ways in which interaction is organised within the group' (Hewings and Hewings 2005:34). Knowledge of the cultural background of interactants and their practices is essential in understanding messages and producing appropriate messages.

An example from openings of telephone conversations will perhaps make the effect of sociocultural context clear. In British English for example, the normal sequence for a call to a private residence would be:

- telephone rings
- answerer gives number
- caller asks for intended addressee

In French, though, the following practice is usual:

- telephone rings
- answerer responds 'allo'
- caller verifies number
- answerer responds 'oui'
- caller identifies self, apologizes and asks for intended addressee

Evidently, English callers in France could unintentionally offend by using the British pattern without identifying themselves and apologizing for the inconvenience. On the other hand, they may become irritated when a French caller verifies their number when they themselves have just said it (Crystal1987: 48). In other words, the purpose of each of the utterances in the sequence of opening a telephone conversation can only be understood with reference to the sociocultural context in which they are produced.

Thus, our utterances and the meanings they convey are understood and produced in relation to all these levels of context. Speech is more tightly connected to and influenced by the situational context. However, it is important to bear in mind that not all features in the situational context will always be relevant or will influence our linguistic choices. For instance ordering a cup of tea in a hospital café or in a hotel café will be similar despite the different setting. As Hewings and Hewings (2005: 22) explain 'what counts as relevant depends on what contextual information the participants in the interaction mobilise in order to understand what is said or written. In this view context can be seen as a resource that can be used by participants in interaction to help interpret what is intended'.

How is this view of language reflected in the KPG Speaking Tests? In two ways: in the design of tasks and in the assessment criteria. The task rubrics outline the content and general format of the language expected by candidates and provide details of the context in which this language is to be produced. The following task from a B2 level Speaking Test (Activity 2: One-sided talk (based on visual cues)) will make this clear:

> *Look at photo 10 (or 11 or 12). Imagine you have taken your 4-year-old niece for a walk in your city or town and she has never seen such an event before. Explain to her what the event is, what the people are doing, and why it's taking place.*

In all the Speaking Test tasks rubrics, the purpose of communication (e.g. description and explanation), and the content of communication (e.g. description of an event), the setting (e.g. in the city centre), the participants and their relationship (e.g. adult-child, uncle/aunt-niece), the channel (e.g. face-to-face communication) are specified. Candidates are requested to produce language that is appropriate to the various features of the set context.

In addition, when evaluating candidates' performance, an assessment criterion which is included in the rating scales of all levels of the Speaking Tests is sociolinguistic competence. The relevant criterion for B2 level Speaking Test candidates provided below illustrates how candidates' language is expected to be appropriate to features of the situational context as set by the tasks:

> *Sociolinguistic competence (0-4)*
> *The candidate is expected to make linguistic choices (in lexis and expressions) that are generally appropriate for the situation as determined by the set task. Errors are expected, but generally these should not cause offense and make language awkward. The candidate is expected to take on the role as defined by the task (e.g. when talking to a friend the candidate is expected to use informal language, simple sentence forms, to be more direct and personal).*

1.2 Understanding the nature of speaking

An awareness of the characteristics of spoken language and of the processes involved in the production of oral language will help us form more realistic expectations about the nature, quality and quantity of candidate's language output and the speed at which this language can be produced. This information will guide us in our assessment of candidates' language output. This section, therefore, aims to raise Examiners' awareness of the basic characteristics of spoken language (as opposed to written forms), the conditions that affect production of oral language, and the psycholinguistic processes of oral language production.

The nature of oral language

Although spoken and written language is governed by the same syntactic and semantic rules, there are differences in their structure and use since they are products of different communicative situations. Speech is dynamic, transient and time bound, and part of an interaction in which both speaker and listener are usually present. Writing is permanent, space bound and static, where the writer is typically distant from the addressee. Differences in their defining characteristics have an effect on the nature of oral and written language.

In unplanned speech, speakers do not talk in full sentences. Speech rather consists of idea units, i.e. short phrases and clauses connected with thematic connections, repetitions and coordinating conjunctions. The grammar of these idea units is simple because the speaker is trying to communicate ideas for the listener to understand in real time, and therefore needs to take into account the constraints of the listener's (and speaker's) working memory. Less formal and complex vocabulary is customary in speech, as are use of coordination rather than subordination and the recurring presence of hesitations, repetitions, fillers and repairs (see Hughes 2002).

As mentioned above, a defining characteristic of speech is that it is time bound (i.e. it is a real-time phenomenon produced in the here and now) and is reciprocal, part of an interaction in which the listener is usually present. In other words, speech takes place under two conditions which seriously affect the quality and quantity of language produced. These are:

a) *processing conditions, i.e. time.* Speech takes place under the pressure of time. Time constraints have observable effects on spoken interaction. They affect planning, memory and production. The ability to master the processing conditions of speech enables speakers to deal fluently with a given topic while being listened to.

b) *reciprocity conditions, i.e. interlocutors.* This refers to the relation between the speaker and the listener in the process of oral interaction. Because the listener is in front of us, we have to take her/him into account and constantly monitor her/his reactions to check that the assumptions we are making are shared and that the listener understands what we are saying.

In order to overcome the effect of processing conditions, speakers frequently use various facilitation and compensation devices, which account for the distinguishing features of spoken language described above. These are:

a) Facilitation devices

- Simplified structure: Use of coordinating conjunctions or no conjunction at all. Avoidance of complex noun groups with many adjectives; repetitions of same sentences adding further adjectives.
- Ellipsis: Speakers omit parts of sentences.
- Use of idiomatic, conventional expressions called formulaic.
- Use of time-creating devices (fillers and hesitation devices): These give the speaker time to formulate what s/he intends to say next.

b) *Compensation devices*

- Speakers frequently correct what they say, e.g. they may substitute a noun or an adjective for another.
- Speakers use false starts. They repeat or rephrase in order to give the listener time to understand and to remind her/him of things that were said. This helps reduce memory load and lighten planning load (see Bygate 1987).

Levelt (1989) has proposed that speech production involves four major stages: a) conceptualisation, which refers to the planning of the message content; here the speaker draws on background knowledge, knowledge of the topic, of the speech situation and of patterns of discourse, b) formulation, which involves the selection of words and phrases to express the intended message, sequencing them, and selecting the appropriate grammatical markers (articles, inflections etc), c) articulation, which involves the actual production of language through the use of articulatory organs, and finally d) self-monitoring, which refers to the speaker's ability to detect and self correct errors.

All these stages need to be processed with considerable speed. Given the time-bound nature of speech, the stages of conceptualisation, formulation, and articulation may not be well planned or implemented and may need pauses, hesitations and corrections. The processes of planning, formulating and articulating need to become automatic (i.e. not require conscious attention) if the learner is to be considered fluent. In general, fluency refers to one's ability to communicate meanings effectively without undue hesitations, false starts, pauses, or repetitions, which may tire the listener and break the 'flow' of ideas or the 'rhythm' of speech.

The speed with which learners can produce language that is appropriate to the context will invariably depend on their control over lexicogrammatical features, their vocabulary range, their control over formulaic expressions and their ability to monitor their listeners' reactions. It will also depend on the complexity of the message one wants to express, familiarity with the topic and with the required genre (Bygate 2001, Fulcher 2003). Thus, learners at lower levels are expected to take more time to produce their meanings, to hesitate, pause and use false starts more often than their higher language level counterparts. Also in some conversational genres, the use of ellipsis, short clauses, repetitions, simple and inexplicit vocabulary and hesitancy should not be considered as signs of lack of fluency on the learners' part but as characteristics of naturally occurring discourse (Hughes 2002).

Components of communicative language ability

The ability to communicate through speech involves more than knowledge of the grammatical, lexical, and phonological system of the language. Learners must also be able to take part in conversations in acceptable ways, knowing how to open and close conversations, how to change topics, and how to take turns. The learner must also know which features of the situational context need to be taken into account in order to make appropriate linguistic choices. Learners, due to the gaps in language knowledge, must also know and effectively use strategies for overcoming their gaps and avoiding communication breakdowns.

Models of communicative competence have been developed by various applied linguists (Canale & Swain 1980, Faerch, Haarstrup and Philipson 1984, Bachman 1990, also see *Common European Framework of Reference for Languages* 2001:108-130) in an attempt to identify the kinds of knowledge needed by learners in order to be able to use the language successfully. These are:

a) *Linguistic competence*: Knowledge of the forms of the language and their meanings; i.e. knowledge of lexical items, semantics, morphology, grammatical structure, syntax, pronunciation, spelling.

b) *Sociolinguistic or pragmatic competence*: Knowledge of the sociocultural rules of language and discourse, i.e. learners' ability to:

- select language which is appropriate to their communicative purposes,
- select language which is appropriate to the context,
- understand the intended meaning (illocutionary force) of utterances and be able to express one's intentions clearly.

c) *Discourse competence:* Knowledge of how to combine grammatical forms and meaning to produce a unified spoken or written text. This competence, which focuses on inter-sentential relationships, involves learners' ability to:

- achieve cohesion and coherence in a text,
- take part in a conversation.

d) *Strategic competence*: Ability to use strategies to enhance the effectiveness of communication or to compensate for communication breakdowns (e.g. use of paraphrase, word-coinage, repetition, appeals for help). These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so.

The types of knowledge discussed above are reflected and operationalised in the oral language assessment criteria (overall language performance) for each level of the KPG Speaking Test (see chapter 4).

1.3 Mediation: a neglected competence

One of the innovations of the KPG examination battery on a worldwide scale is the assessment of candidates' mediation skills through tasks that test their performance as mediators. Mediation is a neglected competence in the sense that most foreign language courses fail to train learners to act effectively as mediators across two languages. Yet, it is an activity that all users of two or more languages are involved in when they find themselves in situations where one of the people they are interacting with does not understand what someone is talking about or cannot comprehend, for example, a report, an email message, a sign, or a saying. Therefore, KPG has introduced both an oral and a written mediation component in the Speaking Test, in hope that it will have a backwash effect in foreign language programmes.

In this Handbook, we are concerned with oral mediation only, and this is tested from B1 level onwards. The A1+A2 level integrated Speaking Test does not test mediation. Rather, it makes the task instructions to the 10-15 year old candidates, to whom the exam is addressed, accessible in Greek as well as in English, so that rubrics comprehension is ensured. Also, it involves the candidates in reading and listening comprehension at their level which, however, is checked through questions in Greek instead of English. If this were not the case, the tasks would require a level of production in the foreign language that candidates at this level are not required to have.

B1 level

At this level, the mediation activity requires candidates to selectively extract information from the source text in Greek and use it to produce a message in the target language. For example, they may be asked to read an announcement about an art exhibition in Greek and give their friend, who does not know Greek, relevant information in the target language.

B2 level

Here the mediation activity requires candidates to select information relevant to the task from the Greek source in order to talk about an issue in English. For example, they are asked to read two-three film reviews in Greek, choose which of the three films they'd like to see, and to talk about this film to a friend, inviting her or him to go and see it.

C1 level

At this level, the mediation activity is more complex since it involves the interaction between the two candidates (whereas in the above two levels, candidates interact with the Examiner). Here, each candidate is given a different but similar-in-content Greek text and a task which requires them to exchange the information from their respective texts and reach a decision or solve a problem. More specifically, this activity requires candidates: a) to relay information from a Greek text to English, then b) to initiate and sustain a conversation with each other (in English) and c) using the information each of the two candidates provide, they must negotiate with each other in an effort to resolve a problem, reach a decision or arrive at a conclusion.

For a detailed discussion of the nature of mediation in the KPG exams see Dendrinos 2006.

Having discussed the theoretical principles underlying the design of the KPG Speaking Test and the oral assessment criteria, we will proceed with a detailed presentation of the content of the Speaking Test for each of the levels currently offered.

Chapter 2 The KPG Speaking Test: Content and structure

Introduction

The aim of this chapter is to describe the nature, content and structure of the Speaking Tests which, as an important part of the KPG exam, count for the 20% of the total exam points. We shall thus be looking at the four Speaking Tests that have been administered so far, and which test the oral competence of candidates who have A1, A2, B1, B2, or C1 level language competence on the scale set by the Council of Europe, as described by the *Common European Framework of Languages* (CEFR). We shall start with the Speaking Test which examines the lowest level language competence, i.e. A1 and A2, and then proceed to describe the B1, B2 and C1 level Speaking Test.

2.1 The A1+A2 level Speaking Test

2.1.1 Overview of the A1+A2 level Speaking Test

As of May 2008, an A level (basic user) language exam is administered by the Ministry of National Education and Religious Affairs aiming to certify A1 level and A2 level language competence, on the scale set by the Council of Europe, as described by the CEFR. This exam is an integrated, graded exam in which each module contains an equal number of A1 and A2 level items. Depending on the extent to which candidates managed to respond to the items of both levels, they will be certified for either A1 or A2 level. Candidates who succeed in receiving a low pass mark (60/100 and above) on all module tests will be certified for their A1 level competence, while those who receive a high pass mark (120/200 and above) will be certified for their A2 level competence in English. The test has been designed specifically for young candidates (10-15 years of age), and takes into serious account the characteristics of this age group in the development of tasks, the presentation of materials, the choice of topics, and the design of the task rubrics. As all other Speaking Tests, the A level Speaking Test adheres to a functional approach to language use (see Chapter 1).

More specifically, certification at levels A1 and A2 aims mainly to assess knowledge and skills developed by candidates in the course of their language training within or outside the state educational system. It should be noted that for these levels, tests, which as mentioned above are presently designed for youngsters aged 10-15 years of age, are loosely linked to the Greek national school curriculum for English, *English Across the Curriculum for Compulsory Education*. Older candidates will have an opportunity at a later stage to take part in an A level KPG exam designed specifically for adults. Finally, certification at this level does not serve the purpose of a job qualification, but it does function as a reward for having developed basic level competence in the foreign language.

2.1.2 Content and structure of the A1+A2 level Speaking Test

The A1+A2 Speaking Test has three stages which aim to assess candidates' ability to deliver a message orally, and specifically:

- to respond to personal questions (Activity 1),
- to describe or talk about something on the basis of a visual prompt (Activity 2), and
- to exchange information regarding an event or a situation based on a multimodal text (Activity 3).

As mentioned in Chapter 1, the A1+A2 level Speaking Test does not include mediation activities. That is, candidates at this level are not required to produce oral speech in English prompted by a Greek text. Moreover, rubrics are always in English, but also often in Greek, when test item writers consider it necessary to help candidates understand what to do. It should be noted that no part of the Speaking Test for A1+A2 level or other levels request that candidates express themselves in Greek, in writing, or in speaking. Moreover, the Examiner speaks in English only.

Duration: 15-20 minutes

Mode of participation: Candidates are tested in pairs, but do not converse with each other. They interact with the Examiner/interlocutor.

Warm-up (not assessed; 1 minute – per candidate) The Examiner and candidates introduce themselves.

Activity 1: Dialogue (in the form of an interview)

(5 minutes – 2½ minutes per candidate) (See Appendix 1 for sample questions.)

This is a 'getting to know you' task, which requires interaction between Examiner and candidate. Each candidate is asked four questions – two for A1 and two for A2 level – which are signposted for the Examiner:

- For the A1 level, the Examiner asks candidate A two questions from the A1 level category of questions. If the candidate fails to respond to the first one, the Examiner quickly moves on to the second A1 level question. If the candidate is shy, confused, etc., the Examiner helps her/him out (repeats the question, says it slower, shows support, etc.).
- For the A2 level, the Examiner asks candidate A two questions from the A2 level category of questions. If the candidate fails to respond to the first one, the Examiner quickly moves on to the second A2 level question. If the candidate fails to respond to the A2 level questions, the Examiner does not insist by giving prompts, helping out, etc. The same procedure is followed with candidate B.

(continued on next page)

(continued from previous page)

Activity 2: One-sided talk (based on visual cues)

(6 minutes – 3 minutes per candidate) (See Appendix 1 for sample questions and the Annex for sample photos).

This activity essentially involves a guided description of a photo or series of photos (or other visuals, e.g. sketches, drawings) which are thematically linked. The activity comprises four questions – two for A1 and two for A2 level.

- For the A1 level, the Examiner asks candidate B two questions related to the photo(s). Questions may involve identification or simple description of the photo(s). If the candidate is embarrassed or reluctant to answer, the Examiner helps her/him out (repeats the task, starts with a cue, gives an example to start her/him off, etc.).
- For the A2 level, the Examiner asks candidate B another two questions related to the photo(s). Questions may involve 'find the differences between pictures,' 'talk about something that happened,' or 'predict what's going to happen next' type of tasks. If the candidate fails to respond to the questions, the Examiner gives her/him an example, but does not insist by giving prompts or adding extra questions, etc. The same procedure is followed with candidate A.
- A different photo page is used for each candidate.

Activity 3: Dialogue (based on multimodal texts)

(6 minutes – 3 minutes per candidate) (See Appendix 1 for sample questions and the Annex for sample multimodal texts).

This activity is based on multimodal texts and consists of two parts and five questions in total – two for A1 and three for A2 level.

- For the A1 level, the Examiner asks candidate A two questions, which the candidate answers using as her/his source one or more multimodal text such as a poster, an invitation, an announcement, etc. If the candidate is embarrassed or reluctant to answer, the Examiner helps her/him out (repeats the task, starts with a cue, etc.).
- For the A2 level task, candidate A, guided by question prompts, poses three questions to the Examiner relating to one multimodal text. The Examiner answers each question posed by the candidate (the answers are provided in the Examiner Pack). The same procedure is followed with candidate B.
- A different multimodal texts page is used for each candidate.

It should be pointed out that grading in the A1+A2 level Speaking Test occurs on many levels. Firstly, the activities themselves are graded in terms of difficulty; thus, Activity 1 (dialogue in the form of an interview) is considered linguistically and cognitively less demanding than Activity 2, which is in turn considered linguistically and cognitively less demanding than Activity 3. Moreover, an attempt is made to grade the questions of each activity for each level, thus, in Activity 2 for example, the first A1 level question is less demanding than the second A1 level question.

2.1.3 Materials for the A1+A2 level Speaking Test

Three sets of materials are used for the A1+A2 level Speaking Test. These are:

1) The Candidate Booklet, which contains:

- information about the Speaking Test and guidelines on how to carry it out,
- the Speaking Test Assessment Criteria Grid,
- five-six pages of colour photos consecutively numbered. Each page has a title reflecting the thematic and contextual arrangement of the photos, which constitute the visual prompts for Activity 2, and
- five-six pages of multimodal texts consecutively numbered. Each page has a title reflecting the thematic and contextual arrangement of the multimodal texts, which, along with the question prompts for each multimodal text, constitute the prompts for Activity 3.

2) The Examiner Pack, which contains photocopied pages with:

- the Interlocutor Frame,
- potential trouble spots during the Speaking Test and how to deal with them,
- the Speaking Test Rating Scale,
- the test items, i.e. the questions for Activity 1 and the tasks for Activities 2 and 3,
- the responses to the questions that the candidates ask the examiner in the A2 part of Activity 3.

In the Examiner Pack, each page with the material for Activities 2 and 3 contains a variety of tasks. The Candidate Booklet and the Examiner Pack are given to the Examiners on the day of the Speaking Test.

3) The Examiner Training Pack, which contains the handouts distributed at the A1+A2 Examiners' seminars.

2.1.4 Texts and tasks for the A1+A2 level Speaking Test

As has already been mentioned, the A1+A2 level Speaking Test is designed for candidates 10-15 years old. Therefore, it takes into account that children relate to and make sense of the world differently from adults. Most importantly, there is consideration that children are unaccustomed to formal testing situations and that an Speaking Test situation in a foreign language will be an unfamiliar experience for them, and thus anxiety provoking. Finally, it is based on research with young Greek learners of English who have taken the Speaking Test. This research has shown that even competent learners need constant encouragement to produce oral speech, due to their lack of familiarity with this type of testing situation. Generally speaking, the Speaking Test has been designed taking into account the following:

- Topics that children feel comfortable with are those related to their immediate environment (e.g. family, friends, the world of school and play).
- It is most meaningful for children to do things which they have experienced.
- They are able to perform concrete actions in their minds, but may have difficulty thinking in abstract terms or to act upon their own thoughts.
- It is best if tasks assigned to children of this age are contextualized. When tasks are decontextualized or the context is unfamiliar to the child, s/he might not be able to make sense of what s/he sees and hears.
- All material should be presented in a lively, fun-like manner and should have a game-like character in order to appeal to children of this age and to motivate them to perform at their best.

In Activity 1, which also serves as an ice breaker and is in the form of an 'interview', the Examiner asks each candidate two-four questions from two out of the three given categories, such as personal information, their immediate environment, etc. Each category contains items which are graded. All categories start with easier questions (A1 level) and go on to more difficult ones (A2 level). The categories of questions may remain the same, whereas the questions change from one examination period to the next. All questions used for this activity must be simple, short and straightforward.

In Activity 2, which is a one-sided talk, candidates are asked to do one task, which has two sets of questions – an easier one for the A1 level, and a more demanding one for the A2 level – prompted by visuals such as photographs, sketches, drawings, etc. Each page with visuals falls under a different thematic category, such as 'family,' 'sports,' etc. In the Examiner Pack, different tasks for each page of visuals are provided.

In Activity 3, candidates are asked to do two different things, prompted by different types of multimodal texts, such as invitation cards, book covers, etc. For the A1 level part, they are required to answer two questions asked by the Examiner based on one or more multimodal texts appearing on the same page and therefore falling under the same thematic category. There are different sets of questions for each page of multimodal texts for the A1 level part of Activity 3. For the A2 level part, candidates are asked by the Examiner to use one of the multimodal texts (used for the A1 level part of the Activity) and, on the basis of the question prompts which appear next to each text, ask the Examiner three questions, which the Examiner responds to in a natural way. The answers to the candidates' questions are provided in the Examiner Pack.

The texts used for Activity 3 are taken from authentic sources, but may have to be sized down, cut, or a discursively meaningful extract may have to be selected if:
a) they contain too much information, b) the task for which they are to be used requires it, or c) they are too difficult for A1 or for A2 candidates.

Original texts are usually retyped for the test booklet, not scanned, but they may have to be designed up so that candidates can identify contextual information, even when this is explicitly stated. They are designed up by various means, such as font type and size, the use of columns, shading, organization within the page, or the use of accompanying photos and graphs. Visuals selected by the item designer may have to be redesigned or replaced with others which better serve the purpose of the particular tasks for which they are to be used. In general, what is in the foreground and what is in the background of each visual should be easily discernible.

Generally speaking, visual and multimodal texts are examined as regards their suitability, in terms of subject matter, density of information and style of writing, and as regards their suitability for the task they are meant to accompany. Visual and multimodal texts which are avoided are ones:

- with 'sensitive' issues and repulsive subjects, such as a description of a fatal accident, or subjects which might create dissent, be it political, religious, etc.,
- taking a position about countries, social affairs and problems which might be considered offensive to the candidates,
- taking any position about a political party or leader, be it past or present, in Greece or elsewhere,
- with comments that might be perceived as politically incorrect or offensive,
- stereotyping ethnic groups and promoting values of ethnicism, sexism, nationalism, linguicism, etc.,
- that do not yield enough information so as to provide the reader with input required to carry out the tasks for which they are to be used,
- that contain too much information not related to the task for which they are to be used,
- that are specialized around an area with which only some candidates are likely to be familiar with, or
- that are heavy in terms of content.

More specifically, visual texts which are avoided are ones that: a) are confusing and the main objects and/or characters depicted cannot be identified easily, and b) are too sophisticated for a candidate 10-15 years of age.

Multimodal texts which are avoided are ones that: a) are not well written, are confusing or incoherent, or b) are written in language which is too sophisticated for a reader 10-15 years of age.

The most common sources of multimodal and visual texts are:

- all printed publications in general (e.g. books, newspapers, magazines, leaflets),
- posters, signs, signboards and any kind of brief text for the general public,
- personal photos and photo banks, or
- DVDs, CDs and any other digital device containing written or multimedia texts.

In general, visual and multimodal texts as well as tasks should be appropriate for the cognitive and linguistic level of A1+A2 candidates.

2.2 The B1 and the B2 level Speaking Tests

The B1 and the B2 level Speaking Tests are similar both in content and in structure. They differ in terms of the complexity and level of difficulty of the visual and verbal texts, as well as the tasks assigned for each activity. Given their similarities, they are discussed in the same section of this chapter.

2.2.1 Overview of the B1 and the B2 level Speaking Tests

As of May 2007, a B1 level language exam is administered by the Ministry of National Education and Religious Affairs, aiming to certify B1 (independent user) language competence, on the scale set by the Council of Europe, as described by the CEFR. As of November 2003, a B2 level language exam is administered by the Ministry of National Education and Religious Affairs, aiming to certify B2 (independent user) language competence, on the scale set by the Council of Europe, as described by the CEFR. Both exams have been designed for candidates 15 years of age or older who are either EU citizens or individuals who are living, studying and/or working in Greece. Greek is considered the common language of the candidates since they are required to function in the role of mediator transferring information from Greek in the target language. As all other Speaking Tests, the B1 and the B2 level Speaking Tests adhere to a functional approach to language use (see Chapter 1).

2.2.2 Content and structure of the B1 and the B2 level Speaking Tests

The B1 and the B2 Speaking Tests have three stages, preceded by a few warm-up questions that are not assessed. Both tests aim to assess candidates' ability to deliver a message orally and specifically,

- to respond to personal questions (Activity 1),
- to talk about something based on one or more photos as prompts (Activity 2) and
- to relay in the target language information from a Greek text (Activity 3).

The rubrics for all the tasks are in the target language and, even though KPG candidates must have knowledge of Greek (the candidates' common language), they are not asked to speak Greek at any time during the Speaking Test.

Duration: 15-20 minutes

Mode of participation: Candidates are tested in pairs but do not converse with each other. In Activity 1, the Examiner/interlocutor interacts with each candidate in turn. In Activities 2 and 3, the Examiner/interlocutor does not interact with the candidates; s/he sets the task and the candidates respond.

Warm-up (not assessed; 1 minute – per candidate) The Examiner asks each candidate a few ice-breaking questions (e.g. age, studies/work. hobbies).

Activity 1: Dialogue (in the form of an interview)

(3-4 minutes – 2 minutes per candidate) (See Appendix 1 for sample questions.)

- This activity is a dialogue between the Examiner and each candidate, who answers questions about her/himself and her/his environment posed by the Examiner. The Examiner asks candidate A two to four questions from different thematic categories. The same procedure is followed with candidate B.

Activity 2: One-sided talk (based on visual cues)

(5-6 minutes – 2-3 minutes per candidate) (See Appendix 1 for sample tasks and the Annex for sample visuals.)

- This activity is a one-sided talk. Each candidate develops a topic on the basis of a visual prompt. The Examiner asks candidate B to look at one or more visual prompts and do a task. The same procedure is followed with candidate A.

Activity 3: Mediation (based on Greek source texts)

(5-6 minutes – 2-3 minutes per candidate) (See Appendix 1 for sample tasks and the Annex for sample Greek texts.)

- This activity is a mediation activity. Each candidate carries out a task based on input from one or more Greek texts. The Examiner asks candidate A to read one or more Greek texts and do a task. The same procedure is followed with candidate B.

2.2.3 Materials for the B1 and the B2 level Speaking Tests

Three sets of materials are used for the B1 and B2 level Speaking Test. These are:

1) The Candidate Booklet which contains:

- information about the Speaking Test and guidelines on how to carry it out,
- the Speaking Test Assessment Criteria Grid,
- four-five pages of visuals, which are consecutively numbered. (The heading on each page indicates the theme and the context of the talk prompted by these visual cues for Activity 2.) and
- five-six pages of texts in Greek. (The heading on each page or half a page indicates the theme and context of talk prompted by these texts for Activity 3.)

2) The Examiner Pack which contains photocopied pages with:

- the Interlocutor Frame,
- potential trouble spots during the Speaking Test and how to deal with them,
- the Speaking Test Rating Scale, and
- the test items, i.e. questions for Activity 1 and the tasks for Activities 2 and 3.

In the Examiner Pack, each page with the material for Activity 2 contains a variety of tasks. For Activity 3, there are two or more tasks to be used with each Greek text or category of texts.

3) The Examiner Training Pack, which contains the handouts distributed at the B1 and B2 level Speaking Test Examiners' seminars.

2.2.4 Texts and tasks for the B1 and the B2 level Speaking Tests

Firstly, at this level the topics that candidates are expected to discuss are related to their immediate environment (e.g. family, friends, work/studies, hobbies/interests) and to cognitively familiar situations (e.g. leisure activities, environmental issues, personal characteristics, etc.). Secondly, texts used for the mediation activity (Activity 3) are fairly simple linguistically (i.e. not too dense in information and with few complex sentence structures) and cognitively familiar (i.e. taken from authentic sources readily available in candidates' immediate environment, such as leaflets, brochures, signs, and magazines). The activities included in the Speaking Test also do not require complex mental operations and simultaneous use of many skills.

Activity 1 requires candidates to respond to simple questions about their immediate environment. These questions can be found in the Examiner Pack. More specifically, in Activity 1, which is in the form of an 'interview,' the Examiner asks each candidate two to four questions from different categories, such as questions about themselves and their immediate environment, questions about likes and preferences, etc. The categories of questions may remain the same from one examination period to the next, whereas the individual questions change. The questions included in each category are generally suitable for candidates of all ages. However, one could say that some are more appropriate for younger candidates, e.g. 'What kind of games do you like to play?' while others are more appropriate for older candidates, e.g. 'What would be the ideal job for you?' 'Yes/No' questions or questions that require a two-three word answer are avoided as candidates must be able to produce an adequate amount of speech. When this type of question is used, it is usually followed by 'Why?', e.g. 'Do you like to celebrate special events with your family? Why or why not?' or 'What kinds of films do you enjoy? Why?'

Activity 2, which is a one-sided talk, requires candidates to speak on a cognitively familiar topic on the basis of a visual prompt. Each page with visuals falls under a different thematic category, such as unusual houses, people talking, etc. There are different tasks for each page of visuals, some of which may be more appropriate for adults, and others more appropriate for younger candidates. This is clearly signposted in the Examiner Pack. Finally, visuals and tasks are chosen and written with a view to creating a specific context in which language will be produced. This means that the visuals are not chosen for mere description; they are there as a stimulus for language production and in order to complete the context which is set by the task.

Activity 3 requires candidates to read a short text in Greek and use some of the information, relaying it in English in a way that is appropriate to the situation (e.g. giving advice to a friend, or explaining something to a small child). Each Greek text falls under a different thematic category, such as safe toys for children, a trip to Paris, etc. There are different tasks for each Greek text, some of which may be more appropriate for adults, and others more appropriate for younger candidates. This is clearly signposted in the Examiner Pack. Generally speaking, texts and tasks should be appropriate for both younger and older candidates, or there must be a variety of tasks and texts for both. That is, the texts chosen should be appropriate for a wide range of ages and a literacy level which both adolescents and adults are likely to have; that is, the level of literacy that they reach through secondary school education. Moreover, some of the texts' thematic concerns should be more consistent with the lifeworld experiences of adolescents, and others with the experiences and knowledge of the world that adults have, because Examiners are instructed to take the candidate's age into account when choosing the task. In addition to the above, texts and tasks are chosen and written with a view to creating a specific context in which language will be produced. This means that the tasks do not encourage mere translation; texts are there as a source of information for language production, and there is always a demand for mediation from the Greek language to English, and this is clearly defined by the task.

Greek texts used for Activity 3 are taken from authentic sources but may have to be sized down, cut, or a discursively meaningful extract may have to be selected if:

- they contain too much information,
- the tasks for which they are to be used require it, or
- they are too difficult for B1 or for B2 candidates.

Original texts are usually retyped for the test booklet, not scanned, but they may have to be designed up so that candidates can identify contextual information, even when this is explicitly stated. They are designed up by various means, such as font type and size, the use of columns, shading, organization within the page, or the use of accompanying photos and graphs. Visuals selected by the item designer may have to be redesigned or replaced with others which better serve the purpose of the particular tasks for which they are to be used.

In general, verbal and/or visual texts are examined as regards their suitability in terms of subject matter, density of information and style of writing, and as regards their suitability for the task they are meant to stimulate.

Verbal and/or visual texts which are avoided are ones:

- with 'sensitive' issues and repulsive subjects, such as a description of a fatal accident, or subjects which might create dissent, be it political, religious, etc.,
- taking a position about countries, social affairs and problems which might be considered offensive to the candidates,
- taking any position about a political party or leader, be it past or present, in Greece or elsewhere,
- with comments that might be perceived as politically incorrect or offensive,
- stereotyping ethnic groups and promoting values of ethnicism, sexism, nationalism, linguicism, etc.,
- that outline many different basic subjects without focusing on something specific,
- that contain too much information not related to the task for which they are to be used, or
- that are specialized around an area with which only some candidates are likely to be familiar with,
- that are not 'heavy' in terms of content.

Visual texts which are avoided are ones that: a) are confusing and do not lend themselves to description and discussion, or b) are of poor quality.

Verbal texts which are avoided are ones that:

- do not yield enough information so as to provide the reader with input required to carry out the task for which they are to be used,
- are written in language which is too sophisticated for a reader with secondary school literacy, or
- are confusing, or incoherent.

The most common sources for visuals are: a) the internet, b) newspapers, c) magazines, d) personal photos, e) photo banks and f) commissioned photos.

The most common sources for verbal texts are:

- all printed publications in general (e.g. books, newspapers, magazines, and leaflets),
- posters, signs, signboards and any kind of brief text designed for the general public,
- DVDs, CDs and any other digital device containing written or multimedia texts, and
- the internet.

In general, verbal and visual texts as well as tasks should be appropriate for the B1 or the B2 level candidates. The Examiner should choose activity pages and tasks by taking into account what s/he has come to know about the candidate (e.g. age, social experiences, interests, etc., see Chapter 3).

2.3 The C1 level Speaking Test

2.3.1 Overview of the C1 level Speaking Test

As of April 2005, a C1 level language exam is administered by the Ministry of National Education and Religious Affairs, aiming to certify C1 (proficient user) language competence, on the scale set by the Council of Europe, as described by the CEFR. It has been designed for candidates 15 years of age or older who are either EU citizens or others who are living, studying and/or working in Greece. Greek is considered the common language of the candidates since they are required to function in the role of mediator, transferring information from Greek in the target language. As all other Speaking Tests, the C1 level Speaking Test adheres to a functional approach to language use (see Chapter 1).

2.3.2 Content and structure of the C1 level Speaking Test

The C1 level Speaking Test has two stages preceded by a few warm-up questions that are not assessed. It aims to assess candidates' ability to deliver a message orally, and specifically:

- to state with precision, justify and support their views, ideas, opinions on social issues and practices, (Activity 1), and
- to exchange complex information and discuss a difficult subject, using information from the source language (Greek), negotiating a course of action, a decision, a conclusion, a solution to a problem, etc. (Activity 2).

The rubrics for all the tasks are in the target language and, even though KPG candidates must have comprehension competence in Greek (the candidates' common language), they are not asked to speak Greek at any time during the Speaking Test.

Duration: 20-25 minutes

Mode of participation: Candidates are tested in pairs and converse with each other in Activity 2.

Warm-up (not assessed; 1 minute – per candidate) The Examiner asks each candidate a few ice-breaking questions (e.g. age, studies/work or hobbies).

Activity 1: Open-ended response (to an opinion question)

(4 minutes – 2 minutes per candidate) (See Appendix 1 for sample questions.)

- In this activity, each candidate responds to a single question posed by the Examiner, expressing and justifying her/his opinion about a particular issue or topic. The Examiner asks candidate A an opinion question from a list of different questions. Candidate A responds, and then the Examiner asks candidate B a different question.

Activity 2: Mediation (based on Greek source texts)

(15 minutes for both candidates) (See Appendix 1 for sample tasks and the Annex for sample Greek texts.)

- In this activity, candidates carry out a conversation in order to complete a task based on input from a Greek text. The candidates are given two Greek texts that are different but in some way related to one another. Candidates are asked to read the texts silently for two minutes before they start exchanging and negotiating information and completing the task. After exchanging relevant information from their respective texts, candidates are required to negotiate a course of action, reach a decision or conclusion, or find a solution to a problem. The Examiner asks candidate B to start the conversation.

Our experience and research with the C1 level Speaking Test so far has necessitated the inclusion of a third activity for this test. More specifically, the findings from the Examiner feedback forms (completed by Examiners at the end of each Speaking Test administration) and discussion with Examiners during the seminars, have highlighted the need for an extra activity at C1 level since the two existing ones on many occasions fail to stimulate the expected amount of language output from candidates, thus creating difficulties in assessment. As a result, the Central Exam Committee took the decision to include an activity to be completed by candidates after Activity 1 and before Activity 2. The C1 level Speaking Test with three activities will be implemented in the near future. All Examiners will be informed about and trained in conducting this activity in seminars which will take place throughout 2010. (See Appendix 7 for an example of this new task.)

The new C1 level oral activity will thus become Activity 2; Activity 1 remains as it is now, while the mediation activity remains as it is now also. However, it now becomes Activity 3.

2.3.3 Materials for the C1 level Speaking Test

Three sets of materials are used for the C1 level Speaking Test. These are:

1) The Candidate Booklet, which contains:

- information about the test and guidelines on how to carry it out,
- the Speaking Test Assessment Criteria Grid,
- visuals which may accompany prompts for Activity 1, and
- 11 pages of texts in Greek. There are five different sets of texts. Each set consists of one or more texts which are different but in some way related to one another. The heading on each page indicates the theme and context of talk prompted by these texts for Activity 3. In case there are three candidates left, there is one thematic category which consists of three sets of texts.

2) The Examiner Pack, which contains photocopied pages with:

- the Interlocutor Frame,
- potential trouble spots during the Speaking Test and how to deal with them,
- the Speaking Test Rating Scale,
- 14-20 opinion questions, half of which are more appropriate for younger candidates and the other half for adults, and
- tasks for Activity 2. There are two or more tasks to be used with each set of Greek texts or category of texts.

3) The Oral Examiner Training Pack, which contains the handouts distributed at the C1 level Examiner seminars.

2.3.4 Texts and tasks for the C1 level Speaking Test

In general, at C1 level the topics that candidates are expected to discuss are not usually related to their immediate environment and to cognitively familiar everyday situations, but tend to be more abstract. The Greek text used for the second activity is longer (up to a maximum of 500 words), and linguistically complex and dense in information (taken from authentic sources, i.e. newspapers, magazines, books, etc.). At the C1 level, it is not only the level of language (in terms of accuracy, lexical range, appropriacy, coherence and cohesion) that is expected to be slightly higher, but the task itself is more demanding than at the B2 level.

In designing the Speaking Test, certain characteristics of the C1 level candidates are taken into account. These are the candidates' lifeworld experience and literacies, age, and educational and work experience. This is done because, while the purpose of the Speaking Test is to assess candidates' communicative competence in English as an international language, the majority will be using English to respond to their social and professional needs in Greece. Moreover, candidates' age ranges from around 14 to about 55, and it is assumed that they have received at least basic school education. Many candidates are students in school or at university, while there is also a considerable number of adults already in the workforce taking the exam.

For Activity 1, as has already been mentioned, candidates are expected to develop an abstract topic or social issue and justify their point of view. There are different ways of posing questions encouraging such a course of action. (See Appendix 1.) Some questions are addressed to candidates of all ages. However, Examiners are given two separate categories of opinion questions: 7-10 which are more appropriate for younger candidates, and 7-10 for older candidates, e.g. 'If you had to interview someone for the school paper, who would you interview, and why?' is a question for younger candidates, whereas 'Tell us which is more important to you, career or family, and why?' is more suitable for older candidates. Thus, the Examiner is required to choose the most appropriate question for each candidate according to her/his profile, i.e. age, occupation, interests, etc., which the Examiner elicits during the warm-up session preceding the test.

For Activity 2, which is an information-sharing activity, a series of mental operations and the simultaneous use of many skills are required. More specifically, candidates are required to read the Greek text(s) in relation to the set task (i.e. read quickly and identify those pieces of information from the text that are related to and necessary for the completion of the task). The candidates are also expected to be able to begin, sustain and end a conversation relaying bits of information in English, taking into account the context of situation set by the task (i.e. assigned roles) and what her/his interlocutor says. During the interaction, the candidates must respect and follow conversational norms (i.e. they must know how to take a turn, how to give up a turn, and how to ask for and give clarifications), ensure that the interlocutor understands them, and be constantly aware of the time limits and the goal of the activity.

Activity 2 at C1 level has the characteristics of a *task*. That is, it is designed so that it presents an information gap, it has a clear communicative purpose which both participants know from the outset, and it is open-ended; in other words, there is no single correct answer/solution to the task. There are different tasks for each set of texts, some of which may be more appropriate for adults, and others more appropriate for younger candidates. These two groups of tasks are clearly signposted in the Examiner Pack.

Generally speaking, the texts chosen should be appropriate for a wide age-range and a literacy level which both adolescents and adults are likely to have; that is the level of literacy that they reach through secondary school education. Moreover, some of the texts' thematic concerns should be more consistent with the lifeworld experiences of adolescents, and others' with the experiences and knowledge of the world that adults have, because Examiners are instructed, when choosing the task, to take the candidate's age into account. In addition to the above, texts and tasks are chosen and written with a view to creating a specific context in which language will be produced. This means that the tasks do not encourage mere translation, the texts are there as a source of information for language production and there is always a demand for mediation from the Greek language to the English one, and this is clearly defined by the task.

Authentic Greek texts are generally used in their original form. However, they may have to be sized down, cut, or a discursively meaningful extract may have to be selected if they are too long and if the task for which they are to be used requires it.

Original texts are retyped for the test booklet, not scanned, but they may have to be designed up so that candidates can identify contextual information, even when this is explicitly stated. They are designed up by various means, such as font type and size, the use of columns, shading, organization within the page, or the use of accompanying photos and graphs.

Texts are examined as regards their suitability, in terms of subject matter, density of information and style of writing and as regards their suitability for the task they are meant to stimulate.

Texts which are avoided are ones:

- with 'sensitive' issues and repulsive subjects, such as a description of a fatal accident, or subjects which might create dissent, be it political, religious, etc.,
- taking a position about countries, social affairs and problems which might be considered offensive to the candidates,
- taking any position about a political party or leader, be it past or present, in Greece or elsewhere,
- with comments that might be perceived as politically incorrect or offensive,

- stereotyping ethnic groups and promoting values of ethnicism, sexism, nationalism, linguicism, etc.,
- that are confusing, incoherent or not well written,
- that outline many different basic subjects without focusing on something specific,
- that are written in language which is too sophisticated for a reader with secondary school literacy,
- that do not yield enough information so as to provide the reader with input required to carry out tasks for which they are to be used,
- that contain too much information not related to the task for which they are to be used,
- that are specialized around an area with which only some candidates are likely to be familiar with, or
- that are not 'heavy' in terms of content.

To conclude, the Speaking Test tasks for Activity 2 are designed for the purpose of assessing candidates' competence to exchange information and discuss/hold a conversation on a matter; producing clear, smooth-flowing, well-structured speech; expressing themselves fluently and spontaneously, almost effortlessly (i.e. there should be little obvious searching for expressions, and only a conceptually difficult subject should hinder natural, smooth flow of language); and using language flexibly and effectively so as to carry out a set task.

2.4 The C2 level Speaking Test

One of the main aims of the KPG Language Certification System is to evaluate candidates' socially purposeful language knowledge and literacy at all levels identified on the scale set by the Council of Europe, as described by the CEFR. The various level exams have been introduced at different exam periods, allowing time for related research and evaluation. Within the mid-term plans of the Central Exam Committee is to complete the full suite of exams with the development and introduction of the C2 level exam (proficient user). Although evaluation and final approval of the C2 level exam specifications are still pending, it has been suggested that the C2 Speaking Test comprise three activities. These are liable to small changes (after systematic pilot testing has been completed) and all Examiners will be trained in conducting the C2 level Speaking Test before its first administration. (See Appendix 7 for an example of the proposed Speaking Test format and potential tasks.)

Having presented the content and structure of the Speaking Test for all levels offered by the KPG exam battery, the next Chapter discusses the guidelines for conducting the Speaking Test.

Chapter 3 The KPG Speaking Test procedure

Introduction

As mentioned in the Introduction to this Handbook, oral assessment of language proficiency is a complex and largely subjective process in which many variables or facets have been found to affect the quality and quantity of candidate language output and the rating of a candidate's performance ultimately threatening the validity, reliability and fairness of the Speaking Test procedure. One of the most significant variables that can potentially affect the validity of the Speaking Test is the performance of the Examiner/interlocutor.

Examiner conduct during Speaking Tests has been the focus of extensive research in recent years. More specifically, as regards the role of the Examiner/interlocutor, many studies (Berwick & Ross 1996, Brown & Hill 2007, Merrylees and McDowell 2007, Orr 2002, O'Sullivan 2000) have shown interviewer or interlocutor (depending on the nature of the Speaking Test) variation and inconsistency in the application of assessment criteria, in the way Examiners accommodate to the level of the candidates, in the support Examiners provide candidates in order to facilitate comprehension and production, and in the elicitation of the communicative performance of candidates (see also Bachman & Palmer 1996, Fulcher 2003, McNamara 1996). Variation has also been identified in interlocutors' adherence to Examiner guidelines, with Examiners diverging from the suggested format of the exam and rating procedures as well as changing task rubrics, thereby eliciting discourse other than the discourse the task was designed to elicit (Brown & Hill 2007, Merrylees and McDowell 2007, Ross 1996). This inconsistency and variation in Examiner discourse practices and behaviour has also been identified consistently through the observation of the Speaking Test (see Delieza 2008).

Variation in interlocutor's discourse practices during an Speaking Test and the tendency to accommodate to the candidate's level and to provide support is not surprising, given the interactive nature of the Speaking Test and the occupational background (i.e. teachers) of most Examiners. However, this variation and inconsistency in interlocutor's discourse practices introduces variation into the speaking test as a whole (i.e. some candidates may receive more help than others, or changes in task rubrics may result in a particular task not eliciting the kinds of language that it was designed to elicit). Variability in support also means that the whole test-taking experience may be different for different candidates: for some the test will be more fair than for others. This variability may also affect test scores, i.e. some Examiners take into account the help offered to the candidate in the assignment of the final mark, while others do not, thus enabling less competent candidates to get the same score as more able ones. In general, variation in the discourse practices of Examiners has a significant effect on the validity of the Speaking Test as a whole and reduces our confidence in the inferences we draw on the basis of the final mark (Fulcher 2003, Lazaraton 1996).

An effective way to reduce inconsistency in Examiner discourse practices and rating practices is through the provision of systematic training opportunities (i.e. initial and follow-up training) which focus: a) on the application of assessment criteria and what they mean (Bachman & Palmer 1996, McNamara 1996, Orr 2002), and b) on the role of the interlocutor in the assessment process and the behaviours that are acceptable in this context, based on empirical findings (Lazaraton 1996). Both of these foci constitute the main aims of our training programme and the main purposes of this Handbook. More specifically, this chapter focuses on the second significant area of training, i.e. it aims at raising Examiners' awareness of the Speaking Test procedure and thoroughly familiarising them with the guidelines for acceptable Examiner behaviour.

The chapter is divided into six sections. In Section 3.1, information regarding the Speaking Test procedure is provided. The information provided in this section refers to all Speaking Tests of the KPG exams in English, regardless of the level being assessed. Section 3.2 provides guidelines relating to Examiner conduct for the A1+A2 level Speaking Test, Section 3.3 provides guidelines relating to Examiner conduct for the B1 and B2 level Speaking Tests, while Section 3.4 provides guidelines relating to Examiner conduct for the C1 level Speaking Test. Finally Sections 3.5, 3.6 and 3.7 focus on specific aspects of Examiner behaviour: choosing appropriate tasks for candidates, examiners discourse practices and using the Interlocutor Frame.

3.1 Conducting the Speaking Test

The test procedure: Guidelines for examiners

Before the test begins

1) On the day of the Speaking Test, you should arrive at the examination centre two hours before the exam begins, since there is a lot of paperwork to be filled in and extensive preparation for the Speaking Test is needed in order for you to become thoroughly acquainted with the oral tasks and their requirements.

2) When you arrive, collect all the materials you need to prepare for and conduct the Speaking Test. You will need the Candidate Booklet, which contains the visual prompts and/or Greek texts that candidates will have in front of them during the test, and the Examiner Pack, which is sent to the examination centre on the day of the exam. Both of these documents will be given to you by the Examination Centre Committee. It is necessary that you also bring with you the Examiner Training Pack given to you at the seminar you attended, which contains all the information you need to have studied about the Speaking Test procedure, as well as the instructions for the candidates and the assessment criteria. The Exam Centre Committee will have set up a room in which the Examiners can prepare themselves for the test.

3) Work with a partner (co-assessor) before the test begins. Discuss the tasks so that both of you understand what each task type requires. Role-play one or two situations to see how tasks work for you. Also, study the assessment criteria in the Examiner Pack again, to make sure

you remember them, although you will need to consult them continuously when rating the candidates.

4) Before leaving the Examiner preparation room, make sure you know your examination room and who your examination partner will be.

5) Before the Speaking Test, bring all the materials you need for the test into the exam room: More specifically, you will need four Candidate Booklets, one for each of the two candidates and one for each of the two assessors. In case there are three candidates, for example at the end of the day, give her/him your colleague's booklet. You will also need your Examiner Pack and your Examiner Training Pack. Finally, you should bring a few sheets of paper in case you need to take notes while you are observing and assessing the candidates.

Setting up the examination room

Throughout the Speaking Test, there are two assessors and two candidates in the exam room. Both assessors evaluate the candidate and fill in both parts of the Oral Production Evaluation Form. With your partner, set up the desks in the examination room as shown in Figure 1 below.

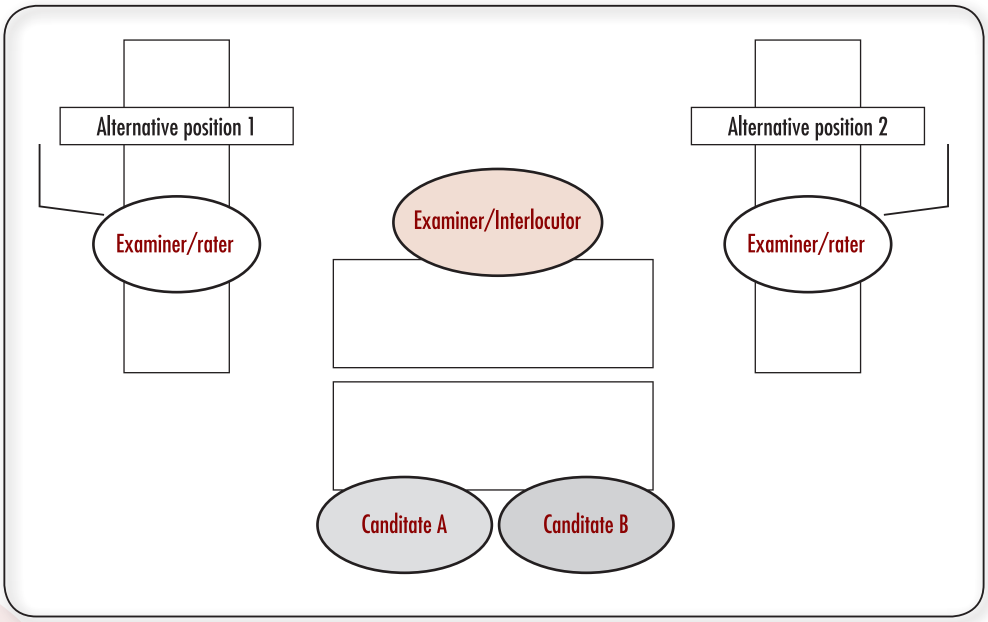


Figure 1: The set-up of the Speaking Test examination room

After having set up the examination room, decide which one of you will have the role of Examiner/interlocutor first.

The assessor who has the role of Evaluator 1, i.e. the Examiner/rater, sits on the side and is silent. S/he listens, observes, takes notes, and rates each candidate's performance on the spot, using the Oral Production Evaluation Form. The assessor who has the role of Examiner/interlocutor is the one who sits facing the two candidates and who conducts the test, interacting with them. S/he rates candidates when they have left the exam room. So, besides being the Examiner, s/he has the role of Evaluator 2.

During the Speaking Test

When the candidates come in, they give you their Oral Production Evaluation Form, on which their name, registration number, and other required information have already been recorded by the Exam Centre Committee members. It is they who have the responsibility for checking candidates' registration details, identification cards, etc. You do not have to write anything on this form, but you must make sure you don't mix up the candidates' names.

When the candidates take a seat, ask their names and take a note of them on a piece of paper to remember who each candidate was once they have left the room, because that is when you will assign their marks. Then introduce yourself and your co-assessor, and the observer (if there is one). Use the first names of the candidates when you are addressing them during the Speaking Test. Use the Interlocutor Frame (see Section 3.7 and Appendix 3) for each level when addressing the candidates and conducting the Speaking Test.

While conducting the Speaking Test, remember:

- It is recommended that you change roles with your partner after you have conducted the test with three-four pairs of candidates. However, the frequency of role change is up to you.
- Avoid noting things down when candidates are talking to you because this prevents interaction and negotiation of meaning, while it also works against efforts to create a friendly rapport.
- Be supportive. Never show disapproval, displeasure or disappointment. Use conversational signals to mark participation in the exchange and to help it flow.
- Make sure that both candidates in a pair are examined by the same Examiner.
- Communicate with candidates exclusively in English.
- Remember that time is limited, so allocate the time for each activity to each candidate proportionately, following the Speaking Test specifications.
- If before or during the test you have queries or problems, consult with the Examination Centre Committee members.
- When the Speaking Test is over, thank the candidates but give no indication as to the quality of their performance.
- Make sure that the candidates do not leave the examination room with the Candidate Booklets.

Using the Oral Production Evaluation Form

- Make sure the candidates' names and code numbers are on their respective forms.
- Both Evaluators mark the boxes in the columns in ball point pen (black or blue).
- The first person to give a mark for the candidate's performance, Evaluator 1 (i.e. the person not conducting the test but sitting silently on the side), fills in the boxes on the left-side column of the form. The person who gives the second mark (i.e. the person conducting the test), Evaluator 2, fills in the boxes on the right-side column, after the candidates have left the room. The overall rating for each candidate (i.e. the total mark on the test) is electronically computed, so there is no space provided on the form for this. However, you are advised to work it out for yourself so that you know the grade you are assigning. This is especially useful in borderline cases.
- When marking, remember:
  - the highest possible score for the Speaking Test is 20,
  - 0 (zero) is not only given to candidates who have no competence in English whatsoever or to those who have not responded. It is also given to candidates who do not perform according to the specific A1+A2, B1, B2, or C1 level expectations. (See the Speaking Test Rating Scale for each level in Appendix 4.)
- Since Evaluators record their marking separately, their ratings may differ.
- Do not mark the form before you have made your final decision on the mark you will award.
- Make sure that you know how you will be filling in the Oral Production Evaluation Form. Corrections are not permitted on the form, which should not be wrinkled or damaged in any way. However, if you do make a mistake and must correct it, take it to the Exam Centre Committee so that they will help you deal with the problem.
- Fill in the appropriate boxes for each criterion like this: ▬

3.2 Conducting the A1+A2 level Speaking Test

As mentioned in Section 2.1.3, The A1+A2 level Speaking Test is addressed to and designed for candidates 10-15 years old. Principles of young learner cognitive and language development have been taken into account in designing the activities of the Speaking Test and in putting together the guidelines for Examiner conduct listed below; they should also be kept in mind by Examiners during the Speaking Test.

Responsibilities of Examiners

Your responsibilities as A1+A2 level Examiners are:

- To assess the candidates' oral performance by taking into account the level and purpose of the A level Speaking Test, as well as the characteristics of this age group.

- To create a comfortable atmosphere, providing the candidates with sufficient encouragement enabling them to perform to the best of their abilities.
- To ensure test condition consistency by following the guidelines for Examiner conduct.

Examiner conduct throughout the Speaking Test

- Speak clearly, loudly and slowly enough for candidates to understand. Try to speak at a somewhat slower pace than normal.
- Always use English (even if the candidate slips into her/his mother tongue).
- Smile and have a friendly, cheerful attitude towards the candidates to make them feel at ease.
- Do not interrupt candidates while they are speaking as this might affect their confidence and their flow of ideas.
- Always assess taking into account what the candidate has managed to do rather than what the candidate has done wrong. Remember that this is a stressful and unfamiliar experience for the candidates, and the language produced during the exam will not resemble a natural conversation.

Before the Speaking Test begins

- Bring the candidates into the exam room, show them where they are supposed to sit, introduce yourself and your colleague, ask candidates' names.
- Explain the duration and procedure of the Speaking Test in order to prepare the candidates and to familiarize them with your speech pattern and the English-speaking environment. (Use body language to make your language more comprehensible.) Use the Interlocutor Frame (see Section 3.7 and Appendix 3) throughout the Speaking Test.

During the Speaking Test

- Always speak clearly and slowly enough for children to understand. If you sense that they have not understood your instructions, repeat them more slowly and use body language to make instructions comprehensible.
- If necessary, make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember.
- Demonstrate sensitivity and allow candidates time to respond, moving on to the next task or candidate when it is obvious that there will be no further response. Long pauses should be avoided, since they will make the candidate feel uncomfortable.
- When each task is assigned, make sure the candidates understand what they are expected to do. You may check their understanding by asking, 'Do you understand this task?' or 'Would you like me to repeat?'

- Do not show that you disapprove of their performance when they give a wrong response, but do provide some kind of positive feedback ('OK,' 'Right,' 'That's fine') when they manage to respond, despite errors.
- If the candidate gets stuck or seems unable to continue, try encouraging her/him by repeating the last part of her/his previous utterance, or prompting her/him by asking 'Anything else?'
- Do not correct candidates' errors.
- Be supportive. Never show displeasure, disappointment, surprise, even when the candidate has provided an unexpected answer.
- Use conversational signals (e.g. nodding of head, phrases like 'uh hum') to mark participation in the exchange and to help it flow.
- Use the Interlocutor Frame throughout the test.

At the end of the Speaking Test

- Thank the candidates for their participation.
- Say goodbye and lead them out of the room.
- Take the completed Oral Production Evaluation Form from the second Examiner and fill in your marks.

Points to remember while carrying out the activities of the Speaking Test

Activity 1: Dialogue (in the form of an interview)

- Choose the two A1 level questions from two different categories of questions.
- If the candidate fails to respond to the first A1 level question, quickly move on to the second A1 level question. If the candidate is shy, confused, etc., help her/him out (repeat the question, say it slower, show support, etc.).
- If the candidate fails to respond to the two A1 level questions, continue with the A2 level questions.
- Choose the two A2 level questions from two different categories of questions.
- If the candidate fails to respond to the first A2 level question, quickly move on to the second A2 level question. If the candidate fails to respond to the A2 level questions, do not insist by giving prompts, helping out, etc., but move on to the second activity.

Activity 2: One-sided talk (based on visual cues)

- Use a different photo text page for each candidate.
- Show the candidate which photo text page s/he will be questioned on (open the Candidate Booklet to the page you have chosen in front of the candidate). Do not let the candidate find the page for her/himself.

- Do not choose A1 level or A2 level questions at random. Ask two A1 level questions and two A2 level questions that belong to the same task.
- If the candidate is embarrassed or reluctant to answer the A1 level questions, help her/him out (repeat the task, start with a cue, give an example to start her/him off, etc.).
- If the candidate is embarrassed or reluctant to answer the A2 level questions, give her/him an example, but do not insist by giving prompts or adding extra questions, etc.

Activity 3: Dialogue (based on multimodal texts)

- Use a different multimodal text page for each candidate.
- Show the candidate which multimodal text page s/he will be questioned on (open the Candidate Booklet on the page you have chosen in front of the candidate*).* Do not let the candidate find the page for her/himself.
- Do not choose A1 level questions at random. Ask two A1 level questions that belong to the same task.
- If the candidate fails to respond to the A1 level questions, continue with the A2 level part of the activity.
- For the A2 level part of Activity 3, point to the multimodal text the candidate is expected to ask you questions on. Do not simply give the candidate the number of the multimodal text.
- Provide answers to all questions the candidate asks you in a natural way. The answers to the questions are provided in the Examiner Pack (see Appendix 1).

Potential trouble spots during the A1+A2 level Speaking Test and how to deal with them

Remember that at this level, candidates' language output is characterised by frequent instances of hesitations, extended pauses, false starts, lexical searching and planning. Therefore, special attention is required on the part of the Examiner to phrase instructions slowly and clearly, and to allow the candidate time to formulate her/his response. The table below contains solutions to common problems which may potentially arise during the Speaking Test.

Problem: What do I do…	**Solution: Do what's listed below (in order of priority).**
if the candidate is very hesitant or pauses for too long?	**1)** Repeat the candidate's last phrase with a rising intonation. **2)** Ask a few prompting questions (e.g. 'Is there anything else you would like to add …?'). **3)** Repeat the task instructions more slowly.

(continued on next page)

(continued from previous page)

Problem: What do I do…	**Solution:** Do what's listed below (in order of priority).
if the candidate is very nervous/ tense and has difficulty in speaking?	**1)** Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. **2)** Make candidates feel at ease by telling them not to worry about their mistakes or words they cannot remember. **3)** Try breaking down the question into simpler questions, without paraphrasing or altering the original question. **4)** If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.
if the candidate draws a blank and seems unable to answer *(for Activities 2 and 3)*?	**1)** Repeat the question/task more slowly. **2)** If no response is forthcoming, move on to the next question/task.
if in Activity 3, A2 level, the candidate uses the question prompts but asks an irrelevant or incomprehensible question?	**1)** Do not show displeasure, disappointment, etc. Repeat the correct question and provide the answer.
if in Activity 3, A2 level, the candidate does not use all of the given question prompts but asks a question with a similar meaning to the one expected. For example, if the prompt in the yellow box contains the words: how much/ticket/cost, the expected question is 'How much does the ticket cost?' However, if the candidate produces the question 'How much is the ticket?' this question is of equal communicative value to the original expected question and is therefore considered correct.	**1)** Do not show surprise. If the question is semantically appropriate, we consider it as a correct response. Continue by providing the answer.

NOTE:

- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for, or to complete the candidate's phrase in order to keep the candidate going.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, you may give a synonym if you are asked to.

3.3 Conducting the B1 and B2 level Speaking Test

It is strongly advised that before you begin the B1 or B2 level Speaking Test with the first activity, you ask each candidate a few ice-breaking questions about their family, studies/work, hobbies. This stage, which should not last more than two minutes, acts as a warm up and also gives the Examiner the opportunity to obtain some background information about each candidate so as to make a more appropriate choice of questions, tasks and texts. The warm-up stage is not assessed.

Responsibilities of Examiners

During the Speaking Test

- The candidates take turns in doing the required task first. This means that if candidate A is the first one asked to respond to the questions of Activity 1, it is candidate B that is asked first to do the task of Activity 2. Then candidate A will be first once again to do the task of Activity 3.
- Help candidates to respond to the requirements of the test. If someone is unable to answer, you may help her/him by repeating the question or task instructions at a slower speech rate. You are also allowed to explain a word that causes difficulty to candidates, but only if you are asked to do so by the candidate.
- Remember that you may make a random selection of activity pages and tasks, but that it is strongly recommended that you take into consideration the candidate's profile so as to set the most appropriate task each time (see also Section 3.5).
- Assign different photos, texts and tasks to candidates of the same pair.
- Also remember that photos, texts and tasks are not to be assigned at the same time to the two candidates; one candidate is assigned her/his photo(s) and task and carries it out, and then the other is assigned her/his photo(s) and task and carries it out, and so on.

- Don't forget that you should use different activity pages and tasks for different pairs of candidates, but that you are not obliged to use them all. If you are unsure about or uncomfortable with one of the tasks, don't use it.
- Use the Interlocutor Frame throughout the test.

Potential trouble spots during the B1 and B2 level Speaking Tests and how to deal with them

The table below contains solutions to common problems which may potentially arise during the Speaking Test.

Problem: What do I do...	**Solution:** Do what's listed below (in order of priority).
if the candidate is very hesitant, pauses for too long, and produces little output?	1) Try to break down the task into simpler questions. 2) Ask a few prompting questions (e.g. "Is there anything else you would like to add ...?"). 3) Repeat the candidate's last phrase with rising intonation.
if the candidate draws a blank and seems unable to answer *(for Activities 2 and 3)*?	1) Repeat the question/task. 2) If the candidate still hesitates, change the task but stick to the same prompt/text.
if the candidate is very nervous/ tense and has difficulty in speaking?	1) Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2) If you asked the tense candidate to begin first, switch to the other candidate and then come back to the tense candidate.

NOTE:

- Remember that you are there to assess candidates and not to help them or teach them. It is very easy to slip into the teacher's role and supply the candidate with a word s/he is searching for or to complete the candidate's phrase in order to keep the candidate going. Avoid providing unnecessary help as much as possible.
- Any extra help or guidance (as described above) given to a candidate should be taken into account in the assignment of the final mark.
- Care has been taken to phrase task instructions using simple lexis and sentence structure. Examiners are requested to give task instructions slowly, clearly and loudly.

- Do not change or add more information to task instructions.
- If a candidate does not understand a word in the task instructions, give a synonym if you are asked to.

3.4 Conducting the C1 level Speaking Test

It is strongly advised that before you begin the C1 Speaking Test with the first activity, you ask each candidate a few ice-breaking questions about their family, studies/work, hobbies. This stage, which should not last more than two minutes, acts as a warm up and also gives the Examiner the opportunity to obtain some background information about each candidate so as to make a more appropriate choice of tasks and texts. The warm-up stage is not assessed.

In Activity 1 (open-ended response which requires the candidate to respond to a single question posed by the Examiner, expressing and justifying her/his opinion about a particular issue/topic), the Examiner interacts with the candidate. S/he poses a question and each candidate responds.

In Activity 2 (mediation and open-ended conversation in which candidates carry out a conversation in order to complete a task using information from one or more Greek texts), the Examiner does not interact with candidates; s/he sets the task and the candidates interact with each other. However, if a candidate is unable to carry out the task, the Examiner takes the role of the interlocutor.

Responsibilities of Examiners

During the Speaking Test

- You are requested to use the Interlocutor Frame throughout the Speaking Test.
- Candidates take turns in doing the required task first. This means that if candidate A is the first one asked to respond to the question of Activity 1, it is candidate B that is asked to start speaking in the task of Activity 2.
- Make a random selection of prompts for Activity 1 and tasks for Activity 2. It is strongly recommended that you take into consideration the candidate's profile so as to set the most appropriate task each time (see also Section 3.5 below).
- You should use different prompts and tasks for different pairs of candidates, but you are not obliged to use them all. If you are unsure about or uncomfortable with one of the tasks, don't use it.
- Throughout the Speaking Test, encourage candidates to respond to the requirements of the activities. If someone is unable to answer, you may help her/him by repeating the question or task instructions at a slower speech rate. You are also allowed to explain a word that causes difficulty to candidates, but only if you are asked to do so by the candidate.

- During the second activity, remember that candidates are supposed to manage a conversation with each other, in order to accomplish a specific task which involves decision-making. Therefore, do not interrupt, unless it is necessary because there is no interaction between them. However, if the candidates are not doing what the task requires, redirect them by repeating the task instructions.
- If one of the two candidates is totally unable to take part in the conversation – in other words, fails to do Activity 2 – then, you must take on the role of the interlocutor. Remember that you are not there to correct the candidates, but to examine them. Allow them to manage by themselves. If, however, one of the two is either taking up too much of the talking time or too little, do intervene to facilitate as equal a distribution of talking time as possible.
- If at the end of the testing day there are three candidates left, the test will be conducted with the three candidates. For Activity 2, use the texts on the last page of the Candidate Booklet for candidate 3 and assign one of the accompanying tasks.

Potential trouble spots during the C1 level Speaking Test and how to deal with them

The table below contains solutions to common problems which may potentially arise during the Speaking Test.

Problem: What do I do…	**Solution:** Do what's listed below (in order of priority).
if the candidate is very nervous/ tense and has difficulty in speaking?	1) Smile, use body language, facial expressions and intonation to make the candidate feel more comfortable. 2) If you asked the tense candidate to begin first, start with the other candidate.
if the candidate does not/cannot take part in the conversation or cannot continue it?	1) Ask if the candidate is alright and ask if s/he would like the task repeated. 2) To get the candidate started, ask what information from the Greek text is useful for the task. 3) If the candidate gets stuck in the middle of the conversation, rephrase what s/he has last said. 4) If the candidate still hesitates, give the turn to the other candidate. 5) If the candidate continues to be unable to continue take on the role of the interlocutor.

(continued on next page)

(continued from previous page)

Problem: What do I do…	**Solution:** Do what's listed below (in order of priority).
if the candidate addresses the Examiner instead of the other candidate in Activity 2?	**1)** Interrupt the candidates and tell them to address one another. It is advisable to ask the candidates to turn their chairs a bit so that they are facing each other before you start Activity 2.
if one of the candidates dominates the conversation and does not give the floor to her/his fellow candidate in Activity 2?	**1)** Interrupt the 'overtalkative' candidate, reminding her/him that this is conversation to which both candidates should contribute equally. **2)** If the candidate continues to dominate the conversation, interrupt the candidate and give the floor to the other one.

3.5 Choosing appropriate questions and tasks for B1, B2 and C1 level candidates

Although the KPG exams are targeted at the 15+ age group, practice has shown that candidates of a much younger age choose to sit for the exams. As a result, the KPG test development team has tried to vary the range of topics, texts and tasks in order to cater for the interests and be appropriate for the cognitive level and the sociocultural experiences of a younger candidate population. To the extent possible, questions and tasks more appropriate for younger candidates have been identified in the Examiner Packs in order to help Examiners decide which question/task to assign to whom.

However, age is only one factor that needs to be taken into account in the selection of appropriate questions and tasks. There are a number of other candidate characteristics that may have an effect on the candidate's ability to respond sufficiently to a particular question/task. These characteristics include: sex, occupation (if any), educational background (e.g. level and type of general education), area (e.g. rural/urban) in which the candidate has grown up and lives in, experience with other similar examinations, and extent of preparation for the requirements of the particular exam.

The main reason Examiners are requested to ask a few warm-up questions before beginning the actual Speaking Test is to gather as much information as possible about each candidate in order to make the most suitable selection of questions and tasks. The characteristics mentioned above have an effect on candidates' performance in a language test. For example, certain questions, topics or tasks presuppose certain cultural or topical knowledge ('knowledge of the world') on the part of the candidate; candidates who have that knowledge (due to their level of education, age, world experiences, etc.) would respond more easily and effectively to such tasks than candidates who do not have that knowledge, irrespective of their level of language. For instance the question (C1 level, Activity 1, May 2007): 'Do you believe that different jobs call for different personalities or that the job shapes a person's personality?' would be more appropriate for an older candidate (20+) who has had some work experience and thus has developed some opinion/view on the issue and has more extensive world knowledge. This question would not be appropriate for a 14-year-old at school simply because s/he has not had the personal experience of working and has probably not problematised on the issue at this age. Thus, we would be doing injustice to the second candidate by asking her/him this question; the candidate may have had the level of language required at C1 level, but not the ideas/opinions/views through which to demonstrate her/his language knowledge.

Below are three tasks aiming at fine-tuning your skills at choosing tasks and questions appropriate to the candidates' profile. Before each task, information about each candidate is provided in the scenario box. Taking this information into account, try to identify the most appropriate questions and tasks (refer to the key in Appendix 2 to check your answers).

Scenario 1: B2 level Speaking Test Practice tasks 1 and 2

Exam centre in a densely-populated area of Athens	
Candidate 1A:	a 13-year-old boy, in the 2nd grade of secondary school, likes extreme sports
Candidate 1B:	a 30-year-old woman, mother of two, high school graduate, no previous working experience, who needs the certificate in order to get a job

Practice task 1

a. Which of the following questions would you consider a) inappropriate, and b) most appropriate for Candidate 1A, and why? (Give two examples)

b. Which of the following questions would you consider a) inappropriate, and b) most appropriate for Candidate 1B, and why? (Give two examples)

Activity 1: Dialogue (in the form of an interview)

1) What kind of food do you like? What is your favourite dish?
2) What would you like to achieve in the next five years, and why?
3) Tell us about a happy day or moment in your life.
4) What do you usually do in the evenings or during weekends to relax?
5) Which famous person would you like to meet, and why?
6) Which sport/hobby would you never consider taking up, and why?
7) What do you think that an ideal workplace would be like?
8) Which jobs do you think are valued in Greece? Why?
9)What is one job that you think has many benefits? Explain why you think so.
10) Where would you like to work/study in the years to come?
11) What kind of games do you like to play?
12) Tell us about a good book/article or any other kind of text that you have recently read.
13) Do you prefer to watch the news on TV, or read it in a newspaper, and why?
14) Would you consider taking up an extreme sport? Why or why not?
15) You have won a trip for two to Australia. Who would you choose to take with you, and why?

Practice task 2

Now look at the following mediation tasks and their themes. Which task would you assign to each candidate?

Activity 3: Dialogue (based on multimodal texts)
The Greek all-day school programme (pages 12-13) May 2006
Task 1 Imagine I am an English-speaking working mother/father living in Greece. Based on text 7 (page 12), tell me about the advantages of the Greek all-day school programme.
Buying toys (page 14) May 2006
Task 2 Imagine that I am your English-speaking neighbour and I want to buy some toys for a children's hospital. Based on text 8, tell me what to keep in mind when buying toys.
Battery recycling (page 15) May 2006
Task 3 Imagine I am an English-speaking friend of yours and I found this leaflet in my mailbox. Read text 10 and tell me what it is about.
Baby boom (page 16) May 2006
Task 4 Based on Texts 13.1 & 13.3, tell me what information would be interesting for your English-speaking friend who is expecting a baby and explain why.
Pets (page 11) November 2006
Task 5 Imagine I have decided to get a pet for my eight-year-old child. Using information from text 2, give me advice on what I should do when I get a pet.
Judo (page 14) November 2006
Task 6 Imagine that I can't read Greek and I am curious to know what this text is about. Please tell me about it.
Mobile phones (page 15) November 2006
Task 7 Imagine I have just bought a mobile phone. Using information from text 1, give me some tips on how to use my phone in public places.

Scenario 2: C1 level Speaking Test Practice Task 3

Exam centre in a rural village in northern Greece	
Candidate 2A:	a 16-year-old girl, first year of upper secondary school, wants to obtain the certificate before dedicating all her time to studying for the Panhellenic exams, doesn't have much time for hobbies, etc.
Candidate 2B:	a 35-year-old man, father, elementary school teacher, wants to apply for a job in an English-speaking country

Practice task 3

Look at the following mediation tasks and their themes. Which tasks would you assign to this pair of candidates? Justify your answer.

Activity 2: Mediation (based on Greek source text)
Save energy (page 6 for Candidate A and page 11 for Candidate B) November 2007
Task 1 Imagine that you have been asked to design campaign leaflets on how to save energy at home. Read your texts, and together decide on the two most useful pieces of advice you would include.
Trekking (PAGE 7 FOR CANDIDATE A AND PAGE 12 FOR CANDIDATE B) NOVEMBER 2007
Task 2 Imagine you run a trekking club and want to prepare a leaflet to promote trekking to foreigners in Greece. Exchange information from your texts and together decide which information you will include in the leaflet.
Control your anger (page 10 for Candidate A and page 15 for Candidate B) November 2007
Task 3 Exchange information from your texts and together decide on the two most important things people should avoid doing when they are angry and on the two most effective ways of dealing with anger.
First Aid Myths (page 2 for Candidate A and page 9 for Candidate B) May 2007
Task 4 Imagine both of you have friends who often go camping. Exchange information from your texts with your partner and decide on the most useful tip you will give them.
New music releases (page 3 for Candidate A and page 10 for Candidate B) May 2007
Task 5 Imagine you and your partner want to buy a present for your British friend who loves music from different parts of the world. Exchange information from your texts with your partner and together decide which CD you will buy her/him.

(continued on next page)

(continued from previous page)

Activity 2: Mediation (based on Greek source text)
Lost and found (page 4 for Candidate A, page 11 for Candidate B and page 16 for Candidate C) May 2007
Task 6 Exchange information from your texts with your partner and together decide which two tips are more practical and why.
A trip to Madrid (page 5 for Candidate A and page 12 for Candidate B) May 2007
Task 7 Imagine you and your partner are planning to visit Madrid for the weekend. Exchange information from your texts and together decide which places you will and which you will not see.
WWF (World Wide Fund for Nature) IN GREECE (page 7 for Candidate A and page 14 for Candidate B) May 2007
Task 8 Imagine people at your school have raised €2,000 to support an environmental project. Exchange information with your partner and decide which WWF project you believe should be supported.

3.6 Suggested Examiner discourse practices

As mentioned in the introduction to this chapter, Examiners as interlocutors (Examiners conducting the Speaking Test) have been found in various studies to differ in their discourse practices (i.e. the language that they use to conduct the Speaking Test and the extent to which they vary their speech in order to accommodate to the candidate). These differences introduce variation into the Speaking Test, i.e. some candidates may receive more help than others, or changes in task rubrics may result in a particular task not eliciting the kinds of language that it was designed to elicit. Variability in support given by Examiners also means that the whole test-taking experience may be different for different candidates: for some, the test will be fairer than for others. This variability may also affect test scores, i.e. some Examiners take into account the help offered to the candidate in the assignment of the final mark while others do not, thus enabling less competent candidates to get the same score as more able ones. In general, variation in the Examiners' discourse practices has a significant effect on the validity of the Speaking Test as a whole, and reduces our confidence in the inferences we draw on the basis of the final mark.

As is common in other Speaking Tests, KPG Examiners (on the basis of observation findings) have been found to change task rubrics (i.e. by adding words, or changing a few words, or rephrasing task rubrics), to make corrections (i.e. correcting the candidate when an error has been made), to expand on or explain the task (i.e. providing their own information in order to make the task more comprehensible), to help the candidate by providing a synonym (i.e. when not asked to), to supply the word the candidate is looking for, to finish off the candidate's phrase, to draw conclusions for a candidate based on the answer they have provided to a question, to give evaluative responses ('good' 'very good' 'that's right,' etc.) (see Delieza 2008).

In the KPG Speaking Test, efforts have been made to identify precisely what kinds of help may be offered to candidates in order to encourage them to speak, and what kinds of help are considered unacceptable due to their potential of affecting (positively or negatively) candidates' oral production and therefore threatening score interpretation and fairness to all candidates. A list of acceptable or unacceptable interventions can be found in the tables below.

☹ **Non-acceptable intervention**	
To change or interfere with the rubrics in the following ways:	**To interrupt the candidate(s) or interfere with her/his/their language output in order to:**
• change one-two words, add words to or expand the rubric, • supply a synonym for a word without being asked to, • paraphrase or use examples to explain the rubric, • direct the candidates' answer using an introductory question or leading question, • use their own questions.	• make some kind of correction, • supply one or more words the candidate was unable to find, • ask a seemingly irrelevant question, • make suggestions, give options or examples or add something, • explain a word by paraphrasing it and giving examples, • make personal comments or provide information about themselves, • finish the phrase for the candidate, • participate in the discussion (only in C1).

☺ Acceptable intervention

To take action or intervene in order to:

- repeat the rubric (more slowly) [if asked, or if considered necessary],
- repeat part of the rubric or the rubric in parts (e.g. to remind the candidate(s) of something they have forgotten to answer) [if asked or if considered necessary],
- supply a synonym for a word after being asked to do so,
- remind the candidates of (part of) the task/their goal [using the wording of the rubric],
- remind the candidates to use/relay information from their text(s),
- help the candidates continue by repeating their last words,
- give the candidates the opportunity to produce more output by saying 'Is there anything else you want/would like to add?', or simply 'Anything else?', or even 'And …?',
- use fillers, such as 'aha,' 'uhm,' etc., to show that they are following the candidate,
- direct the candidates to a picture they have not used **(only in A1+A2, B1 and B2),**
- remind the candidates that they have to interact (**only in C1**),
- remind the candidates to refer to all the texts (**only in C1**).

3.7 The Interlocutor Frame

In order to ensure that all KPG candidates are treated fairly in the Speaking Tests and undergo the same test-taking experience, and in order to reduce the variation in the talk of interlocutors (and the kind of accommodations they make), an Interlocutor Frame has been introduced for each level of the Speaking Test. Other examination systems have introduced the same practice (e.g. Cambridge Local Examinations Syndicate), which they call Interlocutor Scripts. In essence, an interlocutor frame (or script – just like a script an actor reads from) spells out exactly what the interlocutor should say from the moment the candidates enter the room till the moment they depart. Research has shown (see Fulcher 2003) that interlocutor frames do minimize the differences between the talk of interlocutors and result in a fairer test.

In Appendix 3, you can find the Interlocutor Frames developed for each level of the Speaking Test. Please acquaint yourself thoroughly with the frames and use them to conduct the Speaking Tests.

Having presented the guidelines for conducting the Speaking Tests, the next chapter deals with another very significant, if not the most significant, component of oral examiner training: the Speaking Test rating scales and application of the oral assessment criteria.

Chapter 4 Assessing oral production

Introduction

The main purpose of this chapter is to present the oral assessment criteria for each level and discuss the application of these criteria in assessing the candidates' oral production during the Speaking Tests. The chapter is structured in four sections, one for each of the four levels of the KPG exams administered so far, i.e. A1+A2, B1, B2 and C1. Each section provides the expectations for oral production, illustrative descriptors and can-do statements for the level discussed; it then presents the oral assessment criteria and the Speaking Test Rating Scale for the level under consideration and, finally, it exemplifies the application of the oral assessment criteria for that level, through the use of simulation activities.

4.1 Assessing oral production in the A1+A2 level Speaking Test

4.1.1 Expectations for oral production at A1+A2 levels

The A1 level candidate, according to the CEFR, has a limited command of basic grammatical structures and sentence patterns, and a limited vocabulary. On the basis of this knowledge, s/he is expected to be able to understand and to use everyday language familiar to her/him to satisfy her/his basic communicative needs. S/he can introduce her/himself and others, ask and answer simple questions about personal details, such as where s/he lives, people s/he knows or things s/he owns, which are clearly formulated and do not contain idiomatic language. Finally, s/he is expected to be able to interact in a simple way, provided that her/his interlocutor talks slowly and clearly and is prepared to help by repeating, simplifying or reformulating information.

More specifically, the A1 level candidate must be in a position to:

- answer simple questions concerning familiar topics (e.g. people they know), personal details (e.g. where they live, their surroundings), or routine issues (e.g. places they go to, what they buy at the supermarket, etc.),
- express a sequence of events (or actions) by placing them in some sort of order (e.g. temporal) or connect phrases using simple conjunctions (e.g. 'and', 'but '),
- handle numbers, quantities, qualities of things, simple directions and the concept of time (e.g. what I am going to do next week or at 3.00 o'clock, what I did last Friday, etc.),
- describe a person, an object or a place using simple lexicogrammatical structures,
- respond to simple statements and familiar topics related to everyday events in the immediate environment,
- use simple, everyday polite forms of greeting, leave-taking, introducing oneself, saying 'please,' 'thank you,' 'I'm sorry,' etc.,

- make simple comparisons between persons, objects and daily activities, and
- respond to simple texts of instructions, descriptions or other types of information using elementary language, and ask for clarifications using simple phrases.

The A2 level candidate, according to the CEFR, has limited command of basic grammatical structures and limited vocabulary, but is expected to be able to comprehend and to use everyday expressions familiar to her/him and very basic phrases aiming to meet specific communicative needs. S/he can introduce her/himself and others, ask and answer questions concerning personal details, such as where s/he lives, persons s/he knows and things s/he owns, describe someone or something, talk about living conditions, daily habits and likes/dislikes (e.g. of their family or of people in their immediate environment) and about personal and family issues, hobbies, shopping, educational background, etc. S/he can use simple structures and vocabulary, basic cohesion devices and her/his pronunciation/stress should be intelligible. Finally, s/he is expected to be able to converse in a simple manner, provided that her/his interlocutor speaks slowly and clearly and is prepared to help.

More specifically, the A2 level candidate must be able to:

- ask and answer questions related to common aspects of everyday life, such as travelling, food, shopping, entertainment, means of transport, television programs, school, etc., or to convey and retrieve information pertaining to quantities, figures, prices, etc., and to exchange ideas and information concerning familiar issues in predictable everyday situations,
- describe (or list) places, events (personal or not), incidents, daily habits, emotions (likes/dislikes), experiences or impressions,
- provide simple 'for and against' arguments on a familiar issue,
- list the main points of a topic which they have seen, heard, or read about,
- speak about their personal future plans or planned actions,
- express an opinion or attitude in simple terms or make simple comparisons,
- address (or respond to) invitations, suggestions, apologies, etc.,
- ask for clarifications or for help,
- express a sequence of events using simple language structures using expressions like, 'at first,' 'then,' 'later,' 'finally,' and conjunctions like, 'and,' 'but,' or 'because,'
- repeat something in a proper manner (showing that they understand how one speaks in which situations), to act out a dialogue or a role appropriately, and
- participate in an exchange assuming the role of speaker or listener, taking and giving the floor smoothly.

4.1.2 The A1+A2 level assessment criteria and Speaking Test Rating Scale

As was discussed in Chapter 2, the A level exam is an integrated one, in which each module contains an equal number of A1 and A2 level test items. Thus, the A level Speaking Test Rating Scale (see Appendix 4) caters for both the A1+A2 levels.

The assessment criteria, as was explained in Chapter 1, reflect the functional approach to language use that the KPG exams adhere to, which sets out to evaluate socially purposeful language knowledge and literacy. Thus, they are grouped under two main categories: criteria for assessing a) task completion and b) language performance. As a result, the Speaking Test Rating Scale, which provides a breakdown and description of each criterion on the oral assessment scale, is presented in two parts. Part 1 presents the *Task completion* criteria, which have to do with the degree to which the candidates responded appropriately to the requirements of the A1 and A2 level questions/tasks of the Speaking Test, i.e. achieved the communicative purpose of the task, while Part 2 presents the *Language performance* criteria, which focus on the quality of language output in terms of pronunciation, vocabulary, grammar and syntax, and coherence.

Task completion criteria

These are broken down into criteria for assessing Activity 1 (Dialogue in the form of an interview), Activity 2 (One-sided talk based on visual clues) and Activity 3 (Dialogue based on multi-modal texts), and provide descriptors on a scale from 3 to 0, representing the marks assigned, where 3 (*Fully satisfactory for A2 level*) describes the candidate who responded to all the questions of the activities, 2 (*Partly satisfactory for A2 level*) describes the candidate who responded reasonably to the A1 part of the activities but had some difficulty with the A2 part, 1 (*Satisfactory for A1 level*) describes the candidate who responded effectively to the A1 part of the activities but had great difficulty or did not do the A2 part of the activities, and 0 (*Unsatisfactory for A1 level*) describes the candidate who had difficulty responding to even the A1 part of the activities, gave a wrong answer or no answer at all.

Language performance criteria

These are broken down into criteria for assessing pronunciation and stress, vocabulary, grammar and syntax, and coherence. Each section provides descriptors on a scale from 3 to 0 (see above paragraph) representing the marks assigned,. In terms of pronunciation and stress, however, candidates are assigned a 2 or a 1, as at this level we expect a very discernable Greek accent and occasional mispronunciations which do not, however, impede intelligibility of the output. In terms of vocabulary and grammatical competence, we expect candidates at this level to make errors in both areas. However, errors should not impede intelligibility and should not lead to a breakdown in communication. The candidate is awarded 3 points even if s/he has made errors but has managed to communicate ideas and get her/his message across.

We do not penalize candidates for their mistakes, but award them for making the effort to communicate ideas as effectively as possible. We expect the use of basic words which are morphologically and semantically correct, and simple grammatical structures (even with fairly basic errors) that manage to express ideas reasonably effectively. As for coherence, we expect candidates to express information in a logical and fairly coherent manner, using simple cohesive devices to link sentences. Frequent hesitations, reformulations, stuttering and repetition are common and expected at this level, without, however, tiring the listener and disrupting coherence.

For a full breakdown of the assessment criteria and descriptors for the marks assigned, please study the A level Speaking Test Rating Scale, provided in Appendix 4.

4.1.3 Applying the oral assessment criteria: Evaluating candidates' performance at A1+A2 level

In Chapter 3, it was stressed that the validity of the Speaking Test is affected by the performance of the Examiners, and that research has shown, amongst other parameters, that there is variation and inconsistency in the application of assessment criteria and in the way Examiners accommodate to the level of the candidates. In the light of this realization, this section provides you with an opportunity to apply the assessment criteria, with the help of two simulation activities, and reflect on your understanding and use of the Speaking Test Rating Scale.

In order to work on the two simulations, you need to use:

- the video file entitled 'Προσομοίωση προφορικής εξέτασης για την Αγγλική Γλώσσα, Επίπεδα A1 & A2,' which you can watch by visiting the RCEL, website (www.uoa.gr/english/rcel/examiners.htm,
- the A level Speaking Test Rating Scale found in Appendix 4,
- the A1+A2 Simulation Evaluation Sheets, found in Appendix 5,
- the A1+A2 tasks for the activities from the Examiner Pack used in the exam simulations, (see next page and Appendix 1), and
- the materials for the A1+A2 tasks from the Candidate Booklet, found in the Annex of this Handbook. Thoroughly acquaint yourselves with these materials before viewing the video simulation of the A level Speaking Test.

Video observation task 1: A1+A2 level Speaking Test – Simulation 1

View the Speaking Test Simulation 1. While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the assessment criteria listed on the Simulation Evaluation Sheet (see Appendix 5). Try to note down some examples of their language performance in order to justify the mark you assign. When you complete your assessment, compare your answers with the ones provided in Appendix 6 by the KPG test development team .

The table below provides the actual questions used by the Examiner/interlocutor in Simulation 1.

A1+A2 level Speaking Test – Simulation 1 questions	
Activity 1: Dialogue (in the form of an interview)	
Questions to Peter	**Questions to Christine**
Do you have a brother or sister? Is s/he/are they older than you? (question 1) When is your birthday? (question 2) Do you have a hobby? Tell me about it. (question 13) What kind of games do you play? (question 15)	What kind of food do you like? (question 17) What do you like about school best? (question 19) Tell me about your favorite room in the house. (question 23) What do you do on the weekends? (question 26)
Activity 2: One-sided talk (based on visual cues)	
Task to Peter	**Task to Christine**
What are the boys and girls in photos 11 and 15 doing? Where are the boys and girls in photos 14 and 15? Are all the people in photos 11 and 15 the same age? Which of these sports do you like most and why? (**Sports**, Task 3.1)	How many people are there in photos 1 and 2? Where do you think the people in photos 1 and 3 are? Compare photos 2 and 5 and tell me what they are doing, and how old they are. What do you think the people in photo 1 will do next? (**Family**, Task 1.1)
Activity 3: Dialogue (based on multimodal texts)	
Task to Peter	**Task to Christine**
Which book on this page is about a horse, and which about a trip? Which of these books do you think are for children under five? (**Books**, Task 1.1) Picture 1 of **Books** was used for the A2 questions formulation	Look at all the cards. Which one is a birthday invitation and which one is a wedding invitation? Who is card number 4 for? (**Invitation Cards**, Task 2.1) Picture 1 of **Invitations** was used for the A2 questions formulation

NOTE: You have probably noticed that the Examiner/interlocutor in Simulation 1, asked Peter four A1 level category questions and Christine four A2 level category questions, while conducting Activity 1 (Dialogue, in the form of an interview). This Examiner conduct is incorrect, as the correct procedure for Activity 1 is to ask each candidate two questions from the A1 level category and two from the A2 level category.

Video observation task 2: A1+A2 level Speaking Test – Simulation 2

View the Speaking Test Simulation 2. While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the assessment criteria listed on the Simulation Evaluation Sheet (see Appendix 5). Try to note down some examples of their language performance in order to justify the mark you assign. When you complete your assessment, compare your answers with the ones provided in Appendix 6 by the KPG test development team.

The table below provides the actual questions used by the Examiner/interlocutor in Simulation 2.

A1+A2 level Speaking Test – Simulation 2 questions	
Activity 1: Dialogue (in the form of an interview)	
Questions to Dimitra	**Questions to Marios**
How many people are there in your family? Who are they? (question 4) What is your favourite colour? (question 3) Tell me about your house. (question 21) What do you like to do best in the evenings? (question 28)	What time do you go to school every morning? (question 9) Where do you live? (question 6) Do you have a brother or a sister? (question 16) Which is your favourite sport and why? (question 27)
Activity 2: One-sided talk (based on visual cues)	
Task to Dimitra	**Task to Marios**
Where do you think the children in photos 17 and 18 are? What do you think the children in photo 16 are doing? Let's play a game now. Choose a picture and talk to me about it. I will guess which one it is. What do you think the children in photo 16 will do next? (**School**, Task 4.2)	How many children are there in photos 9 and 10? How old do you think the children in these photos are? What are the children in photos 6 and 7 doing? Compare photos 7 and 8. What are the kids doing? (**Children**, Task 2.1)

(continued on next page)

(continued from previous page)

A1+A2 level Speaking Test – Simulation 2 questions	
Activity 3: Dialogue (based on multimodal texts)	
Task to Dimitra	Task to Marios
What does the cover of book no 2 show? What do you think book 3 is about? (**Books**, Task 1.2) Picture 2 of **Books** was used for the A2 level questions formulation	How old, do you think, are the people sending card No. 6? Look at all the cards. Which one is for very young children and which one for adults? (**Invitation Cards**, Task 2.2) Picture 6 of **Invitations** was used for the A2 questions formulation

4.2 Assessing oral production in the B1 level Speaking Test

4.2.1 Expectations for oral production at B1 level

B1 level candidates (*independent users* of the target language), according to the CEFR, are expected to sustain reasonably fluently a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. Moreover, they are expected to communicate with some confidence on familiar routine and non-routine matters related to everyday issues, to exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Also, they are expected to be able to express thoughts on more abstract, cultural topics such as films, books, music, etc., to exploit a wide range of simple language to deal with most situations likely to arise whilst traveling and, finally, to enter unprepared into dialogue on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). In particular, it is expected that they be in the position to:

- describe various events (whether personal in nature or not), experiences, impressions, and feelings/emotions to one or more people,
- summarise the main points of a familiar topic from the above,
- display abilities to make an argument on a familiar issue and present opposition to what others say about it,
- suggest solutions to overcome a situation that contains a simple problem in a discussion with one or more people known to them,
- describe, explain, and make basic hypotheses based on a visual prompt,
- present the main points of a topic they have seen, heard or read about,
- speak about future personal plans and scheduled movements,

- relay into the foreign language information on a familiar topic from a short text written in their mother tongue, and
- use the target language to discuss a situation that is contained in a text written in Greek, and express how they feel about it.

4.2.2 The B1 level assessment criteria and Speaking Test Rating Scale

The oral assessment criteria for B1 level are similar to those of the B2 level. However, at B1 level it is not only the level of language (in terms of accuracy, lexical range, appropriacy, coherence and cohesion) that is expected to be lower, but the tasks at B1 level are linguistically and cognitively less demanding than those at B2 level as well.

Taking into consideration the fact that the assessment criteria reflect the functional approach to language use that the Speaking Tests adhere to, which sets out to evaluate socially-purposeful language knowledge and literacy, they are grouped under two main categories: criteria for assessing a) task completion and b) language output. As a result, the Speaking Test Rating Scale (for the B1 level Rating Scale, see Appendix 4), which provides a breakdown and description of each criterion on the oral assessment scale, is presented in two parts. Part 1 presents the *Task completion* criteria, which describe the degree to which the candidates responded appropriately to the requirements of the B1 questions/tasks of the exam, i.e., achieved the communicative purpose of the task, while Part 2 presents the *Language output* criteria, which focus on the quality of language output in terms of the candidates' phonological competence, linguistic competence, sociolinguistic competence and pragmatic competence.

Task completion criteria

These are broken down into criteria for assessing Activity 1 (Dialogue, in the form of an interview), Activity 2 (One-sided talk, based on visual clues) and Activity 3 (Mediation, based on multimodal texts), and provide descriptors on a scale from 2 to 0, representing the marks assigned, with 2 being the top mark. In Activity 1, a mark of 2 describes the candidate who responded spontaneously to the question posed, providing all the relevant information, 1 describes the candidate who responded but with some effort, whereas 0 is assigned to a poor attempt to answer the question, a wrong answer or no answer at all. In Activity 2, a mark of 2 describes the candidate who fully realised the assigned task by using the visual prompt effectively and providing all the relevant information, 1 describes the candidate who demonstrates a reasonable achievement of the task, whereas 0 is assigned to a poor attempt to achieve the task, a wrong response or no response at all. Finally, in Activity 3, a mark of 2 describes the candidate who fully realised the task of relaying in English the required information found in the given Greek text, 1 describes the candidate who reasonably achieved the relaying task, providing occasional translations or ineffective paraphrasing, whereas 0 is assigned to an unsuccessful relaying attempt, a wrong response or no response at all.

Language output criteria

These are broken down into criteria for assessing the candidates' phonological competence, linguistic competence, sociolinguistic competence and pragmatic competence. Each section provides descriptors on a scale from 4 to 0, representing the marks assigned, where 4 represents excellent language output for B1 level, 3 represents very good, 2 represents good, 1 is basic and 0 is unsatisfactory for B1 level. In terms of pronunciation and stress, however, candidates are assigned a 2 or a 1, as at this level we expect a very discernable Greek accent and some mispronunciations which do not however impede intelligibility of the language output.

As regards the criterion of linguistic competence, by which we assess lexis, grammar and syntax, we expect candidates to make errors in all three areas, but these should not impede intelligibility and should not lead to a breakdown in communication. The candidate is awarded 4 marks even if s/he has made errors but has managed to communicate ideas and get her/his message across. In order to avoid a breakdown in communication, we expect a rather extensive use of communication strategies (e.g. self correction, paraphrase, circumlocution, and even word coinage).

We do not penalize candidates for their mistakes but award them for making the effort to communicate ideas as effectively as possible. We expect use of lexis and morphology of words that does not impede intelligibility, grammatical structures (even with errors) that manage to express ideas reasonably effectively, correct word order in simple sentences but errors in more complex sentence forms. Based on research conducted with B1 level candidates, the following are some of the main characteristics of their language output:

- frequent instances of hesitations, extended pauses, false starts, lexical searching and planning,
- common grammatical errors such as incorrect use of prepositions, lack of subject-verb agreement, overuse of simple present continuous, infrequent use of complex sentence structures, confusion in the use of personal/ possessive pronouns (s/he, my/your) and various errors in morphology, and
- use of formulaic expressions, use of very limited range of cohesive devices, use of a limited range of verb tenses.

Concerning the criterion of sociolinguistic competence, by which we assess the apprmisrpiacy of language used, we expect candidates to make linguistic choices (in lexis and expressions) that are generally appropriate for the situation as determined by the set task. Errors are expected but generally these should not cause offence and make language awkward. The candidates are expected to take on the role as defined by the task (e.g when talking to a friend, candidates are expected to use informal language, simple sentence forms, and to be more direct and personal).

Finally, in relation to the criterion of pragmatic competence, by which we assess cohesion/coherence and fluency, we expect candidates to develop and express ideas in a logical and fairly coherent manner. We expect use of a variety of cohesive devices (mainly 'and,' 'or,' 'but') to link sentences. Frequent hesitations, stuttering and repetition are expected at this level without, however, seriously interrupting coherence and flow of ideas.

For a full breakdown of the assessment criteria and descriptors for the marks assigned, please study the B1 level Speaking Test Rating Scale, provided in Appendix 4.

4.2.3 Applying the oral assessment criteria: Evaluating candidates' performance at B1 level

In the light of the realization that there is inconsistency in the way Examiners apply the assessment criteria and accommodate to the level of the candidates, as discussed in Chapter 3, and highlighted in 4.1.3, above, this section provides you with an opportunity to apply the assessment criteria, with the help of a simulation activity, and reflect on your understanding and use of the exam rating scale.

In order to work on the simulation, you need to use:

- the video entitled 'Προσομοίωση προφορικής εξέτασης για την Αγγλική Γλώσσα, Επίπεδα B1, B2 & Γ1,' which you can watch by visiting the RCEL, website (www.uoa.gr/english/rcel/examiners.htm,
- the B1 level Speaking Test Rating Scale found in Appendix 4,
- the B1 Simulation Evaluation Sheet, found in Appendix 5,
- the tasks for the B1 activities from the Examiner Pack used in the exam simulation, (see next page and Appendix 1), and
- the materials for the B1 tasks from the Candidate Booklet, found in the Annex.

Thoroughly acquaint yourselves with these materials before viewing.

Video observation task 3: B1 Speaking Test – Simulation

View the Speaking Test simulation 3. While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the assessment criteria listed on the Simulation Evaluation Sheet (see Appendix 5). Try to note down some examples of their language performance in order to justify the mark you assign. When you complete your assessment, compare your answers with the ones which you can find in Appendix 6, provided by the KPG Test Development Team.

The table below provides the actual questions used by the Examiner/interlocutor in the B1 Simulation.

<table>
<tr><th colspan="2">B1 level Speaking Test –Simulation 3 questions</th></tr>
<tr><th colspan="2">Activity 1: Dialogue (in the form of an interview)</th></tr>
<tr><th>Questions to Olga</th><th>Questions to Panagiota</th></tr>
<tr><td>Do you have a close friend? Tell us a few things about him or her. (question 2)
What subjects do you like at school? Why? (question 7)
What do you usually do during your summer holidays? (question 11)</td><td>What do you like best or least about your neighbourhood? (question 3)
Why are you learning English? (question 5)
What do you usually do during weekends? (question 12)</td></tr>
<tr><th colspan="2">Activity 2: One-sided talk (based on visual cues)</th></tr>
<tr><th>Task to Olga</th><th>Task to Panagiota</th></tr>
<tr><td>Look at photos 13 and 14. Which of these places would you choose to go to for your summer holidays and what would you like to do there?
(Booklet, 'Tourist sites', task 1)</td><td>We are going to play a game. Choose one of the photos on the page. Don't tell me which one it is. Imagine you are in this room. Describe it to me to help me guess which one it is.
(Booklet, 'Living spaces', task 4)</td></tr>
<tr><th colspan="2">Activity 3: Mediation (based on Greek source text)</th></tr>
<tr><th>Task to Olga</th><th>Task to Panagiota</th></tr>
<tr><td>Your French friend is going to take his dog to the beach for the first time. Read Text 1 and tell him what he should do, so that his dog will be safe.
(Booklet, 'Your dog at the beach' , task 1)</td><td>Imagine I am your Portuguese friend and my son doesn't like to eat fresh fruit. Read the text and tell me what to do.
(Booklet, 'Fruit in children's diet', task 3)</td></tr>
</table>

4.3 Assessing oral production in the B2 level Speaking Test

4.3.1 Expectations for oral production at B2 level

The B2 candidate, according to the CEFR, is expected to be able to produce continuous oral discourse fairly fluently and coherently while drawing on his personal knowledge and experience and/or on information which is provided in the exam instructions. S/he is also expected to be able to engage in dialogue with the Examiner. Her/his language must be appropriate to the communicative situation while her/his pronunciation and intonation must not obstruct the communication of her/his message in the target language. More specifically, the B2 candidate is expected to be able to:

- present, characterise or describe her/himself or a third person, objects and situations in language appropriate to the communicative situation,
- narrate a personal experience or an experience of another person through experiential/personalised language expressing directly or indirectly the feelings that the experience may have given rise to (e.g. happiness, pleasure, displeasure, denial, reservation, fear, and surprise),
- narrate or recount an incident or a story, the story of a book or film, summarise events while making clear their chronological order,
- convey, express or restate another person's words verbatim, paraphrased or in a different style; comment on them or summarise them,
- present coherently an issue/topic/problem of either personal or wider social interest providing information, explanations or clarifications and expressing feelings that it created to her/himself or to others,
- present a problem referring to its causes and to the effects it may have if not solved,
- express her/his overall opinion on an issue or problem and support it with logical and concisely expressed arguments,
- take a stance in relation to an issue or incident expressing her/his position in relation to it (i.e. agreement or disagreement) and/or her/his feelings (i.e. positive or negative),
- support an opinion or idea, suggest a solution for a problem or present a solution suggested by others and express arguments for or against the suggested solution,
- express demands or convey the demands of others explaining the reasons s/he regards them as logical or why s/he believes that they should be fulfilled, and
- talk about an issue using notes or other information provided or visual stimuli (e.g. diagrams, pictures, and photographs).

In addition, when taking part in a dialogue, the B2 candidate is expected to be able to:

- follow basic conversational norms and conventions of politeness, assuming specified social roles,
- evaluate questions and other information provided by the interlocutor and be able to make

proposals and statements which contribute to the successful progression of the interaction,

- answer directly or indirectly to questions posed to her/him, and
- make clarification requests in order to ascertain her/his interlocutor's intentions and clarify vague points.

Regarding the mediating use of the language, the B2 candidate is expected to be able to use her/his knowledge and the communicative competencies s/he has developed as a user of two languages (Greek and the target language) in order to act as a mediator, a role which is common in many communicative situations in the educational, professional or public sphere. More specifically, s/he is asked to act as mediator in order to convey the overall or supporting ideas of a written text from Greek into the target language. The candidate's ability to act as mediator is assessed through her/his ability (in spoken communication) to:

- speak on an issue in the target language when s/he has been provided with a stimulus in Greek,
- convey in the target language the main idea of a written text in Greek,
- summarize in English in spoken form what someone has said in written form in Greek, and
- express in English the overall meaning of a message expressed in Greek.

4.3.2 The B2 level assessment criteria and the Speaking Test Rating Scale

Similar to the B1 level, the assessment criteria for the B2 level are grouped under two main categories: criteria for assessing a) task completion and b) language use. As a result, the Speaking Test Rating Scale (for the B2 level Speaking Test Rating Scale, see Appendix 4), which provides a breakdown and description of each criterion on the oral assessment scale, is presented in two parts. Part 1 presents the *Task completion* criteria, which describe the degree to which the candidates responded appropriately to the requirements of the B2 questions/tasks of the exam, i.e. achieved the communicative purpose of the task, while Part 2 presents the *Language use* criteria, which focus on the quality of language output in terms of the candidates' phonological competence, sociolinguistic competence, linguistic competence, and pragmatic competence.

Task completion criteria

These are broken down into criteria for assessing Activity 1 (Dialogue, in the form of an interview), Activity 2 (One-sided talk, based on visual cues) and Activity 3 (Mediation, based on a Greek source text), and provide descriptors on a scale from 2 to 0, representing the marks assigned, with 2 being the top mark.

In Activity 1, a mark of 2 (*fully satisfactory*) describes the candidate who provides concrete information about the question asked, responds spontaneously to the question posed, providing all the relevant information with few hesitations, demonstrates good basic interaction skills and is comprehensible without any effort, 1 (*moderately satisfactory*) describes the candidate who does not respond spontaneously, demonstrates frequent hesitations and very basic interaction skills, and is comprehensible with some effort, whereas 0 is assigned to a *poor* response to the question, with hesitations and stuttering, low interaction skills, and is comprehensible with effort.

In Activity 2, a mark of 2 describes the candidate who fully realises the assigned task by using the visual prompt effectively and providing all the relevant information, introduces and sustains talk, and is easy to follow without being particularly repetitive or hesitant in discussing ideas, 1 describes the candidate who demonstrates a reasonable achievement of the task and occasionally needs help to introduce and/or sustain talk, whereas 0 is assigned to a poor attempt to achieve the task, a wrong response, or no response at all.

Finally, in Activity 3, a mark of 2 describes the candidate who relays information appropriately in English, using the required information found in the given Greek text in ways required by the task, introduces and sustains talk, and paraphrases effectively, 1 describes the candidate who reasonably achieves the relaying task, providing occasional translations or ineffective paraphrasing, and who occasionally needs help to introduce and/or sustain talk, whereas 0 is assigned to the candidate who is unsuccessful in the relaying task, translates from Greek and not always successfully, using a few ideas from the Greek input, and who cannot introduce and/or sustain talk on her/his own.

Language use criteria

These are broken down into criteria for assessing the candidates' phonological competence, sociolinguistic competence, linguistic competence and pragmatic competence. Each section provides descriptors on a scale from 4 to 0, representing the marks assigned, where 4 is assigned to the *competent speaker* for B2 level, 3 is assigned to the *nearly competent speaker*, 2 is assigned to the *moderately competent speaker*, 1 is for the *marginally competent speaker*, and 0 for the *limited speaker*. In terms of pronunciation and stress, however, candidates are assigned a 2 or a 1, as at this level we expect a discernable Greek accent but clear articulation and pronunciation of words, and intonation that does not impede intelligibility.

Concerning the criterion of sociolinguistic competence, by which we assess the appropriateness of language choices, we expect candidates to make linguistic choices (in lexis and expressions) that are generally appropriate for the situation as determined by the set task. Errors are expected, but generally these should not cause offence and make language awkward. The candidate is expected to take on the role as defined by the task (e.g. when talking to a friend, the candidate is expected to use informal language, simple sentence forms, and to be more direct and personal).

As regards the criterion of linguistic competence, by which we assess lexis, grammar and syntax, we expect candidates to make errors in all three areas; however, errors should not impede intelligibility and should not lead to a breakdown in communication. The candidate can be awarded 4 points even if s/he has made some errors but has managed to communicate ideas and get her/his message across. In order to avoid a breakdown in communication, we expect rather extensive use of communication strategies (self correction, paraphrase, circumlocution, even word coinage).

We do not penalize candidates for their mistakes but award them for making the effort to communicate ideas as effectively as possible. We expect use of lexis and morphology of words that does not impede intelligibility, grammatical structures (even with errors) that manage to express ideas effectively, and correct word order in simple sentences but some errors in more complex sentence forms.

Finally, in relation to the criterion of pragmatic competence, by which we assess cohesion/coherence and fluency, we expect candidates to develop and express ideas in a logical and fairly coherent manner. We expect use of a variety of cohesive devices (apart from coordinating conjunctions such as 'and,' 'or,' 'but') to link sentences (e.g. 'although,' 'however,' 'in addition to'), and repetitive use of cohesive devices is expected. We also expect hesitations, stuttering and some repetition without, however, seriously interrupting coherence and flow of ideas.

For a full breakdown of the assessment criteria and descriptors for the marks assigned, please study the B2 level Speaking Test Rating Scale, provided in Appendix 4.

4.3.3 Applying the oral assessment criteria: Evaluating candidates' performance at B2 level

As with the A1+A2 and B1 levels, this Section provides you with an opportunity to apply the assessment criteria, with the help of a simulation activity, and reflect on your understanding and use of the B2 level Speaking Test Rating Scale.

In order to work on the simulation, you need to use:

- the Video entitled 'Προσομοίωση προφορικής εξέτασης για την Αγγλική Γλώσσα, Επίπεδα B1, B2 & Γ1' which you can watch by visiting the RCEL, website (www.uoa.gr/english/rcel/examiners.htm,
- the B2 level Speaking Test Rating Scale found in Appendix 4,
- the B2 Simulation Evaluation Sheet, found in Appendix 5,
- the tasks for the B2 activities from the Examiner Pack used in the Speaking Test simulation, (see next page and Appendix 1), and
- the materials for the B2 tasks from the Candidate Booklet, found in the Annex of this Handbook. Thoroughly acquaint yourselves with these materials before viewing.

Video observation task 4: B2 level Speaking Test – Simulation 4

View the Speaking Test simulation 4. While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the assessment criteria listed on the Simulation Evaluation Sheet (see Appendix 5). Try to note down some examples of their language performance in order to justify the mark you assign. When you complete your assessment, compare your answers with the ones which you can find in Appendix 6, provided by the KPG Test Development Team.

The table below provides the actual questions used by the Examiner/interlocutor in the B2 Simulation.

B2 level Speaking Test –Simulation 4 questions	
Activity 1: Dialogue (in the form of an interview)	
Questions to Dimitra	Questions to Victoria
What is the most special day of the year for you? (question 5) You probably have friends or relatives in another town/city/country. Tell us about them. (question 6)	What do you do/are you studying? If you had to change jobs/course of study, what would you choose to do and why? (question 12) Talk to us about one person in your immediate environment with whom you generally agree and have similar ideas. (question 8)
Activity 2: One-sided talk (based on visual cues)	
Task to Dimitra	Task to Victoria
Imagine you are one of the persons in photo 7. Tell us where you are, who the other people are, whose house you are at and what you're doing there. Also talk to us about the person who took the photo. (**Snapshots of life**, task 4)	Look at photos 1 and 3. Tell us which of the two types of vacation you would choose to spend with members of your family next summer, if you could, and explain why. (**Going on vacation**, task 1)
Activity 3: Mediation (based on Greek source text)	
Task to Dimitra	Task to Victoria
Imagine I am a British friend of yours. I'm in Greece and love to eat out. Read the second half of the 10 golden rules (rules 6-10) and give me some helpful advice. (**How to choose a restaurant**, task 2)	Your Italian friend who has a six year old child never listens to classical music. Read this article and advise her/him to start listening to classical music at home. (**Time for fun**, task 2)

4.4 Assessing oral production in the C1 level Speaking Test

4.4.1 Expectations for oral production at C1 level

The C1 candidate, according to the CEFR, must demonstrate that s/he has the ability to talk about or discuss a subject and to exchange information by producing language with a comprehensible accent, using grammatically accurate and communicatively effective language. Producing language, which abides to the functional rules of the linguistic system under given conditions of interactive communication, s/he will be expected to respond to questions and to discuss topics, based on a Greek text, the information it contains with her/his interlocutor/s. More specifically, the candidate will be called upon to perform the following tasks:

- present and justify an opinion or express and explain why they wish for or intend to do something,
- present and develop an idea or argument,
- agree and support someone else's point of view,
- present and develop various aspects of an issue or a problem,
- make an assumption or develop possible scenarios in relation to a situation and how this will develop, how people will act, etc.,
- express reservations about others ideas or proposals, about the causes or consequences of a situation,
- develop the pros and cons of one or more proposals,
- propose the solution to a problem and defend her/his proposal by justifying why they think it would be effective,
- give instructions for taking action or present an action plan,
- summarize the main points of a talk or a discussion,
- present a common decision or conclusion related to an issue or an action plan,
- ask for explanations or clarifications,
- comment on or react to previously stated positions,
- take the floor by intervening elegantly using formal or informal language, depending on the communicative situation (using emotional language or indirectness when it is required), and
- give the floor to their interlocutor or make a concluding statement.

4.4.2 The C1 level oral assessment criteria and Speaking Test Rating Scale

At C1 level, candidates are assessed on two activities: a) response to an opinion question and b) oral production and mediation. The mediation activity differs from the ones for B1 and B2 levels in that it involves the interaction between the candidates, whereas in those two levels, candidates interact with the Examiner. As explained in Chapter 1, the mediation activity requires candidates to relay information from a Greek text to English, initiate and sustain a conversation with each other (in English) and, using the information each of the candidates provide, to negotiate with each other in an effort to resolve a problem, reach a decision, or arrive at a conclusion.

To cater for the distinctive requirements of the two activities, the assessment criteria for the C1 level are grouped under two main categories: a) overall performance for tasks 1 & 2, and b) assessment of task 2 (*the mediation activity*). As a result, the Speaking Test Rating Scale (see Appendix 4), which provides a breakdown and description of each criterion on the oral assessment scale, is presented in two parts. Part 1 presents the *Overall performance for tasks 1 & 2* criteria which focus on the quality of language output in terms of the candidates' phonological competence, linguistic competence, appropriateness of language choices, and cohesion, coherence of speech and fluency; Part 2 presents the *Assessment of task 2* criteria, which focus on the interaction and mediation skills of the candidates.

Overall performance for tasks 1 & 2 criteria

These are broken down into criteria that assess the candidates' phonological competence, linguistic competence, appropriateness of language choices, and cohesion, coherence of speech and fluency, and provide descriptors on a scale from 3 to 0, representing the marks assigned, with 3 being the top mark. Mark 3 indicates a *competent C1 speaker*, 2 a *moderately competent C1 speaker*, 1 a *marginally competent C1 speaker* and 0 a *speaker who is below C1 level*. In terms of phonological competence, however, candidates are assigned a 2 or a 1, as at this level we expect a fairly discernable Greek accent, clear articulation and pronunciation of words that does not impede intelligibility. We also expect more sophisticated intonation and stress patterns to express emotions especially during the conversation (e.g. use of intonation and stress to express agreement/disagreement, surprise/curiosity, etc.).

The criterion of linguistic competence concerns the candidates' lexical range and control, and grammatical accuracy. With the former (i.e. lexical range and control), we assess the breadth of vocabulary and the correct structure of words. At this level, we expect a fairly broad lexical repertoire in relation to the topic of discussion, more sophisticated use of communication strategies to overcome gaps in lexis so that searching for words is not that evident, and use of some idiomatic expressions and colloquialisms when permitted by the topic under discussion. Errors in the morphology of words should be scarce. With the latter (i.e. grammatical accuracy), we assess correct use of grammatical structures and syntax. We expect errors to be made at this level, but with frequent use of self correction. Errors that are made should in no way impede intelligibility. We expect more extensive use of complex sentence forms (simple and complex sentences with subordinate phrases).

The criterion of appropriateness of language choices is used to assess the candidate's ability to make linguistic choices appropriate for the situation as determined by the set task. In no way should linguistic choices cause offence. If roles are assigned by the set task, the candidate is expected to take on this role and express her/himself accordingly (e.g. if the role assigned is that of colleagues trying to come to a decision at a business meeting, language should be formal and cordial). In terms of cohesion, coherence of speech and fluency, we expect candidates to develop and express ideas in a logical and coherent manner. We expect a wider range of cohesive devices to link sentences and limited repetition of the same devices. Hesitations, searching for words and stuttering should be infrequent and should by no means tire the listener.

Assessment of task 2 criteria

These are broken down into criteria that assess the candidates' interactional skills and mediation skills, and provide descriptors on a scale from 3 to 0, representing the marks assigned, with 3 being the top mark. A mark of 3 indicates a *competent C1 speaker*, 2 a *moderately competent C1 speaker*, 1 a *marginally competent* C1 *speaker* and 0 a *speaker who is below C1 level*. Regarding conversational competence, we expect candidates to respect and follow conversational norms. More specifically, we expect the candidates to be able to initiate, sustain and end a conversation, to be able to take turns and interrupt without causing offence, to be able to give up a turn and not to monopolise a conversation, to ensure that the interlocutor understands them, and to ask for clarification/repetition appropriately.

As for the mediation activity, at this level we expect candidates to be able to select information from the Greek text that is immediately relevant to/useful for the completion of the task assigned. We expect them not to add/use superfluous information and to avoid translating from the text, thus making their language seem awkward.

For a full breakdown of the assessment criteria and descriptors for the marks assigned, please study the C1 level Speaking Test Rating Scale, provided in Appendix 4.

4.4.3 Applying the oral assessment criteria: Evaluating candidates' performance at C1 level

As with the A1+A2, B1 and B2 levels, this section provides you with an opportunity to apply the assessment criteria, with the help of a simulation activity, and reflect on your understanding and use of the C1 level Speaking Test Rating Scale.

In order to work on the simulation, you need to use:

- the video entitled 'Προσομοίωση προφορικής εξέτασης για την Αγγλική Γλώσσα, Επίπεδα Β1, Β2 & Γ1,' which you can watch by visiting the RCEL, website (www.uoa.gr/english/rcel/examiners.htm,
- the C1 level Speaking Test Rating Scale found in Appendix 4,

- the C1 Simulation Evaluation Sheet, found in Appendix 5,
- the tasks for the C1 activities from the Examiner Pack used in the exam simulation, (see below and Appendix 1), and
- the materials for the C1 tasks from the Candidate Booklet, found in the Annex of this Handbook. Thoroughly acquaint yourselves with these materials before viewing.

Video observation task 5: C1 level Speaking Test – Simulation 5

View the Speaking Test simulation 5. While viewing, place yourself in the position of the Examiner/rater and rate each candidate's performance on the basis of the assessment criteria listed on the Simulation Evaluation Sheet (see Appendix 5). Try to note down some examples of their language performance in order to justify the mark you assign. When you complete your assessment, compare your answers with the ones which you can find in Appendix 6, provided by the KPG Test Development Team.

The table below provides the actual questions used by the Examiner/interlocutor in the C1 Simulation. Note that in this simulation, three candidates are being assessed.

<table>
<tr><th colspan="3">C1 level Speaking Test – C1 Simulation 5 questions</th></tr>
<tr><th colspan="3">Activity 1: Open-ended response (to an opinion question)</th></tr>
<tr><th>Questions to Dimitra</th><th>Question to Theodora</th><th>Question to Evi</th></tr>
<tr><td>Why do you think that it's important to convince people who live in big cities to use public means of transport and avoid using their cars all the time? (question 14)</td><td>Think of the people who like to work as a team. What kind of personality traits do you think they have and/or may develop? (question 3)</td><td>Tell us if you agree or disagree wit the saying 'A friend in need is a friend indeed', and explain why. (question 6)</td></tr>
<tr><th colspan="3">Activity 2: Mediation (based on a Greek source text)</th></tr>
<tr><td colspan="3">Task 1: to all three candidates from <b>'Practical tip'</b>
Task 2: Read the practical tips on your page, and together decide on one which would be the most useful for a university student living on her/his own.</td></tr>
<tr><td><b>Bill:</b> page 13</td><td><b>Theodora:</b> page 16</td><td><b>Evi:</b> page 10</td></tr>
</table>

As mentioned in Chapter 2 (Section 2.3.2.) a decision has been taken by the Central Exam Committee to introduce a third activity in the C1 level Speaking Test in order to increase candidate language output and to facilitate a more valid and reliable assessment of their oral performance. As a result of this change and in order to ensure consistency with the rating scales of the A1+A2, B1, and B2 level Speaking Tests, the rating scale for the C1 level Speaking Test will change to become compatible in format and structure with the other scales. Thus, with the introduction of the third activity, a revised rating scale (see Appendix 5) for the C1 level Speaking Test will be used.

Similar to the A1+A2, B1, and B2 level oral assessment criteria, the assessment criteria for the C1 level will be grouped under two main categories: criteria for assessing a) task completion and b) language use. Part 1 presents the *Task completion* criteria, which describe the degree to which the candidates responded appropriately to the C1 questions/tasks of the Speaking Test, i.e., achieved the communicative purpose of the task, while Part 2 presents the *Language use* criteria which focus on the quality of language output in terms of the candidates' phonological competence, sociolinguistic competence, linguistic competence, pragmatic competence and conversational competence.

References

Alderson, J.C., Clapham, C. & Wall, D. (1995). *Language test construction and evaluation*. Cambridge: Cambridge University Press.

Bachman, L.F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.

Bachman, L.F. & Palmer, A.S. (1996). *Language testing in practice*. Oxford: Oxford University Press.

Berwick, R. & Ross, S. (1996). Cross-cultural pragmatics in oral proficiency interview strategies in M. Milanovic and N. Saville (eds.) *Performance testing, cognition and assessment, Studies in language testing 3, Selected papers from the 15th Language Testing Research Colloquium, Cambridge and Arnheim*, Cambridge: UCLES/Cambridge University Press, 34-54.

Brown, A. & Hill, K. (2007). Interviewer style and candidate performance in the IELTS oral interview in M. Milanovic and C. Weir (eds.) *Research in speaking and writing Assessment, Studies in language testing 19, IELTS collected papers*, Cambridge: UCLES/Cambridge University Press, 37-62.

Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.

Bygate, M. (2001). Speaking in Carter R. & Nunan, D. (eds.) *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to language teaching and testing. *Applied Linguistics* 1:1-47.

Common European Framework of Reference for Languages: Learning, teaching and assessment. (2001). Modern Languages Division, Strasbourg with Cambridge University Press.

Crystal, D. (1987). *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press.

Delieza, X. (2008). Monitoring KPG examiner conduct. *Directions* Issue 1. RCEL publications, University of Athens.

Dendrinos, B. (2006). Mediation in communication, language teaching and testing. *Journal of Applied Linguistics, No. 22*. Thessaloniki: Hellenic Association of Applied Linguistics, 9-35.

Faerch, C. Kasper, G. & Phillipson, R. (1984). The role of comprehensionin second language learning. *Applied Linguistics*, 7: 257-74.

Fulcher, G. (2003). *Testing second language speaking*. Harlow: Pearson Education Limited.

Hewings, A. and Hewings, M. (2006). Grammar and context: An advanced resource book. London: Routledge

Hughes, R. (2002). *Teaching and researching speaking*. London: Pearson Education.

Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.

Kitao, S.K., & Kitao K. (1996). *Testing speaking*. ERIC Clearinghouse ED 398261.

Lado, R. (1961). *Language testing*. London: Longman.

Lazaraton, A. (1996). A qualitative approach to monitoring examiner conduct in CASE in M. Milanovic and N. Saville (eds.) *Performance testing, cognition and assessment, Studies in language testing 3, Selected papers from the 15th Language Testing Research Colloquium, Cambridge and Arnheim*, Cambridge: UCLES/Cambridge University Press,18-33.

Levelt, W. J. M. (1989). *Speaking: From Intention to Articulation*. Cambridge, MA: MIT Press.

Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.

Lyons, J. (1977). *Semantics Vol. 2*. Cambridge: Cambridge University Press.

McNamara, T.F. (1996). *Measuring Second Language Performance*. London: Longman.

Merrylees, B. & McDowell, C. (2007). A survey of examiner attitudes and behaviour in the IELTS oral interview in M. Milanovic and C. Weir (eds.) *Research in Speaking and Writing Assessment Studies in Language Testing 19, IELTS Collected Papers*, Cambridge: UCLES/Cambridge University Press, 142-183.

Orr, M. (2002). The FCE speaking test: Using rater report to help interpret test scores. *System 30*:143-154.

O'Sullivan, B. (2000). Exploring gender and oral proficiency interview performance. *System 28*:373-386.

Ross, S. (1996). Accomodative questions in oral proficiency interviews. *Language Testing 9/2*: 173-186.

Thomson, G. (2004). *Introducing functional grammar*. London: Hodder Education.

Further reading

Alderson, J.C. (2005). *Diagnosing foreign language proficiency: the interface between learning and assessment*. London: Continuum.

Allen, P., Cummins, J. & Harley B. (Ed). *Evaluating second language proficiency*. Cambridge: CUP, 1990.

Bachman, L., & Palmer, A. (1996). *Language testing in practice*. Oxford: OUP.

Brown, J. D., & Hudson T. (2002). *Criterion-referenced language testing*. Cambridge: Cambridge University Press.

Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.

Cheng, L. (2005). *Changing language teaching through language etesting: A washback study*. Cambridge: Cambridge University Press.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, and assessment*. Cambridge: Cambridge University Press.

Cumming, A., & Berwick, R. (1996). *Validation in language testing*. Clevedon: Multilingual Matters Limited.

Davidson F., & Fulcher G. (2006). *Language testing and assessment*. London: Routledge.

Davidson, F., & Lynch, B. K. (2002). *Test craft*. New Haven: Yale University Press.

Fulcher, G. (2003). *Testing second language speaking*. Harlow: Pearson Education.

Kunnan, A.J. (ed.), (2000). *Fairness and validation on language assessment*. Cambridge: CUP.

Lazaraton, A. (2002). *A qualitative approach to the validation of oral language tests*. Cambridge: Cambridge University Press.

McKay (2006). *Assessing young language learners*. Cambridge: CUP

McNamara, T. (1996). *Measuring second language performance*. Harlow: Longman.

McNamara, T., & Carsten, R. (2002). *Language testing: The social dimension. Oxford: Blackwell.*

Milanovic, M., & Saville, N. (Eds.). (1996). *Performance testing, cognition and assessment: Selected papers from the 15th Language Testing Research Colloquium (LTRC)*, Cambridge and Arnhem. Cambridge: Cambridge University Press.

Morrow, M. (ed.), (2004). *Insights from the Common European Framework*. Oxford: Oxford University Press.

O'Loughlin, K. (2001). *The equivalence of direct and semi-direct speaking tests*. Cambridge: Cambridge University Press.

Purpura, J. E. (2005). *Assessing grammar*. Cambridge: Cambridge University Press.

Rea-Dickins, P., & Germaine K. (1992). *Evaluation*. Oxford: Oxford University Press.

Weir, C. (1990). *Communicative language testing*. London: Prentice Hall International.

Weir, C. (1993). *Understanding and developing language tests*. London: Prentice Hall International.

Appendix 1 Simulation materials

A1+A2 level Speaking Test: Questions and tasks

Activity 1: Dialogue (in the form of an interview)	
A1 level questions	A2 level questions
Personal information	
1) Do you have a brother or sister? Is s/he/are they older than you? **2)** When is your birthday? **3)** What is your favourite colour? **4)** How many people are there in your family? Who are they? **5)** What do you usually have for breakfast?	**16)** Do you have a brother/a sister? Tell me about him/her. **17)** What kind of food do you like? **18)** What are your favourite games? **19)** What do you like about school best? **20)** Who is your favourite cousin/friend/uncle/aunt? How often do you see her/him?
My environment	
6) Where do you live? **7)** What is your address? **8)** Is your house far from your school? **9)** What time do you go to school every morning? **10)** What kind of work do your parents do?	**21)** Tell us about your house. **22)** Tell us about your neighbourhood. **23)** Tell me about your favourite room in the house. **24)** Where is your school? Talk about the area/neighbourhood.
Work & leisure	
11) When do you go to school and how? **12)** What do you do at school? **13)** Do you have a hobby? Tell me about it. **14)** How often do you watch TV? **15)** What kind of games do you play?	**25)** Tell us about your school friends. **26)** What do you do on the weekends? **27)** Which is your favourite sport and why? **28)** What do you like to do best in the evenings? **29)** Talk to us about something special you did last week.

Activity 2: One-sided talk (based on visual cues)

Family (page 6)

Task 1.1

A1 questions

a) How many people are there in photos 1 & 2 (or 3 & 4, or 4 & 5)?
b) Where do you think the people in photos 1 & 3 (or 4 & 5) are?

A2 questions

c) Compare photos 2 & 5 (or 3 & 4) (what they are doing, how old they are).
d) What do you think the people in photo 1 (or 4) will do next?

Task 1.2

A1 questions

a) How old do you think the people in photos 2 & 5 are?
b) Where do you think the people in photos 1 & 5 (or 2 & 3) come from?

A2 questions

c) Let's play a game. Choose a photo and describe it to me. I will guess which one it is.
d) What's the relationship between the people in photos 1& 2 (or 3 & 4, or 4 & 5)?

Children (page 7)

Task 2.1

A1 questions

a) How many children are there in photos 9 & 10 (or 6 & 8)?
b) How old do you think the children in these photos are?

A2 questions

c) What are the children in photos 6 & 7 (or 8 & 9 or 7 & 10) doing?
d) Compare photos 7 & 8 (or 6 & 10 or 7 & 9). What are the kids doing?

Task 2.2

A1 questions

a) What can you see in photo 6 (or 7 or 8 or 9 or 10)?
b) The same girl is in photos 6 & 9. What is she doing?

A2 questions

c) Let's play a game. Choose a picture and talk to me about it. I'll guess which one it is.
d) What's the relationship between the people in photos 6& 10 (or 7 & 9)?

(continued on next page)

(continued from previous page)

Activity 2: One-sided talk (based on visual cues)

Sports (page 8)

Task 3.1

A1 questions

a) What are the boys and girls in photos 11 & 15 (or 12 & 14 or 11& 13) doing?

b) Where are the boys and girls in photos 11 & 13 (or 12 &15 or 14 & 15)?

A2 questions

c) Are all the people in photos 11 & 15 (or 12 & 13) of the same age?

d) Which of these sports do you like most and why?

Task 3.2

A1 questions

a) What can you see in photos 11 & 12 (or 13 & 15)?

b) Are the children in photos 13 & 15 wearing the same type of clothes?

A2 questions

c) What are the people in photos 11 & 14 (or 13 & 15) wearing?

d) What do you think the boys in photos 13 & 14 (or the girls in photos 12 & 14) will do next?

School (page 9)

Task 4.1

A1 questions

a) What do you think is happening in photo 16 (or 18, or 20)?

b) Do you think that photos 17 & 19 are from the same classroom?

A2 questions

c) Compare photos 17 & 20 (or 16 &18) (what the kids are doing, how they are feeling, etc).

d) Do you think that photo 16 (or 20) is of a Greek classroom? Why or why not?

Task 4.2

A1 questions

a) Where do you think the children in photos 17&18 (or 16 & 20) are?

b) What do you think the children in photo 16 (or 17, or 18, or 19, or 20) are doing?

A2 questions

c) Let's play a game. Choose a picture and talk to me about it. I will guess which one it is.

d) What do you think the children in photo 16 (or 17 or 18 or 19 or 20) will do next?

Activity 3: Dialogue (based on multimodal texts)

Books (page 12)

Task 1.1

A1 questions

a) Which book on this page is about a horse and which about a trip?

b) Which of these books do you think are for children under five?

Task 1.2

A1 questions

a) What does the cover of book 1 (or 2 or 3) show?

b) What do you think book 3 is about?

Task 1.3

A1 questions

a) Which book is written by a woman and which book is written by two authors?

b) Which book would you read during your summer holidays? Why?

Invitation cards (page 13)

Task 2.1

A1 questions

a) Look at all the cards. Which one is a birthday invitation and which one is a wedding invitation?

b) Who is card 4 for?

Task 2.2

A1 questions

a) How old, do you think, are the people sending card 6?

b) Look at all the cards. Which one is for very young children and which one for adults?

Potential A2 level candidate questions and Examiners' answers

Activity 3: Dialogue (based on multimodal texts)

Candidate question	Examiner's Answer
Books	
Picture 1 What is the title of the book? Where can you buy the book? Who is the book for?	It's *Black Beauty*. You can buy it at FNAC. For young children.
Picture 2 How many pages does the book have? Where can you buy the book? How much does the book cost?	It has 42 pages. On the internet. It costs □5.50
Picture 3 Who wrote this book? How much does the book cost? Where can you buy the book?	Carol Halle. It costs □9.70. At your nearest bookstore.
Invitation cards	
Picture 4 When is the party? What time is the party? Where is the party?	It's on Friday 11 June. At 8:00 pm. At the school theatre.
Picture 5 Where is the party? What day is the party? What is the address?	At George's home in Glyfada. It's this Saturday. 12 Venizelou St.
Picture 6 Who is sending the card? When is the wedding? Where is the church?	Sandra and James. On Saturday, April 23. The church is in Ekali.

B1 level Speaking Test: Questions and tasks

Activity 1: Dialogue (in the form of an interview)

Questions about themselves and their immediate environment

1) Do you have a big family? Tell us about your favourite aunt or uncle.
2) Do you have a close friend? Tell us a few things about him or her.
3) What do you like best or least about your neighbourhood?
4) What did you do during the Easter holidays?

Questions about school life, studies or work

5) Why are you learning English?
6) What other language(s) do you speak? Which do you like the most?
7) What subjects do you like at school/university? Why?
8) What profession would you like to follow when you finish school/your studies?

Questions about hobbies, free time or interests

9) What do you do when you have some free time?
10) Which sports do you like to watch and which to do? Why?
11) What do you usually do during your summer holidays?
12) What do you usually do during weekends?

Questions about likes and preferences

13) What are your favourite foods?
14) What do you usually watch on TV and why?
15) What kind of books do you like to read?
16) What kind of films do you prefer?

Activity 2: One-sided talk (based on visual cues)

Living spaces (page 7)

Task 1 Look at photo 1 (or 3). Imagine this is your friend's new house. You have visited her/him for the first time. Tell us a few things about her and the house s/he lives in.

Task 2 Imagine that photo 1 (or 2) is your living room and photo 3 (or 4) is your best friend's living room. Compare the two rooms.

Task 3 Look at photo 2 (or 4). Imagine this is your friend's living room and s/he wants to make some changes. What would you suggest s/he should do?

Task 4 We are going to play a game. Choose one of the photos on the page. Don't tell me which one it is. Imagine you are in this room. Describe it to me to help me guess which one it is.

Task 5 Look at photo 1 (or 2, or 3, or 4). Imagine this is your living room and the other people here cannot see it. Describe it to them and tell them a few things about the people who live in it.

Tourist sites (page 10)

Task 1 Look at photos 13 and 14 (or 13 and 15). Which of these places would you choose to go to for your summer holidays, and what would you like to do there?

Task 2 Look at photo 13 (or 14, or 15, or 16). Imagine you went to this place for your Easter holidays. Tell us what you did there.

Task 3 Look at photo 13 (or 14). Imagine that you have decided to go there for the weekend and you want your English-speaking friend to come with you. What would you say to your friend to persuade her/him to come with you?

Task 4 Look at photo 13 (or 14 or 15 or 16). Imagine you are spending your holidays at this place. Your mother calls you to ask how you are. What do you say to her on the phone?

Activity 3: Mediation (based on Greek source texts)

Fruit in children's diet (page 12)

Task 1 Imagine I am your Belgian friend and my 14- year-old son never eats fruit. Read the text and give me some advice on what I should do to change his mind.

Task 2 Imagine I am your Swedish friend and my children do not like eating fresh fruit. Read the text and suggest some ways to add fruit to their diet.

Task 3 Imagine I am your Portuguese friend and my son doesn't like to eat fresh fruit. Read the text and tell me what to do.

Task 4 My son doesn't eat fresh fruit. Read the text and tell me how to add fruit to what he already eats.

Your dog at the beach (page 14)

Task 1 Your French friend is going to take his dog to the beach for the first time. Read Text 1 and tell him what he should do so that his dog will be safe.

Task 2 Imagine I am your German friend and I have a dog. Read Text 1 and tell me how I should take care of my dog when I go on summer holidays.

Task 3 Imagine that your French friend's dog likes swimming in the sea. Read Text 2 and tell your friend what s/he should do after her/his dog comes out of the sea.

Task 4 Imagine I am your Italian friend. When I go swimming, I usually take my dog with me. Read Text 2 and tell me how I should wash my dog after swimming in the sea.

B2 level Speaking Test: Questions and tasks

Activity 1: Dialogue (in the form of an interview)

Questions about everyday life

1) What is one thing you like doing and one thing you dislike doing in your everyday life?

2) What do you think you would miss most if you had to move to another city/town/village?

3) What are you going to do after the exam? How are you going to spend the rest of your day?

4) How do you usually spend Christmas Day and New Year's Eve?

5) What is the most special day of the year for you?

Questions about the immediate environment

6) You probably have friends or relatives in another town/city/country. Tell us about them.

7) Sometimes, you argue with members of your family or with friends. Why? What is the usual cause of arguments between you and others?

8) Who is one person from your immediate environment that you generally agree with and have similar ideas to? Talk to us about him or her.

9) Do you or any of your friends own animals? If yes, what kind of animals do you or they have and what is your/their relationship with them?

10) You probably know what people close to you think of you. If you don't, guess and tell us what they'd say about you to a new friend.

Questions about preferences

11) Do you prefer studying/working on a project by yourself or with a friend, and why?

12) What do you do/are you studying? If you had to change jobs/course of study, what would you choose to do and why?

13) What are/were your most and least favourite subjects at school/college/university and why?

14) Do you like indoor or outdoor activities and why?

15) Do you dress very differently on special occasions than you do every day? What style/fashion of clothing do you like and would you buy?

(continued on next page)

(continued from previous page)

Activity 1: Dialogue (in the form of an interview)

Questions about places

16) You have won a trip for two to Australia. Who would you choose to take with you, and why?

17) Your friend has won a trip for two to China but doesn't want to go. What would you tell her/him to convince her/him to go and to take you along?

18) You have won a trip to any country in the world. Which country would you choose to go to, and why?

19) Do you visit places of cultural interest like museums, galleries, historical monuments? Why or why not?

20) If you were to visit the capital city of a European country for just three days, how would you chose spend them?

Activity 2: One-sided talk (based on visual cues)

Going on vacation (page 3)

Task 1 Look at photos 1 and 3 (or 2 and 5, or 4 and 6). Tell us which of the two types of vacation you would choose to spend with members of your family next summer, if you could, and explain why.

Task 2 Look at all the photos on this page and tell us which type of vacation you'd recommend to a young couple going on their honeymoon, and which you'd definitely not recommend. Explain why.

Snapshots of life (page 4)

Task 1 Look at photo 9 (or 10, or 11) and imagine that it is in a photo album you're showing to your friend. Explain who these people are, what they are doing, and why this picture was taken.

Task 2 Look at photo 8 (or 10). Tell us where you think these people are, what their relationship is, and what you think they are talking about.

Task 3 Look at photo 12 (or 10). Suppose that you know these people. Tell us who they are, what their relationship is, and on what occasion this photo was taken.

Task 4 Imagine you are one of the persons in photo 7. Tell us where you are, who the other people are, whose house you are at, and what you're doing there. Also talk to us about the person who took the photo.

Activity 3: Mediation (based on Greek source texts)

How to choose a restaurant (page 15)

Task 1 Imagine I am a journalist doing a survey and comparing prices and how things are done (for example, tipping) at restaurants in Greece and other countries. Give me the information I need.

Task 2 Imagine I am a British friend of yours. I'm in Greece and love to eat out. Read the second half of the 10 golden rules (rules 6-10) and give me some helpful advice.

Task 3 Suppose that I am here from New Zealand and plan to travel around the country this coming Christmas. Tell me what I should be careful with when I eat in restaurants.

Time for fun (page 16)

Task 1 You want to do some kind of exercise during the Christmas holidays, but your French friend who is staying with you over the holidays does not want to. Try to convince her/him to exercise with you.

Task 2 Your Italian friend who has a six-year-old child never listens to classical music. Read this article and advise her/him to start listening to classical music at home.

C1 level Speaking Test: Questions and tasks

Activity 1: Open-ended response (to an opinion question)

Questions more appropriate for younger candidates

1) Tell us about an athlete, singer or actor/actress that you think highly of and explain why you have such a high opinion of her/him.

2) Tell us your opinion of a) people who love all kinds of sports, and b) those who hate exercising and only like to read or use the computer.

3) Think of people who like to work as a team. What kind of personality traits do you think they have and/or may develop?

4) There are some parents who believe that it's absolutely necessary for their children to have a mobile phone – even if the child is very young. Do you agree with their opinion? Why or why not?

5) Which do you think are the most important qualities of a mother, and which of a father? Tell us and explain why you think so.

6) Tell us if you agree or disagree with the saying, 'A friend in need is a friend indeed,' and explain why.

7) Tell us if you agree or disagree with the saying, 'Actions speak louder than words,' and explain why.

8) Tell us if you agree or disagree with the saying, 'All work and no play make Jack a dull boy,' and explain why.

9) Tell us if you agree or disagree with the saying, 'Jack of all trades and master of none,' and explain why.

(continued on next page)

(continued from previous page)

Activity 1: Open-ended response (to an opinion question)

Questions more appropriate for older candidates

10) Tell us about a writer, painter, composer or film/theatre director that you like, and explain why you like her or his work.

11) Tell us your opinion of (a) people who work unusually hard (the so-called workaholics), and (b) those who become very involved in community work.

12) Tell us what you think of people who will do everything in their power to achieve what they want, and explain why you think so.

13) Tell us what you think of people who strongly believe that it's no use trying hard for something because everything is a matter of chance or divine will? Explain why you think so.

14) Why do you think that it's important to convince people who live in big cities to use public means of transport and avoid using their cars all the time?

15) Tell us what you think makes a relationship (any relationship – be it with a friend, a partner, or a spouse) last, and explain why you think so.

16) Tell us if you agree or disagree with something that a well-known person once said, and explain why: 'Trouble is a part of our life. If you don't share yours with the people who love you, you don't give them the chance to love you enough.'

17) Tell us if you agree or disagree with the saying, 'Health before wealth,' and explain why.

Activity 2: Mediation (based on Greek source texts)[1]

Practical tips (page 3 for candidate A, page 10 for candidate B & page 16 for candidate C)

Task 1 Read the practical tips on your page, and together decide on one which is of interest to both younger and older people.

Task 2 Read the practical tips on your page, and together decide on one which would be the most useful for a university student living on her/his own.

---

[1] With the addition of the new Activity 2 task in the near future, this Mediation task will become Activity 3 of the C1 level Speaking Test (See Chapter 2, Section 2.3.2 for details.)

Appendix 2 Key: Choosing appropriate questions and tasks

Scenario 1: B2 Level Speaking Test Practice task 1

Appropriate and inappropriate questions (due to the candidates' age, interests and lack of world knowledge) for the two candidates are considered to be the following:

Task 1	Appropriate questions	Inappropriate questions
candidate 1A	1, 3, 4, 5, 11,14	2, 7, 8, 9, 15
candidate 1B	1, 3, 4, 8, 10, 15	11, 14

Scenario 1: B2 Level Speaking Test Practice task 2

Appropriate and inappropriate tasks for the two candidates are considered to be the following:

Task 2	Appropriate tasks	Inappropriate tasks
candidate 1A	3, 5, 6 and 7 (with tasks 6 and 7 perhaps the most appropriate for the specific candidate)	1, 2, 4
candidate 1B	1, 2, 3, 4, 5, 7	6

Scenario 2: C1 Level Speaking Test Practice task 3

Appropriate and inappropriate tasks for the two candidates are considered to be the following:

Task 3	Appropriate tasks	Inappropriate tasks
candidates 2A & 2B	1, 3, 5, 6, 8	2, 4, 7

Appendix 3 Interlocutor Frames

Interlocutor Frame for the A1+A2 level Speaking Test

Warm-up (about 1/2 minute for both candidates) [NOT MARKED]	
Examiner	Good morning/ afternoon. Welcome. Can I have your papers, please? *[Take them and give them to your co-assessor, making sure you don't mix up who is who.]* Thank you, please take a seat. My name is … (and) this is another Examiner … (and this is an observer …). S/he (/They) will be listening to us. Please speak in English, loudly and clearly. You can ask me to repeat anything you don't understand, but only in English. So … What is your name? *[Write it down]* And yours? *[Write it down.]*

Activity 1: Dialogue (in the form of an interview) (5 minutes for both candidates)	
Examiner	OK. Let's start with Activity 1. I will ask each of you some questions, OK? *[Start with candidate A. Choose TWO (2) A1 and TWO (2) A2 questions from the ones given in the Examiner Pack and ask her/him.]* *[When your exchange with the candidate has finished.]* Thank you. Now, let's go on with … *[candidate B's NAME]*. *[Choose TWO (2) A1 and TWO (2) A2 DIFFERENT (from the ones you asked candidate A) questions from the ones given in the Examiner Pack and ask her/him.]* *[When your exchange with the candidate has finished.]* Thank you.

Activity 2: One-sided talk (based on visual cues) (5 minutes for both candidates)	
Examiner	We can now go on with Activity 2. I will show each one of you a page with photos and I will ask you some questions, OK? *[Start with candidate B this time.]*

(continued on next page)

(continued from previous page)

Activity 2: One-sided talk (based on visual cues) (5 minutes for both candidates)

Examiner

Let's start with … *[her/his NAME]* . *[Her/his NAME]* … , here is your page *[Open the Candidate Booklet on the page you have chosen in front of the candidate]* and … *[choose the task from the Examiner Pack and read out TWO (2) A1 and TWO (2) A2 questions.]*.

[When your exchange with the candidate has finished.] Thank you.

Now, … *[candidate's A NAME]*, it's your turn. Here is your page *[Open the Candidate Booklet on the page you have chosen in front of the candidate]* and … *[choose the task from the Examiner Pack and read out TWO (2) A1 and TWO (2) A2 questions.]*.

[When your exchange with the candidate has finished.] Thank you.

Activity 3: Dialogue (based on multimodal texts) (6 minutes for both candidates)

Examiner

Now, let's move on to Activity 3. I will show each one of you a page with photos and I will ask you some questions. Then YOU will also ask me some questions about the photos, OK?

[Start with candidate A this time.]

Let's start with … *[her/his NAME]* . *[Her/his NAME]* … , here is your page *[Open the Candidate Booklet on the page you have chosen in front of the candidate]* and … *[choose the task from* the Examiner Pack *and read out TWO (2) A1 questions.]*. Now you will ask me questions about the photos. *[Choose one multimodal text from the same page.]*. Look at photo … *[X]* and use the words in the yellow box to ask me three questions about this photo. I will answer your questions. *[When/if the candidate asks you her/his THREE questions, answer them in a natural way.]*

[When your exchange with the candidate has finished.] Thank you.

Now, … *[Candidate B's NAME]*, it's your turn. *[her/his NAME]* … , here is your page *[Open the Candidate Booklet on the page you have chosen in front of the candidate]* and ……*[choose the task from the Examiner Pack and read out TWO (2) A1 questions by the candidate]*. Now you will ask me questions about the photos. *[Choose one multimodal text from the same page.]* Look at photo … *[X]* and use the words in the yellow box to ask me three questions about this photo. I will answer your questions. *[When/if the candidate asks you her/his THREE questions, answer them in a natural way.]*

[When your exchange with the candidate has finished.] Thank you. This is the end of the examination. *[Candidate A's NAME]* … and *[Candidate B's NAME]* … , have a nice day/afternoon.

Interlocutor Frame for the B1 and B2 level Speaking Tests

Warm-up (about 1 minute for both candidates) [NOT MARKED]	
Examiner	Good afternoon. Welcome. Can I have your evaluation forms, please? *[Take them and give them to your co-assessor, making sure you don't mix up the two candidates.]* Thank you, please take a seat. My name is … (and) this is my co-assessor … *[If there is an observer]* and this is *[indicate the observer]* … S/he (/They) will be observing us. Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or to explain something you don't understand, but only in English. So, what is your name? *[Write it down.]* And yours? *[Write it down.]* *[Addressing candidate A)* So … *[her/his NAME]*, what do you do …? / where do you live? / what are your plans for the future?, etc. *[any general questions to break the ice and get to know the candidate]* *[Addressing candidate B]* And what about you, … *[her/his NAME]*, what do you do …? / where do you live? / what are your plans for the future? etc. *[any general questions to break the ice and get to know the candidate.]*

Activity 1: Dialogue (in the form of an interview) (3-4 minutes for both candidates)	
Examiner	OK. Let's start with Activity 1. I will ask each of you some questions. *[Start with candidate A. Choose two-four (2-4) questions from the ones given below and ask her/him.]* *[When the candidate has finished.]* Thank you. Now, let's go on with … *[candidate B's NAME]*. *[Choose two-four (2-4) DIFFERENT (from those you asked candidate A) questions from the ones given below and ask her/him.]* *[When the candidate has finished.]* Thank you.

Activity 2: One-sided talk (based on visual cues) (5-6 minutes for both candidates)

Examiner	We can now go on with Activity 2. I will give each one of you one or more photos, and I will ask you a question. You each have about two minutes to answer. *[Start with candidate B this time.]* Let's start with … *[her/his NAME]*. *[Her/his NAME]* … , turn to page… *[Select a page from the Candidate Booklet.]* and look at picture(s) … *[Select one or more pictures from this page.]* and … *[Choose and read out the task from the ones below.]* *[When the candidate has finished.]* Thank you. Now, *Candidate A's NAME*, it's your turn. Please, go to page … *[Select a different page from the Candidate Booklet.]* and look at picture(s) … *[Select one or more pictures from this page.]* and … *[Choose and read out the task from the ones below.].* *[When the candidate has finished.]* Thank you.

Activity 3: Mediation (based on Greek source texts) (5-6 minutes for both candidates)

Examiner	Now, let's move on to Activity 3. I will give each one of you a Greek text to read and a task to do. You each have about two minutes to perform this task. *[Start with candidate A this time.]* Let's start with … *[her/his NAME]*. *[Her/his NAME]* … , go to page……*[Select a page from the Candidate Booklet]* and look at (the) text (number…) *[Select a text.]* and … *[Choose and read out the task from the ones below.]*.You can read the text for about a minute and then, before you start, I will repeat the task for you. *[Allow one minute for the candidate to read the text.]* Ready? OK. *[Repeat the task.]* *[When the candidate has finished.]* Thank you. Now … *[Candidate B's NAME]*, it's your turn. Please go to page … *[Select a page from the Candidate Booklet.]* and look at (the) text (number …) *[Select a text]* and … *[Choose and read out the task from the ones below.]*.You can read the text for about a minute and then, before you start, I will repeat the task for you. *[Allow one minute for the candidate to read the text.]* Ready? OK. *[Repeat the task.]* *[When the candidate has finished.]* Thank you. This is the end of the examination. Have a nice afternoon/evening.

Interlocutor Frame for the C1 level Speaking Test

Warm-up (1 minute for both candidates) [NOT MARKED]	
Examiner	Good afternoon. Welcome. Can I have your evaluation forms, please? *[Take them and give them to your co-assessor, making sure you don't mix up who is who.]* Thank you, please take a seat. My name is … (and) this is my co-assessor … *[If there is an observer]* and this is *[indicate the observer]* … S/he (/They) will be observing us. Please speak in English, loudly and clearly, throughout the test. You may ask me to repeat task instructions or give any other clarifications necessary, but only in English. So … What is your name? *[Write it down.]* And yours? *[Write it down.]* *[Addressing candidate A]* So … , *[her/his NAME]*, what do you do …?/ where do you live?/do you have a lot of free time – any hobbies?, etc. *[any general questions to break the ice and get to know the candidate.]* *[Addressing candidate B]* And what about you, … *[her/his NAME]*, why are you sitting for this exam?/what do you do …?/are you very busy at work/school?, etc. *[any general questions to break the ice and get to know the candidate.]*

Activity 1: Open-ended response (to an opinion question) (4 minutes for both candidates)	
Examiner	OK. Let's start with Activity 1. I will ask each one of you an opinion question and you will each have about two minutes to answer. You must clearly state your opinion and justify it. *[Start with candidate A.]* *[Choose 1 question from the ones given below and ask her/him.]* *[When the candidate has finished.]* Thank you. *[Choose a DIFFERENT (from the one you asked candidate A) question from the one given below and ask her/him.* *[When the candidate has finished.]* Thank you.

Activity 2: Supporting an opinion (based on 'for and against' prompts) (15 minutes for both candidates)

Examiner	Now, let's move on to Activity 2. I will ask each of you to read Greek texts, which are different, but in some way related to each other. These texts contain information that you need for a task which requires you to exchange information with your partner. I will be listening to you while you talk to each other, but I will not take part in your conversation. When I tell you to begin, you, … *[address Candidate B; her/his NAME],* will open the discussion but, remember, both of you are responsible for keeping the conversation going. *[Select a page from the Candidate Booklet and address candidate A. Hand the booklet to her/him.]* So … , *her/his NAME*, go to page … and … *[Address candidate B. Hand the booklet to her/him.]* *[candidate B's NAME]*, go to page … *[Address both candidates.]* After you have read your text(s), you will have about 10 minutes to complete the following task. *[Choose and read out the task from the ones below.]* You now have two-three minutes to read your text(s) and then, before you start, I will repeat the task for you. Now, please, start reading. *[Allow two-three minutes for the candidates to read the text.]* Ready? Now, turn so that you face each other, and I will repeat the task. *[Wait until they turn, then repeat the task.]* OK … *[candidate B's NAME],* you may start. *[When the candidates have finished.]* OK. Thank you. This is the end of the examination. Have a nice afternoon/evening.

Appendix 4 Rating Scales

The A1+A2 level Speaking Test Rating Scale

Task completion

	Activity 1: Dialogue (in the form of an interview)
3	• Responded to all questions, including the most important content points in her/his answers.
2	• Responded to most questions, including the main content points, but had difficulty with the more challenging questions.
1	• Responded effectively to the A1 level but could not respond to the A2 level questions.
0	• Poor attempt at answering any of the questions posed, wrong answer or no answer at all.
	Activity 2: One-sided talk (based on visual cues)
3	• Responded to all the questions of the task, using the visual prompts effectively and including all content points.
2	• Reasonable achievement of A1 part of the task, using the visual prompts, including most content points but had difficulty with the A2 part of the task.
1	• Responded to the A1 part of the task but had great difficulty or did not do the A2 part of the task.
0	• Poor attempt to do even the A1 part of the task, wrong response or no response at all.
	Activity 3: Dialogue (based on multimodal texts)
3	• Responded to all the questions of the task, using the visual prompts/ multimodal texts effectively and including all content points.
2	• Reasonable achievement of A1 part of the task, using the visual prompts/ multimodal texts, including most content points but had difficulty with the A2 part of the task.
1	• Responded to the A1 part of the task but had great difficulty or did not do the A2 part of the task.
0	• Poor attempt to do even the A1 part of the task, wrong response or no response at all.

Overall language performance

Pronunciation and stress	
2	- Occasional mispronunciations may occur and L1 accent is noticeable, but output is intelligible.
1	- Generally clear articulation but L1 interference in pronunciation and stress is distracting and occasionally the output is unintelligible.
Vocabulary	
3	- Basic vocabulary but the words used are morphologically and semantically correct and the message gets across clearly. - May use memorized phrases, groups of words and formulae in order to communicate, but the words used are appropriate to the given task.
2	- Most of the words used are morphologically and semantically correct and the message gets across though not always very clearly. - Memorised groups of words or phrases are not always appropriate for the given task.
1	- Very basic and limited repertoire of mostly memorised words and phrases. - Morphologically and semantically incorrect words are not uncommon (though sometimes they are self-corrected). - The message gets across with difficulty.
0	- Few scattered words, inappropriate word choice or no communication.
Grammatical competence	
3	- Uses some simple structures correctly but may make mistakes Nevertheless, the message gets across clearly.
2	- Limited range of structures, most of which are used correctly. - Basic mistakes are common but the message does get across without much difficulty.
1	- Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. - Errors of grammar and syntax are common but sometimes they are self-corrected, and the message does get across with some difficulty.
0	- Constant errors which obscure communication or no communication.

(continued on next page)

(continued from previous page)

Coherence				
3	• Information clearly organised, linked with simple cohesive devices. • Hesitations and reformulations are still common but do not tire the listener and do not disrupt coherence.			
2	• Information in logical sequence and at times cohesively linked with basic linear connectors. • Noticeable hesitation and false starts which, however, do not on the whole disrupt coherence.			
1	• Information is more or less in logical sequence but sentences are not on the whole cohesively linked. • Evident and systematic pausing to search for expressions, to articulate words and to repair communication which may at points disrupt coherence and tire the listener.			
0	• Lack of coherence and cohesion or no communication.			
Marks:	**3 = Fully satisfactory for A2 level**	**2 = Partly satisfactory for A2 level**	**1 = Satisfactory for A1 level**	**0 = Unsatisfactory for A1 level**

The B1 level Speaking Test Rating Scale

Task completion

Activity 1: Dialogue (in the form of an interview)			
2	• Spontaneously responded to the question posed, including all relevant content points in her/his answer.		
1	• Responded to the question posed with some effort, including most content points.		
0	• Poor attempt to answer the question, wrong answer or no answer at all.		
Activity 2: One-sided talk (based on visual cues)			
2	• Fully realised the task by using the visual prompt effectively and including all content points.		
1	• Reasonable achievement of the task, using the visual prompt – though not very effectively – and including most content points.		
0	• Poor attempt to achieve the task, wrong response or no response at all.		
Activity 3: Mediation (based on Greek source text)			
2	• Fully realised the task of relaying in English the required information found in the Greek text.		
1	• Reasonably achieved the task of relaying in English most of the required information found in the Greek text – sometimes translating or paraphrasing ineffectively.		
0	• Not succeeding to relay in English the required information in the Greek text, wrong response or no response.		
Marks:	**2 = Fully satisfactory for B1 level**	**1 = Moderately satisfactory for B1 level**	**0 = Unsatisfactory for B1 level**

Language output

	Phonological competence: Intonation, stress pronunciation
2	• Occasional mispronunciations may occur and L1 accent is noticeable but output is clearly intelligible.
1	• Generally clear articulation, but L1 interference in pronunciation, stress, rhythm and intonation is distracting and occasionally unintelligible.
	Linguistic competence: Accuracy of language used
4	• Limited range of vocabulary, but the words used are morphologically and semantically correct. • The few grammatical errors made do not impede communication.
3	• Only basic vocabulary, but the words used are mostly correct morphologically and semantically and the grammatical errors made do not cause a problem of intelligibility.
2	• Limited range of vocabulary and structure. • Errors of accuracy are not uncommon and they are sometimes self-corrected and the message definitely gets across.
1	• Narrow range of vocabulary and structure. • Errors of accuracy sometimes interfere with intelligibility.
0	• Constant errors which obscure communication or lead to communication breakdown.
	Sociolinguistic competence: Appropriacy of language used
4	• Vocabulary and expressions used may be limited, utterances may have overly simple structure, but the language is generally appropriate for the situational context.
3	• Vocabulary, expressions and grammar are mostly appropriate, and utterances make sense in the given social context.
2	• Vocabulary, expressions and grammar are sometimes inappropriate for the situational context, but the message gets across clearly.
1	• Vocabulary, expressions and grammar are mostly inappropriate for the situational context, and there is a problem of intelligibility. Still, the message gets across.
0	• Inappropriateness of expression seriously interferes with intelligibility. Message unclear or no message at all.

(continued on next page)

(continued from previous page)

Pragmatic competence: Cohesion and coherence					
4	• Information effectively organised with a variety of cohesive/linking devices.				
3	• Information clearly organised with suitable cohesive devices.				
2	• Somewhat messy organization of information linked with simple cohesive devices.				
1	• Information presented somewhat incoherently and the use of linking devices is rare.				
0	• Lack of coherence or cohesive devices.				
Marks:	**4 = Excellent for B1 level**	**3 = Very good for B1 level**	**2 = Good for B1 level**	**1 = Basic for B1 level**	**0 = Unsatisfactory for B1 level**

The B2 level Speaking Test Rating Scale

Task Completion Assessment Criteria

<table>
<tr><td colspan="2"><b>Activity 1: Dialogue (in the form of an interview)</b>
CAN provide concrete information about:
• their person,
• their private, social, professional lives, and
• their personal experiences and interests.</td></tr>
<tr><td><b>2</b></td><td>• Spontaneous.
• Few hesitations.
• Good basic interaction skills.
• Comprehensible without any effort.</td></tr>
<tr><td><b>1</b></td><td>• Not spontaneous.
• Frequent hesitations.
• Very basic interaction skills.
• Comprehensible with minor effort.</td></tr>
<tr><td><b>0</b></td><td>• Responds to the task after effort.
• Hesitations and stuttering.
• Low interaction skills.
• Comprehensible with effort.</td></tr>
<tr><td colspan="2"><b>Activity 2: One-sided talk (based on visual cues)</b>
CAN develop topic from visual prompts:
• producing continuous flow of speech, and
• developing ideas coherently and appropriately for the social context.</td></tr>
<tr><td><b>2</b></td><td>• Introduces and sustains talk.
• Easy to follow what s/he says.
• Not particularly repetitive or hesitant in discussing ideas.</td></tr>
<tr><td><b>1</b></td><td>• Occasionally needs help to introduce and/or sustain talk.
• Not always easy to follow.
• Repetitious and hesitant.</td></tr>
<tr><td><b>0</b></td><td>• Cannot introduce and sustain talk on her/his own.
• Effort is required to follow.
• Uses a limited range of words and grammar structures.</td></tr>
</table>

(continued on next page)

(continued from previous page)

Activity 3: Mediation (based on Greek source texts)

CAN develop topic from Greek input:

- producing continuous flow of speech,
- relaying information in English, and
- making effective use of the information in Greek.

2	• Introduces and sustains talk. • Relays information from Greek to English appropriately. • Uses input in ways required by task. • Paraphrases effectively.		
1	• Occasionally needs help to introduce and/or sustain talk. • Translates rather than relays Greek input. • Uses Greek input when developing ideas in English, but not in ways required by task. • Paraphrases, but not always effectively.		
0	• Cannot introduce and sustain talk on her/his own. • Translates from Greek, not always successfully. • Uses a few of the ideas in the Greek input.		
Marks:	**2 = Fully satisfactory B2 level speaker**	**1 = Moderately satisfactory B2 level speaker**	**0 = Unsatisfactory B2 level speaker**

Language use assessment criteria

Phonological competence *Intonation and pronunciation* Note: Candidates are NOT expected to sound like L1 speakers of English; they are expected to have a (Greek) accent.	
2	• Comprehensible articulation. • Comprehensible stress and rhythm. • Intonation does not interfere with communication.
1	• Clear articulation, but L1 interference is very noticeable and may impede intelligibility. • Stress and rhythm intelligible but sometimes distracting. • Intonation is intelligible but sometimes distracting.
Sociolinguistic competence *Appropriateness of language choices* Note: Candidates may make some inappropriate choices of words and expressions but these choices must NOT interfere with communication.	
4	• Expressions are appropriate for the situational context.
3	• Some expressions are slightly inappropriate for the situational context, but they do not interfere with communication.
2	• Expressions are often somewhat inappropriate for the situational context, but talk is comprehensible.
1	• Expressions are often inappropriate for the situational context and sometimes they slightly interfere with communication.
0	• Expressions are often inappropriate for the situational context and they interfere with communication.
Linguistic competence *Lexicogrammatical accuracy* Note: Candidates are expected to make some lexical, grammatical and syntactical errors, but these errors must NOT cause misunderstanding.	
4	• Mostly correct morphology of words chosen. • Mostly correct grammatical structures chosen. • Mostly correct word order (syntax) – ellipsis used when required. • Self-correction after lapses or mistakes.

(continued on next page)

(continued from previous page)

3	• No serious morphological errors. • No serious grammatical errors. • No complex syntactic structures used, even when required and there's minor L1 interference in word order. • Attempts at self-correction after lapses or mistakes.
2	• Few serious morphological errors but words are always comprehensible. • Few serious errors in grammatical structures. • Few serious errors in word order (syntax).
1	• Words sometimes distorted but always comprehensible. • Some serious grammatical errors (e.g. tense, modality, transitivity), but message gets across. • Some serious errors of syntax may sometimes interfere with meaning. • The few attempts at self-correction are ineffective.
0	• Morphologically wrong words often used, but message gets across. • Frequent serious grammatical errors but communication does not break down. • Frequent serious errors in word order, but message gets across. • No self-correction.
Pragmatic competence *Speech cohesion and coherence* Note: Candidates are expected to be relatively fluent, but some disjunction in longer contributions is fully acceptable.	
4	• Use of correct/appropriate cohesive devices to link utterances and chunks of talk. • Fully coherent discourse. • Smooth flow of speech with minor hesitations, stuttering, etc.
3	• Mostly correct and appropriate use of cohesive devices to link utterances and chunks of talk. • Fully coherent discourse, even if some hesitations and stuttering cause some discomfort to the listener.
2	• Correct use of cohesive devices but sometimes inappropriate or repetitive. • Coherent discourse, though some disjunctions tax the listener. • Mostly smooth flow of speech, but often interrupted by long hesitations.
1	• Some incorrect or inappropriate cohesive devices sometimes confuse the listener. • Basically coherent discourse, but frequent disjunctions interfere with communication. • Flow of speech scarcely maintained.

(continued on next page)

(continued from previous page)

0	• Lack of or misuse of cohesive devices sometimes causes misunderstanding. • Coherent bits of talk but inability to produce a longer coherent oral text. • Lack of fluency requires great patience on the part of the listener.				
Marks:	**4 = Competent B2 speaker**	**3 = Nearly competent B2 speaker**	**2 = Moderately competent B2 speaker**	**1 = Marginally competent B2 speaker**	**0 = Limited B2 speaker**

The C1 level Speaking Test Rating Scale

Overall performance for Activities 1 and 2

	Phonological competence: Intonation and pronunciation	
2	• Clear articulation and fully intelligible pronunciation. • Varies intonation to express finer shades of meaning. • Changes sentence stress correctly to give emphasis on specific meanings.	
1	• Clear articulation and intelligible pronunciation. • Clear, natural, intelligible intonation. • Stress patterns and rhythm fully intelligible.	
Marks:	**2 = Competent C1 speaker**	**1 = Moderately competent C1 speaker**

Linguistic competence

	Lexical range and control
3	• The form and meaning of the words s/he uses are correct. • Her/his lexical repertoire does not restrict her/him in what s/he wants to say. • Gaps are scarce and overcome by circumlocutions. • No evidence of avoidance strategies. • Good command and effective use of idiomatic expressions and colloquialisms, when required by the task.
2	• The form and meaning of the words s/he uses are mostly correct – errors are infrequent. • On some occasions, her/his lexical repertoire seems limited for the topic in question. • Little obvious searching for expressions; few lexical gaps which are successfully overcome with circumlocution. • Limited evidence of avoidance strategies. • S/he uses some idiomatic expressions and colloquialisms, when required by the task.

(continued on next page)

(continued from previous page)

1	• S/he makes a few (insignificant) meaning errors and there are only minor errors in form. • Her/his lexical repertoire is quite limited for the topic in question. • Lexical gaps are generally overcome with circumlocution. • Strong evidence of avoidance strategies. • Scarce use of idiomatic expressions and colloquialisms, when required by the task.
0	• S/he makes some form and meaning errors which, however, do not seriously hinder communication. • Her/his lexical repertoire is obviously limited, and s/he uses some standard expressions but not always correctly. • Lexical gaps which cause obvious hesitation, and circumlocutions which are frequently unsuccessful. • No use of idiomatic expressions and colloquialisms, when required by the task.
	Grammatical accuracy
3	• Consistently high degree of grammatical accuracy. • Good command and successful use of complex sentence forms. • Errors are difficult to spot; when they occur, they are successfully corrected.
2	• High degree of grammatical accuracy which is not always consistent. • Frequent and successful use of complex sentence forms. • Errors are rare; when they do occur, they are usually corrected.
1	• Fairly high degree of grammatical accuracy. • Occasional use of complex sentence forms which are successfully used. • Errors are quite infrequent and often corrected when they occur.
0	• Mostly correct grammatical structures chosen. • Some use of complex sentence forms but always correctly used. • Some incorrect grammatical choices but they do not hinder communication.
	Appropriateness of language choices
3	• Expresses ideas by making language choices which are appropriate for the situational context. • Uses appropriate register and makes appropriate register shifts if required by the situation.

(continued on next page)

(continued from previous page)

2	• Ideas are conveyed clearly but some language choices are ineffective or awkward. • Uses appropriate register but cannot make register shifts even if required by the situation.
1	• Ideas are sometimes confused because her/his language choices are not always appropriate. • Does not always use fully appropriate register.
0	• Ideas are somewhat confused because of frequent inappropriate language choices but communication is established. • Choice of register is inappropriate.
	Cohesion, coherence of speech and fluency
3	• Clear, smoothly flowing, well-structured, fully coherent speech. • Effective and correct use of connectors and cohesive devices. • Makes elaborate descriptions and narrates when this is required, integrating sub-themes, developing particular topics, rounding off with appropriate conclusions fluently, spontaneously, almost effortlessly.
2	• Generally smoothly flowing, coherent speech, but sometimes not well structured. • Generally correct and appropriate use of cohesive devices and connectors. • Expresses her/himself fluently, and spontaneously, with almost no hesitations, stuttering, etc.
1	• Flow of speech is not always smooth; though talk is coherent, it is not well structured. • Use of correct but not always appropriate cohesive devices to link utterances and chunks of talk. • Does not always express her/himself spontaneously, while there are some hesitations and stuttering which may tire the listener.
0	• Generally coherent discourse but not well structured speech. • Generally correct use of cohesive devices to link utterances and chunks of talk. • Though s/he is able to deal with the topic, there is an obvious lack of spontaneity and hesitations or interruptions that sometimes tire the listener.

Assessment of Activity 2

	Interaction skills
3	• Initiates, sustains, intervenes and ends a discussion using appropriate conversational strategies. • Relates her/his own contribution skilfully to those of her/his interlocutor and (counter) argues opinions, positions, etc. • Interrupts without causing offence, asks questions to clarify points and ensures that her/his interlocutor understands what s/he is saying. • Accommodates to her/his interlocutor effectively.
2	• Initiates, sustains, intervenes and ends a discussion using mostly appropriate conversational strategies. • Relates her/his ideas to those of her/his interlocutor and makes attempts to contribute effectively to an argument. • Takes the floor in appropriate ways, responds appropriately to requests for clarification, makes attempts to help her/his interlocutor understand, participate, etc. • Makes rather awkward attempts to accommodate to her/his interlocutor.
1	• Initiates, sustains and ends a discussion but her/his conversational strategies are somewhat ineffective. • Sometimes her/his ideas are unrelated to those of her/his interlocutor and s/he does not argue points effectively. • Though s/he participates in the discussion/argument, s/he does not show appropriate initiative to keep it going. • Does not always accommodate to her/his interlocutor.
0	• Her/his skills to initiate and sustain a discussion are limited but s/he does participate when initiating moves are made by the other . • Can take her/his turn but not always appropriately or may use an unsuitable strategy to get the floor. • Is not systematically concerned with her/his interlocutor and has limited participation in the discussion. • Makes inappropriate/infrequent attempts to accommodate to her/his interlocutor.

(continued on next page)

(continued from previous page)

Activity 2: Mediation (based on Greek source texts)

- Depending on the task, the candidates are expected to either:
- relay in English bits of information in the source text which are relevant to the task in question, *or*
- paraphrase/reformulate/summarize the source text.

3	• Responds to task expectations in fully satisfactory manner, i.e. ▪ Relays required information. ▪ Systematically re-negotiates information by adjusting effectiveness, efficiency, relevance to context of situation. ▪ Summarises, paraphrases and/or selects relevant information (when this is required by the task).
2	• Responds to task expectations in a nearly satisfactory manner , i.e. ▪ Relays some of the required information from the source text. ▪ Makes successful attempts to strategically re-negotiate information by adjusting effectiveness and relevance to context of situation. ▪ Makes successful attempts to summarise, paraphrase and/or select relevant information (when this is required by the task).
1	• Responds to task expectations in a partially satisfactory manner, i.e. ▪ Tends to translate more than relay information from or reformulate the source text. ▪ Makes some successful attempts to strategically re-negotiate information by adjusting relevance to context of situation. ▪ Makes some attempts to summarise, paraphrase and/or select relevant information (when this is required by the task).
0	• Does not truly respond to task expectations, i.e. ▪ Translates form the source text rather than relay information/ paraphrase/ summarize. ▪ Makes attempts to strategically re-negotiate information, but efforts are unsuccessful. ▪ Makes attempts to summarise, paraphrase and/or select relevant information (when this is required by the task), but they are not successful.

Marks:	**3 = Competent C1 speaker**	**2 = Moderately competent C1 speaker**	**1 = Marginally competent C1 speaker**	**0 = Below level C1 Speaker**

The revised C1 level Speaking Test Rating Scale

Task completion

	Activity 1: Open-ended response (to an opinion question)
2	• Spontaneously responded to the question posed, clearly stating and supporting her/his opinion.
1	• Responded to the question posed, with some effort, stating her/his opinion without fully justifying it.
0	• Poor attempt to answer the question, wrong answer or no answer at all.
	Activity 2: Supporting an opinion (based on 'for and against' prompts)
2	• Fully realized the task by clearly stating her/his position on the issue and using the relevant prompts to support it.
1	• Reasonable achievement of the task, by stating her/his opinion and using some of the prompts – though not very effectively – to support it.
0	• Poor attempt to achieve the task, position not clearly stated nor efficiently justified or no response at all.
	Activity 3: Mediation (based on Greek source texts)
2	• Fully realised the task of relaying in English the required information found in the Greek text and systematically renegotiates information by adjusting effectiveness, efficiency and relevance to context of situation.
1	• Reasonably achieved the task of relaying in English most of the required information found in the Greek text – sometimes translating or paraphrasing ineffectively. Make some attempts to renegotiate information although not always effectively.
0	• Poor attempt to achieve the task of relaying in English the required information found in the Greek text, making a few rather unsuccessful attempts to renegotiate information. Limited response or no response at all.

Marks:	**2 = Fully satisfactory for C1 level**	**1 = Moderately satisfactory for C1 level**	**0 = Unsatisfactory for C1 level**

	Phonological competence: Intonation, stress, pronunciation
2	• Clear articulation and fully intelligible pronunciation; varies intonation to express finer shades of meaning; changes sentence stress effectively to give emphasis on specific meanings.
1	• Generally clear articulation and intelligible though not highly sophisticated intonation and rhythm.
	Linguistic competence: Vocabulary range and control and grammatical accuracy
3	• The form and meaning of the words s/he uses are correct. • Her/his lexical repertoire does not restrict her/him in what s/he wants to say. • Gaps are scarce and overcome by circumlocutions. • No evidence of avoidance strategies. • Good command and effective use of idiomatic expressions and colloquialisms, when required by the task. • Consistently high degree of grammatical accuracy. • Good command and successful use of complex sentence forms. • Errors are difficult to spot; when they occur, they are successfully corrected.
2	• The form and meaning of the words s/he uses are mostly correct –errors are infrequent. • On some occasions, her/his lexical repertoire seems limited for the topic in question. • Little obvious searching for expressions; few lexical gaps which are successfully overcome with circumlocution. • Limited evidence of avoidance strategies. • S/he uses some idiomatic expressions and colloquialisms, when required by the task. • High degree of grammatical accuracy which is not always consistent. • Frequent and successful use of complex sentence forms. • Errors are rare; when they do occur, they are usually corrected.

(continued on next page)

(continued from previous page)

1	• S/he makes a few (insignificant) meaning errors and there are only minor errors in form. • Her/his lexical repertoire is quite limited for the topic in question. • Lexical gaps are generally overcome with circumlocution. • Strong evidence of avoidance strategies. • Scarce use of idiomatic expressions and colloquialisms, when required by the task. Fairly high degree of grammatical accuracy. • Occasional use of complex sentence forms which are successfully used. • Errors are quite infrequent and often corrected when they occur.
0	• S/he makes some form and meaning errors which however do not seriously hinder communication. • Her/his lexical repertoire is obviously limited and s/he uses some standard expressions but not always correctly. • Lexical gaps which cause obvious hesitation and circumlocutions which are frequently unsuccessful. • No use of idiomatic expressions and colloquialisms, when required by the task. • Mostly correct grammatical structures chosen. • Some use of complex sentence forms but always correctly used. • Some incorrect grammatical choices but they do not hinder communication.
	Sociolinguistic competence: Appropriacy of language choices
3	• Expresses ideas by making language choices which are appropriate for the situational context. • Uses appropriate register and makes appropriate register shifts if required by the situation.
2	• Ideas are conveyed clearly but some language choices are ineffective or awkward. • Uses appropriate register but cannot make register shifts even if required by the situation.
1	• Ideas are sometimes confused because her/his language choices are not always appropriate. • Does not always use fully appropriate register.
0	• Ideas are somewhat confused because of frequent inappropriate language choices but communication is established.

(continued on next page)

(continued from previous page)

	Pragmatic competence: Cohesion and coherence of speech and fluency
3	• Clear, smoothly flowing, well-structured, fully coherent speech. • Effective and correct use of connectors and cohesive devices. • Makes elaborate descriptions and narrates when this is required, integrating sub-themes, developing particular topics, rounding off with appropriate conclusions fluently, spontaneously, almost effortlessly.
2	• Generally smoothly flowing, coherent speech, but sometimes not well structured. • Generally correct and appropriate use of cohesive devices and connectors. • Expresses her/himself fluently, and spontaneously, with almost no hesitations, stuttering, etc.
1	• Flow of speech is not always smooth; though talk is coherent, it is not well structured. • Use of correct but not always appropriate cohesive devices to link utterances and chunks of talk. • Does not always express her/himself spontaneously, while there are some hesitations and stuttering which may tire the listener.
0	• Generally coherent discourse but not well-structured speech. • Generally correct use of cohesive devices to link utterances and chunks of talk. • Though s/he is able to deal with the topic, there is an obvious lack of spontaneity and hesitations or interruptions that sometimes tire the listener.
	Conversational competence/interaction skills
3	• Initiates, sustains, intervenes and ends a discussion using appropriate conversational strategies. • Relates her/his own contribution skilfully to those of her/his interlocutor and (counter) argues opinions, positions, etc. • Interrupts without causing offence, asks questions to clarify points and ensures that her/his interlocutor understands what s/he is saying.
2	• Initiates, sustains, intervenes and ends a discussion using mostly appropriate conversational strategies. • Relates her/his ideas to those of her/his interlocutor and makes attempts to contribute effectively to an argument. • Takes the floor in appropriate ways, responds appropriately to requests for clarification, makes attempts to help her/his interlocutor understand, participate, etc.

(continued on next page)

(continued from previous page)

<table>
<tr><td><b>1</b></td><td colspan="4">• Initiates, sustains and ends a discussion but her/his conversational strategies are somewhat ineffective.
• Sometimes her/his ideas are unrelated to those of her/his interlocutor and s/he does not argue points effectively.
• Though s/he participates in the discussion/argument, s/he does not show appropriate initiative to keep it going.</td></tr>
<tr><td><b>0</b></td><td colspan="4">• Her/his skills to initiate and sustain a discussion and react to her/his partners' contributions are limited but s/he does participate when initiating moves are made by the other.
• Can take her/his turn but not always appropriately or may use an unsuitable strategy to get the floor.
• Is not systematically concerned with her/his interlocutor and has limited participation in the discussion.</td></tr>
<tr><td><b>Marks:</b></td><td><b>3 = Very good/ excellent for C1 level</b></td><td><b>2 = Good for C1 level</b></td><td><b>1 = Fairly satisfactory for C1 level</b></td><td><b>0 = Unsatisfactory for C1 level</b></td></tr>
</table>

Appendix 5 Evaluating Candidates' Performance

Video observation task 1

A1+A2 level Speaking Test – Simulation 1 Evaluation Sheet

As you observe the A level Speaking Test, please rate each candidate's performance on the basis of the criteria listed below. Try to note down some examples of their language performance in order to justify the mark you assign.

	Christina		Petros	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-3				
One sided talk 0-3				
Giving and asking for information 0-3				
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**
Pronunciation and stress 1-2				
Vocabulary 0-3				
Grammatical competence 0-3				
Coherence 0-3				
TOTAL				

Video observation task 2

A1+A2 level Speaking Test – Simulation 2 Evaluation Sheet

As you observe the A level Speaking Test, please rate each candidate's performance on the basis of the criteria listed below. Try to note down some examples of their language performance in order to justify the mark you assign.

	Dimitra		Marios	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-3				
One sided talk 0-3				
Giving and asking for information 0-3				
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**
Pronunciation and stress 1-2				
Vocabulary 0-3				
Grammatical competence 0-3				
Coherence 0-3				
TOTAL				

Video observation task 3

B1 level Speaking Test – Simulation 3 Evaluation Sheet

As you observe the B1 Speaking Test, please rate each candidate's performance on the basis of the criteria listed below. Try to note down some examples of their language performance in order to justify the mark you assign

	Olga		Panagiota	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-2				
One-sided talk 0-2				
Mediation 0-2				
Language use assessment	**Comments**	**Mark**	**Comments**	**Mark**
Phonological Competence 1-2				
Linguistic Competence 0-4				
Sociolinguistic Competence 0-4				
Pragmatic Competence 0-4				
TOTAL				

Video observation task 4

B2 level Speaking Test – Simulation 4 Evaluation Sheet

As you observe the B2 Speaking Test, please rate each candidate's performance on the basis of the criteria listed below. Try to note down some examples of their language performance in order to justify the mark you assign.

	Dimitra		Victoria	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-2				
One-sided talk 0-2				
Mediation 0-2				
Language use assessment	**Comments**	**Mark**	**Comments**	**Mark**
Phonological Competence 1-2				
Linguistic Competence 0-4				
Sociolinguistic Competence 0-4				
Pragmatic Competence 0-4				
TOTAL				

Video observation task 5

C1 level Speaking Test – Simulation 5 Evaluation Sheet

As you observe the C1 Speaking Test, please rate each candidate's performance on the basis of the criteria listed below. Try to note down some examples of their language performance in order to justify the mark you assign.

	Bill		Theodora		Evi	
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**	**Comments**	**Mark**
Phonological competence (1-2)						
Lexical range and control (0-3)						
Grammatical accuracy (0-3)						
Appropriateness of language choices (0-3)						
Cohesion/ coherence/fluency (0-3)						
Conversational competence (0-3)						
Mediation (0-3)						
TOTAL						

Appendix 6 Key for Video observation tasks: Simulation evaluations

Video observation task 1

A1+A2 level Speaking Test – Simulation 1 Evaluation key

	Christina		Petros	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-3	Responded to all questions in a satisfactory manner, including all content points in her answers.	3	Responded to all questions in a 'laconic' manner, including the most important content points in his answers.	3
One sided talk 0-3	Despite the fact that the candidate did not respond appropriately to the first A1 question the first time (i.e. 'Where do you think the people in photos 1 and 3 are?' 'There are families.'), when it was repeated she was able to respond appropriately. She managed to respond appropriately to all other questions in this activity, using the visuals effectively and including all content points in her answers.	3	The candidate had some difficulty responding appropriately to some of the questions in this activity (i.e. 'Where are the boys and girls in photos 14 and 15?' This question was repeated three times by the Examiner before getting a correct response from the candidate. In the last A2 question of the activity ('Why do you like football?'), the candidate was unable to answer.	2

(continued on next page)

(continued from previous page)

	Christina		**Petros**	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Giving and asking for information 0-3	The candidate managed to respond without difficulty to all questions of this activity using the multimodal texts effectively. Although the questions posed to the Examiner (A2 level) were not 'complete questions' (the candidate used the question words given in the prompts with rising intonation), they are still considered appropriate for the situation.	**3**	Although the candidate managed to respond to the A1 questions of this activity in a fairly satisfactory manner, he had great difficulty in asking questions about the text to the Examiner (A2 part).	**2**
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**
Pronunciation and stress 1-2	Although L1 accent is noticeable, there were no mispronunciations and the candidate's output was fully intelligible.	**2**	Although there were occasional mispronunciations and L1 accent is very noticeable, the candidate's output was clear and intelligible.	**2**
Vocabulary 0-3	Vocabulary used was basic but appropriate to the situation. The message gets across clearly, and the words used were semantically and morphologically correct. A few problems with collocations (e.g. 'study my homework,' 'eat dinner').	**3**	Basic and rather limited vocabulary. The words used are semantically but not always morphologically correct (e.g. 'basket' instead of 'basketball,' 'in fifteen pictures,' 'four child,' and 'fiveteen').	**2**

(continued on next page)

(continued from previous page)

	Christina		Petros	
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**
Grammatical competence 0-3	Although a limited range of structures was used, they were used correctly. Appropriate use of tenses. Very few errors, mainly with prepositions (e.g. 'the colour in the walls,' 'I invite my friend in my house,' 'in my home') and overuse of the definite article (e.g. 'I like the history,' 'I think it's the card five.'). Despite these errors, the message gets across without difficulty.	**2**	Displays limited control of a few basic structures. Errors of grammar and syntax are common and his speech is elliptical (i.e. omission of verbs, subject, prepositions; e.g. 'my birthday in December,' 'four children swimming in the pool', 'in eleven is old', 'in fiveteen is children,' 'in first book'). The candidate managed to self-correct very few errors and had great difficulty in forming questions (e.g. 'in first book,' 'What title its?', 'Who for this book?'), and the message gets across with difficulty.	**1**
Coherence 0-3	A few hesitations and reformulations which do not tire the listener. Her output was on the whole coherent and the candidate used simple cohesive devices to link sentences. Was able to ask for clarification and to self correct.	**3**	Sentences were not cohesively linked and his responses consisted mainly of isolated words. Many instances of pausing and hesitation to search for words and expressions. Did not manage to self correct in many instances. His lack of fluency was tiring for the listener.	**1**
TOTAL		**19**		**13**

Video observation task 2

A1+A2 level Speaking Test – Simulation 2 Evaluation key

	Dimitra		Marios	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-3	Responded appropriately to all questions, including the most important content points in her answers.	3	Responded appropriately to all questions, including the most important content points in his answers. He was one of the few candidates who gave complete responses and included more information in his responses than was required by the question set.	3
One sided talk 0-3	Responded appropriately to the A1 level questions but had great difficulty responding to the A2 level questions. Her responses to the latter were incoherent and irrelevant.	1	Responded appropriately to all questions, including the most important content points in his answers, using the photos effectively.	3
Giving and asking for information 0-3	Responded appropriately to the first question of this activity; gave an irrelevant response to the second A1 level question. Had great difficulty forming the questions of the A2 level part.	1	Responded appropriately to all questions, including the most important content points in his answers, using the multimodal texts effectively. Had no problem forming accurate questions in the A2 part of this activity.	3
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**
Pronunciation and stress 1-2	Evidence of L1 accent but output generally intelligible.	2	No mispronunciations; some evidence of L1 accent. Output fully intelligible.	2

(continued on next page)

(continued from previous page)

	Dimitra		**Marios**	
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**
Vocabulary 0-3	Used a limited range of vocabulary with occasional morphological errors (e.g. 'childrens'). Message gets across without much difficulty.	**2**	Uses a wide range of vocabulary and expressions well above A2 level (e.g. 'and probably I'm wrong,' 'I don't know'). Lexis is appropriate to the situation and morphologically and semantically correct.	**3**
Grammatical competence 0-3	Many errors which display limited control of a few basic structures. Has problems in the use of prepositions, articles, subject -verb agreement, formation of tenses (e.g. 'in the school,' 'are have lessons,' 'they have a lessons,' 'Who are the page?', 'How much the book?', 'I like read some books.').	**1**	Uses simple structures correctly and is consistent in his performance. Very few errors are made, e.g. omissions, incorrect use of prepositions (e.g. 'going for a Halloween,' 'in picture 9 are four people,' 'in nine children are four,') which do not in any way impede communication.	**3**
Coherence 0-3	Her output is characterised by frequent and long pauses which tire the listener. Her speech is many times incoherent and not cohesively linked (e.g. **Ex:** You choose a picture and talk to me about it and I will guess which one it is, OK? **Dimitra:** eh eh ... doing are in the school in all pictures in page nine ... and I have and they have the eh ... lessons but in two pictures we they are a festival.)	**1**	The candidate is fluent, seldom pauses, is able to ask for clarification and to self correct. His output is coherent and sentences are cohesively linked with simple connectors.	**3**
TOTAL		**11**		**20**

Candidates' overall performance in the simulated A1+A2 level Speaking Test

Pair 1

Christina is a clear A2 level candidate. She responded to questions of all activities with ease and in a satisfactory manner (apart from one question in Activity 2, to which she responded correctly after the question was repeated). Her vocabulary although basic was appropriate to the situation and appropriate for A2 level. Her sentences were syntactically correct and her errors were limited to the use of prepositions and the definite article. Her output was coherent and the few sentences she produced were cohesively linked.

Petros is a clear A1 level candidate and borderline A2. He had difficulty responding to some questions (despite the fact that they were repeated), especially to those of the A2 level. His greatest difficulty was forming questions (Activity 3, Part 2) which were on the whole incomprehensible. His speech was elliptical, with frequent instances of omissions of verbs and prepositions. His lack of fluency, the frequent instances of hesitation, and long pauses tired the listener and made his output incoherent at times.

Pair 2

Dimitra is an A1 level candidate. She had difficulty responding or did not respond at all to the A2 level questions of Activities 2 and 3. She had great difficulty forming questions in Activity 3; she managed to form two questions which were incomprehensible. In general, she lacked fluency, hesitated frequently and her output was characterised by frequent long pauses, reformulations/ repetitions and very few instances of self- correction. Many times her speech was incoherent and consisted of a string of unconnected words. She made basic mistakes in grammar and syntax (e.g. incorrect use or overuse of articles, omissions of prepositions, lack of subject verb agreement, wrong use of subject, etc.). Her vocabulary was limited and basic, and morphological errors were frequent.

Marios is a clear A2 level candidate. He had no difficulty responding to all the questions asked. He formed accurate questions (Activity 3) with ease. He was fluent, seldom hesitated, was able to ask for clarification and self-corrected successfully when necessary. He used a wide range of vocabulary appropriately, and his errors in terms of grammar and syntax were extremely few and did not in any way impede intelligibility.

Video observation task 3

B1 level Speaking Test – Simulation 3 Evaluation Key

	Olga		**Panagiota**	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-2	Responded well to questions posed with some degree of fluency, including relevant content points in her answer.	**2**	Responded well to questions posed; was tense but included relevant content points in her answer.	**2**
One sided talk 0-2	Despite linguistic errors, she responded well to the requirements of the task using the visual prompt quite effectively.	**2**	Responded to the task well using the visual prompt effectively.	**2**
Mediation 0-2	Had great difficulty in relaying relevant information from the Greek text into English. Translated a couple of points from the Greek text, but overall her attempt was poor and ineffective. Message unclear.	**0**	Tended to translate the required information, focusing on some content points. Partial achievement of the task.	**1**
Language use assessment	**Comments**	**Mark**	**Comments**	**Mark**
Phonological Competence 1-2	Clear articulation with evident Greek accent which did not affect intelligibility.	**2**	Clear articulation with evident Greek accent which did not affect intelligibility.	**2**
Linguistic Competence 0-4	Errors are very frequent and has difficulty in using appropriate tenses (e.g. overuse of simple present and simple past). Problems in the use of pronouns. Use of very simple sentence structures. Tendency to omit subject or no use of subject at all. Does not manage to self correct. Vocabulary range limited but correct use of words (e.g. ‘These lessons are like me’, ‘The island name is Andros’, ‘There I go to the cinema’). In Activity 2, choice of tense was inappropriate for the task set.	**1**	No serious or frequent morphological or syntactical errors. Word choice is appropriate most of the times. Grammatical errors do not affect intelligibility. Frequent attempts at self- correction which are on the whole successful (e.g. ‘The walls is white’).	**3**

(continued on next page)

(continued from previous page)

	Olga		Panagiota	
Language use assessment	**Comments**	**Mark**	**Comments**	**Mark**
Sociolinguistic Competence 0-4	Vocabulary and especially grammatical choices are mostly inappropriate for the situational context and there is a problem of intelligibility (esp. in Activity 3).	1	Generally responded appropriately to questions/task set, taking on the required role and adjusting linguistic choices accordingly.	3
Pragmatic Competence 0-4	Hesitations are frequent and sometimes disrupt the flow of speech (esp. Activity 3). Very limited and repetitive use of cohesive devices (e.g. mostly 'and'). Problems with coherence, especially in Activity 3.	1	Hesitations occur but do not disrupt the flow of speech. Uses correctly a rather limited range of cohesive devices.	3
TOTAL		**9**		**16**

Candidates' overall performance in the simulated B1 level Speaking Test

Olga is a borderline B1 candidate. She responded well to the questions posed and to the requirements of the task in Activity 2, using the visual prompt quite effectively. However, she had great difficulty in the mediation activity where, rather than relaying relevant information from the Greek text into English, she translated a couple of points from the Greek text and her message was unclear. She made frequent linguistic errors in her speech, e.g. in the use of tenses and prepositions, used very simple sentence structures, displayed a limited range of vocabulary, and her choice of vocabulary and grammar was in most cases inappropriate for the situational context. Her speech lacked coherence, especially in Activity 3.

Panagiota is a clear B1 level candidate. She responded well to the questions posed and to the requirements of the task in Activity 2, using the visual prompt effectively. She partly responded to the requirements of the mediation task, as she tended to translate. Her speech displayed no serious linguistic errors for this level, and her choice of vocabulary and grammar was in most cases appropriate for the situational context. She attempted to self correct successfully and her output, despite some hesitations, was coherent overall.

Video observation task 4

B2 level Speaking Test – Simulation 4 Evaluation key

	Dimitra		**Victoria**	
Task completion assessment	**Comments**	**Mark**	**Comments**	**Mark**
Dialogue 0-2	Responded well to questions posed with some degree of fluency; few mistakes.	**2**	Responded well to questions posed; was tense but managed to self correct errors.	**2**
One sided talk 0-2	Despite hesitations (which did not tire the listener), she responded to the task well, was spontaneous and used prompts effectively.	**2**	Responded to the task well, using the visual prompt effectively. Was fluent.	**2**
Mediation 0-2	Although the response was appropriate, tended to translate choosing inappropriate lexis. Message unclear at times.	**1**	Fully realized the task, relaying in English info from the Greek text.	**2**
Language use assessment	**Comments**	**Mark**	**Comments**	**Mark**
Phonological Competence 1-2	Clear articulation but very evident Greek accent. L1 interference noticeable – intelligibility affected (e.g. Activity 2: ‘hauz,’ ‘piktur,’ Activity 3: ‘enader,’ ‘resip’).	**1**	Clear articulation with evident Greek accent which did not affect intelligibility.	**2**
Linguistic Competence 0-4	Errors are frequent but manages to self correct some. Use of simple sentence structures. Some syntax errors which may confuse listener. Some inappropriate lexical choices which impede intelligibility. Many problems with articles/prepositions. (e.g. ‘is not one day the most special for me,’ ‘I were living there,’ ‘I’m going there many times in a year,’ ‘You must be careful for Greek restaurants,’ ‘Don’t to prefer to go there’).	**2**	No serious or frequent morphological or syntactical errors. Word choice is appropriate most of the times. Some use of complex sentence structure. Frequent attempts at self-correction, which are on the whole successful (e.g. ‘I’m studying music in National University,’ ‘She’s also playing violin as well,’ ‘We have our concerts together playing,’ ‘Some people who has a problem,’ ‘on every kind of activities’).	**3**

(continued on next page)

(continued from previous page)

	Dimitra		Victoria	
Language use assessment	**Comments**	**Mark**	**Comments**	**Mark**
Sociolinguistic Competence 0-4	Responded appropriately to all questions/task set taking on the required role and adjusting linguistic choices accordingly.	4	Responded appropriately to all questions/task set taking on the required role and adjusting linguistic choices accordingly.	4
Pragmatic Competence 0-4	Hesitations are frequent and sometimes disrupt the flow of speech (especially Activity 3). Very limited and repetitive use of cohesive devices.	2	Hesitations occur but do not disrupt the flow of speech. Uses correctly a rather limited range of cohesive devices.	3
TOTAL		14		18

Candidates' overall performance in the simulated B2 level Speaking Test

Dimitra is a clear B2 candidate. She responded well, and with some degree of fluency, to the questions posed and quite spontaneously to the requirements of the task in Activity 2, using the visual prompt effectively. She responded appropriately to the requirements of the mediation task, but tended to translate and her message was unclear at times. Her output displayed frequent errors, such as problematic use of articles and prepositions, inappropriate lexical choices, incorrect syntax, etc., which, together with the frequent hesitations, affected the intelligibility of her speech at places. Despite these limitations, she managed to self correct at times.

Victoria is a clear B2 level candidate. She responded fluently to the questions posed and to the requirements of the task in Activity 2, using the visual prompt effectively. She fully responded to the requirements of the mediation task. Her speech displayed no serious linguistic errors, and her choice of vocabulary and grammar was in most cases appropriate for the situational context. She attempted, quite frequently, to self correct successfully, and her output, despite some hesitations and a rather limited use of cohesive devices, was coherent overall.

Video observation task 5

C1 level Speaking Test – Simulation 5 Evaluation Key

	Bill		Theodora		Evi	
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**	**Comments**	**Mark**
Phonological competence (1-2)	Articulation not always clear and very discernible Greek accent which may impede intelligibility (e.g. 'frouits').	1	Clear articulation, no pronunciation errors. Varies intonation to express finer shades of meaning.	2	Although Greek accent is fairly evident, it does not impede intelligibility. Clear articulation and intonation.	2
Lexical range and control (0-3)	Fairly extensive range of vocabulary. Some lexical searching which is overcome by paraphrase (e.g. 'by the gas that ... free to the environment'). Some problems with collocation (e.g. 'small temperature'). Very few morphological errors ('woods').	2	Errors are few (e.g. 'effectual way,' or 'wrinkles offered to E, in their after life'), but lexical range is limited. Lexical searching is limited.	2	Some inappropriate lexical choices ('take off the yellow flowers because they leave the fumes that ruin the fresh flowers, ... steams stay on the short and pull down the wrinkles'), but meaning is generally clear. Lexical searching is overcome by paraphrase.	2

(continued on next page)

(continued from previous page)

Overall language performance	**Bill**		**Theodora**		**Evi**	
	Comments	**Mark**	**Comments**	**Mark**	**Comments**	**Mark**
Grammatical accuracy (0-3)	Makes some basic errors (e.g. 'more faster and more easier,' 'a person who is on the university,' 'it is an essential for him … adding them a sugar'), but tends to use complex sentence structures successfully (e.g. 'The public means of transport are of great significance and importance for all the people living in big cities because by using them they can reach their destination more faster and more easier with a great deal of convenience.'). Attempts at self correction are generally successful.	**1**	High degree of grammatical accuracy with infrequent errors (e.g. 'this kind of players,' 'What does your tip says?', 'the most usual is to have a central heating,' 'from your hair when you brush them'). Manages to self correct successfully. Fairly successful use of complex sentence forms.	**2**	Makes some basic grammatical errors (e.g. 'I like surfing on the internet and find informations about things that I like,' 'he asked me an advice,' 'the steams stay on the shirt'), but also uses complex sentence structures successfully (e.g. 'I agree with this statements because once I had been asked from a friend to help him in a problems that he had and although we weren't spending so much time together I helped him.'). Manages to self correct successfully most of the times.	**1-2**
Appropriateness of language choices (0-3)	Ideas are conveyed clearly, and language choices are appropriate to the situational context.	**3**	Ideas are conveyed clearly, and language choices are appropriate to the situational context.	**3**	Ideas are conveyed clearly, and language choices are appropriate to the situational context.	**3**

(continued on next page)

(continued from previous page)

	Bill		**Theodora**		**Evi**	
Overall language performance	**Comments**	**Mark**	**Comments**	**Mark**	**Comments**	**Mark**
Cohesion/ coherence/ fluency (0-3)	Although talk is coherent, there are very frequent hesitations which disrupt the flow of speech. Generally correct and appropriate use of a fairly wide range of cohesive devices.	**1**	Very fluent, with almost no hesitations. Effective and correct use of connectives. Speaks spontaneously, almost effortlessly.	**3**	Generally smooth and coherent speech (response to Activity 1 was a bit incoherent at the end, though); some hesitations; use of a wide range of appropriate cohesive devices.	**2**
Conversational competence (0-3)	Takes the floor in appropriate ways, is able to sustain and end a conversation using mostly appropriate conversational strategies. Makes requests for clarification.	**2**	Excellent use of conversational strategies. Ability to relate her contribution skillfully to those of others. Made attempts to help interlocutor participate. However, tended to dominate and orchestrate the conversation.	**3**	Although she participates in the discussion, she does not show appropriate initiative to keep it going. Conversational strategies are somewhat ineffective.	**1**
Mediation (0-3)	Tends to translate more than to relay information from the source text. Very selective in his choice of information. Some basic information from the texts has not been relayed.	**1**	Relays and reformulates information from the source text fairly successfully, including some of the most important bits of information.	**2**	Relays and reformulates information from the source text fairly successfully, including some of the most important bits of information, but does have some tendency towards translation.	**2**
TOTAL		**11**		**17**		**14-15**

Candidate's overall performance in the simulated C1 level Speaking Test

Bill is a borderline C1 candidate. In terms of his overall language performance, his output was not always articulated clearly, impeding intelligibility at places. His lexical range was fairly extensive, and he paraphrased to overcome limitations. Although he made language choices appropriate to the tasks and conveyed his ideas quite clearly, he made basic grammatical errors and frequent hesitations, disrupting the flow of his speech. He occasionally attempted to self-correct and produced fairly coherent output, overall. His conversational skills were quite successful, taking the floor appropriately, sustaining and ending a conversation, requesting for clarification, etc. However, he tended to translate rather than relay information form the source text, choosing to select only the information he could cope with.

Theodora is a clear C1 level candidate. In terms of her overall language performance, her output was articulated clearly, varying intonation where necessary. Her lexical range was rather limited, but made appropriate language choices for the purposes of the tasks and conveyed her ideas clearly. She displayed a high degree of grammatical accuracy, used complex sentence forms quite successfully and managed to self correct. She produced an effortless and coherent output, overall. Her conversational skills were excellent, relating her contribution to the discussion skilfully, attempting to help her interlocutor participate, etc, although she tended to dominate the conversation at places. She responded quite successfully to the requirements of the mediation task.

Evi is a clear C1 level candidate. In terms of her overall language performance, her output was articulated clearly, despite her evident Greek accent. She made some inappropriate lexical choices and paraphrased at places to overcome limitations in her lexical range. She made appropriate language choices for the purposes of the tasks and conveyed her ideas clearly, but her output displayed some basic grammatical errors. However, she used complex sentence forms quite successfully and managed to self correct most times. She produced a generally smooth and coherent output, overall, although some incoherence was evident, especially at the end of activity 1. Her conversational skills were somewhat ineffective in that she lacked initiative to keep the conversation flowing. She responded fairly successfully to the requirements of the mediation task, but displayed some tendency towards translation.

Appendix 7 C1 and C2 level Speaking Test materials

Proposed revised C1 level Speaking Test: Sample materials

Example of New Activity 2: Supporting an opinion (based on 'for and against' prompts)

(4 minutes per candidate) (See Chapter 2, Section 2.3.2 for more information.)

The task presents a problem or issue with for and against prompts, and candidate A (or B) is asked to say what her/his position is and explain why using the given prompts. Candidate B (or A) listens to her/his Speaking Test partner and is asked to state if s/he agrees or disagrees and to explain why. Thus, this activity involves an extended response from each of the candidates and (limited) interaction between them.

The Task

Candidate A

A friend of yours, who is the mother of 6-year-old Kayla, doesn't like her own mother (Kayla's grandmother) spoiling Kayla, and they quarrel frequently. Whose side are you on, and what advice would you give to your friend?

The mother doesn't like her child …	The grandmother's position
… owning a lot of toys	Toys can be fun but also educational, so it depends on what kind of toys, not on how many,
… eating sweets	Children should have a balanced diet which should include sweets.
… staying up late on weekends	That's the only time that Kayla can have quality time with the whole family there.
… not being punished for misbehaviour	Discussing a problem with the child is more effective than any form of punishment.

Candidate B

Say if you agree or disagree with your partner's position and the advice she'd give her friend. Explain why.

Proposed C2 level Speaking Test: Sample materials

Example of possible tasks for the proposed C2 level Speaking Test

(See Chapter 2, Section 2.4 for more information.)

Duration: 20-25 minutes

Mode of participation: Candidates are tested in pairs and converse with each other in Activities 2 and 3.

Warm-up (not assessed; 1 minute – ½ a minute per candidate)

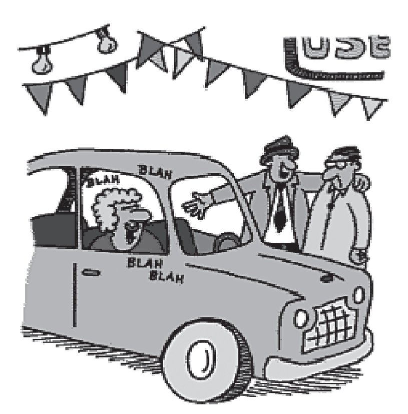
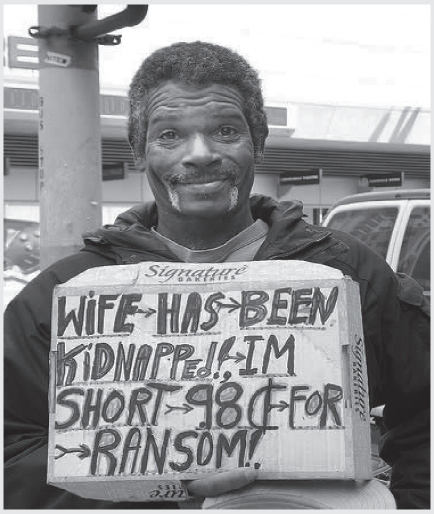
The Examiner asks each candidate a few ice-breaking questions (e.g. age, studies/work or hobbies).

Activity 1: Open-ended response (based on prompts that check understanding of humour)

(4 minutes – 2 minutes per candidate)

On the basis of a comic, a joke, etc., the candidate is expected to explain the situation, what is humorous about it, and what s/he likes or dislikes about the statements it is making.

The Task

Candidate A Tell your partner about the comic you're looking at, explain the situation presented and what's humorous about it.	**Candidate B** Tell us if you find this situation funny or insulting, and explain why.
 Of course, the passenger-side air bag is optional...	 Signature WIFE HAS BEEN KIDNAPPED! I'M SHORT 98¢ FOR RANSOM!
Candidate B Comment on the humour of this comic.	**Candidate A** Comment on your partner's reaction.

Activity 2: Supporting an opinion (based on 'for and against' prompts)

(8 minutes – 4 minutes per candidate)

PROPOSAL 1: This is similar to C1 level oral Activity 2 (the new activity), but the issue to be discussed is more demanding. The task presents a problem or issue with for and against prompts, and candidate A (or B) is asked to say what his/her position is and explain why using the given prompts. Candidate B (or A) listens to his/her Speaking Test partner and is asked to state if s/he agrees or disagrees and to explain why. Thus, this activity involves an extended response from each of the candidates and (limited) interaction between them.

The Task

Candidate A

Your friend Dan believes that the use of new technologies and particularly computers is a positive development in the lives of children and adults but Rhona thinks that it has created more problems than it has solved. With whom do you agree, and at what age do you think that children should start working with computers?

Dan's arguments	Rhona's arguments
It allows us to connect with people from all over the world.	It has had a negative effect on human relationships which so important.
We can do everything much faster and easier.	It is making us stay at home even when we need to shop.
It is contributing to economic growth.	It is creating a greater gap between rich and poor people.
Through the internet everyone can enjoy themselves and be entertained.	Reading on a computer screen is very harmful for our eye.
It creates new job opportunities for many people.	The internet creates cultural homogenization.

PROPOSAL 2: Candidate A (or B) is expected to take a pro or con position on a current social issue (two-three aspects of this issue). A complementary text may serve as a stimulus. Candidate B (or A) is expected to listen carefully and react to or add her/his own comments.

The Task

Candidate A Explain why you believe that:

- advertising plays a decisive role in the decisions we make in our daily lives.
- women are more affected than men by ads.
- we can do something to protect people from the unwanted effects of advertising.

Text 1 might help you.

Text 1

Young, white and super skinny?

Real women prefer brands whose ads mirror their own identities

The advertising world's perennial reliance on young, white and extremely thin models has faced criticism from feminists and health campaigners. Now, new research at a leading UK business school suggests it might be doing something else: harming companies' balance sheets.

In what is believed to be the first such global survey of female consumers' attitudes, the research says women respond more favourably to a brand if the models it uses somehow mirror their own identities.

Candidate B Say if you agree or disagree with candidate A and explain why.

Activity 3: Mediation (based on Greek source texts)

(10 minutes – 5 minutes for each candidate)

Candidates are given parts of the same Greek text which they are expected to read silently. Candidate A relays information from her/his text while candidate B listens carefully and takes notes in order to pose two-three questions to her/his fellow candidate on issues/points s/he did not understand or wasn't clear about. The same procedure is followed by Candidate B. When both candidates have finished relaying information from their respective texts and issues have been clarified, they must then interact in order to solve a problem or reach a decision related to the content of their texts.

The Task

You, **Candidate A**, have the first part of a newspaper article and you, **Candidate B**, have the second part. Inform each other about what your part of the article says, take notes while your partner is talking so that you may ask him/her three questions about points that you didn't understand or are unsure about, and then both of you decide on the most appropriate title for this article.

PART 1: Candidate A

Το 1958, ένας ερευνητής του MIT Oliver Selfridge σχεδίασε ένα πρόγραμμα Η/Υ ονόματι Pandemonium το οποίο οργάνωνε τη δράση μικροσκοπικών προ-γραμμάτων στο πλαίσιο ευρύτερων συστημάτων. Δηλαδή, ο Σέλφριτζ δοκίμαζε να υλοποιήσει στην πράξη το... «δαιμόνιο», για το οποίο πριν πολλούς αιώνες μας είχε μιλήσει ο Σωκράτης και πολλά χρόνια αργότερα ο Μάξγουελ.

Η υλοποίηση του «δαιμόνιου» ήρθε οριστικά το 1965, με την πραγμάτωση της «Eliza», του πρώτου λογισμικού ρομπότ με δυνατότητες αλληλεπίδρασης με τον άνθρωπο (θα το βρείτε αναρτημένο στο Διαδίκτυο (www-ai.ijs.si/ eliza/eliza.html). Από τότε είχαμε διάφορες άλλες πειραματικές προσεγγίσεις, ώσπου το 1993 ο φοιτητής του MIT, Matthew Gray, παρουσίασε ένα ρομπότ του Διαδικτύου (web bot), ονόματι «world wide Web Wanderer», για να αλιεύει πληροφορίες σχετικά με το τι ψάχνουν οι επισκεπτόμενοι τον Παγκόσμιο Ιστό. Το πού κατέληξε αυτό το γνωρίζουμε όλοι, καθώς οι μηχανές αναζήτησης πληροφοριών τύπου «Google» βασίζονται στην ανιχνευτική δράση τέτοιων προγραμμάτων-ρομπότ.

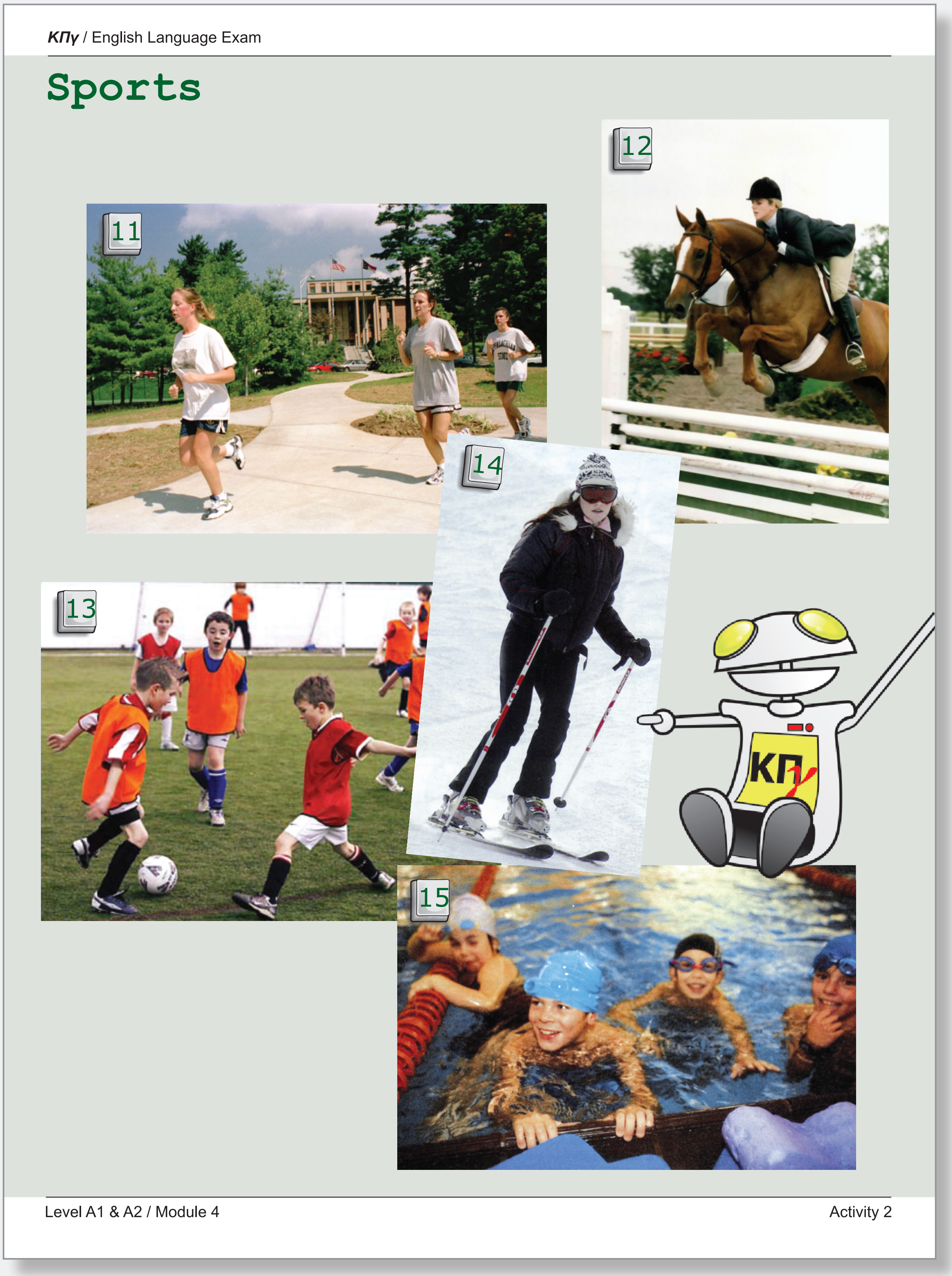
PART 2: Candidate B

Η αλματώδης αύξηση των καταθέσεων ανθρωπίνων σκέψεων στο Διαδίκτυο και η νεοαποκτηθείσα δυνατότητα ανίχνευσης τους δεν πέρασαν απαρατήρητες από τους θιασώτες των θεωριών της νοόσφαιρας. Από τις 5 Αυγούστου 1998 μία διεθνής ομάδα περίπου 100 επιστημόνων άρχισε να συλλέγει δεδομένα από ένα παγκόσμιο δίκτυο «γεννητριών τυχαίων γεγονότων» (REG). Ένα ειδικά διαμορφωμένο λογισμικό διαβάζει, ανά δευτερόλεπτο, τα εξαγόμενα αυτών των γεννητριών σε 65 πόλεις του πλανήτη και τα στέλνει σε έναν κεντρικό υπολογιστή του Πανεπιστημίου Πρίνστον των ΗΠΑ.

Η επίσκεψη στον διαδικτυακό τόπο της οργάνωσης (noosphere.princeton.edu) δεν μας δίνει λεπτομερείς επιστημονικές εξηγήσεις για τα όσα «διαβάζουν» τα μηχανήματα του Global Consciousness Project, πέρα από το ότι εξετάζουν με στατιστικές μεθόδους τις «αναγνώσεις» τους, προκειμένου να εντοπίσουν διαφοροποιήσεις από τις αναμενόμενες τιμές. Η έκπληξη έρχεται όταν μας λένε πως οι σημαντικότερες «διαφοροποιήσεις από την τυχαιότητα» που έχουν καταγράψει συμπίπτουν με την εκδήλωση συνταρακτικών γεγονότων ανά τον πλανήτη! Και μάλιστα οι συγκεκριμένες διαφοροποιήσεις ξεκινούν αρκετές ώρες πριν από την εκδήλωση των γεγονότων –όπως στην περίπτωση της επίθεσης στους Δίδυμους Πύργους στη Νέα Υόρκη στις 9/11/2001. Είναι σαν η «παγκόσμια συνείδηση» να αφυπνίζεται λίγο πριν από μία καταστροφή και να «φωνάζει στο Διαδίκτυο».

Annex

A1+A2 level Speaking Test materials from the Candidate Booklet



ΚΠγ / English Language Exam

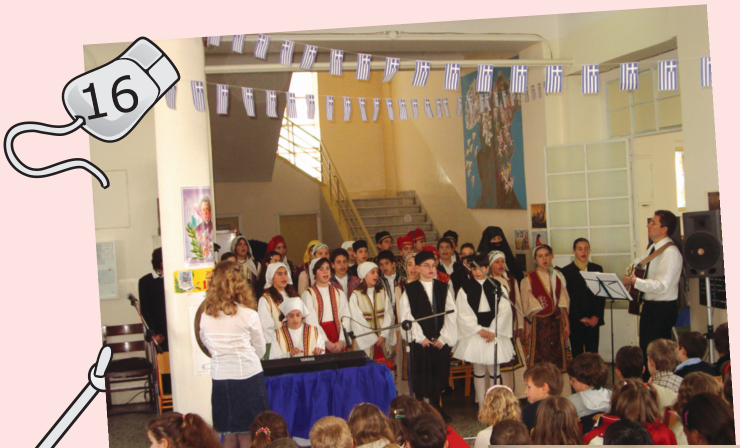
Sports

Level A1 & A2 / Module 4

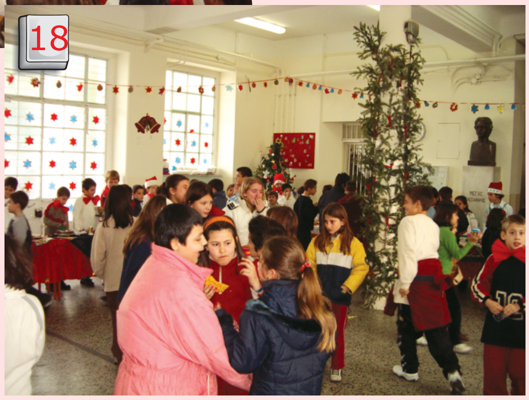
Activity 2

School

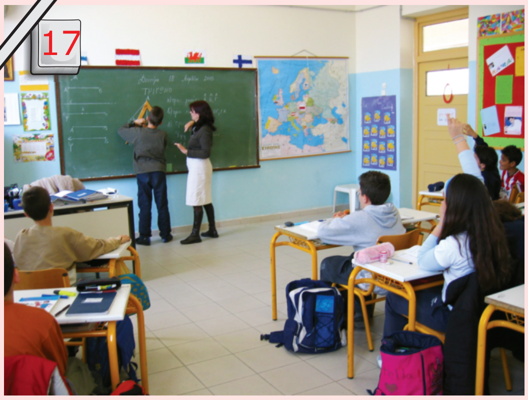
16



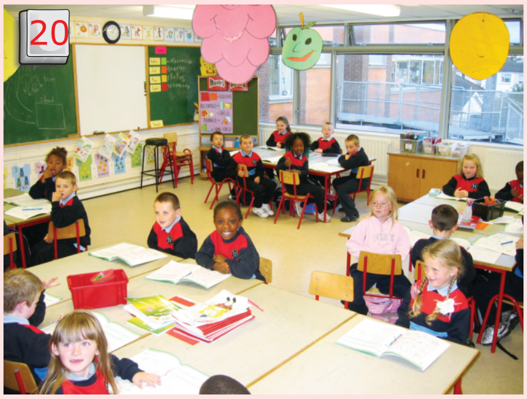
18



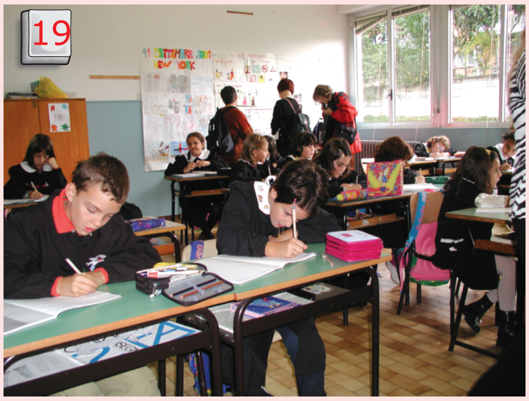
17



20

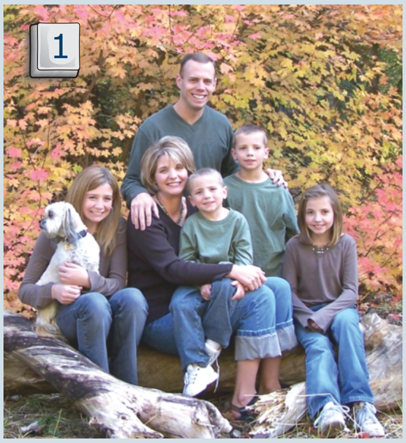


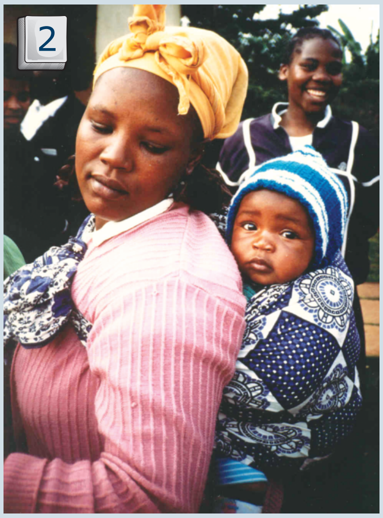
19

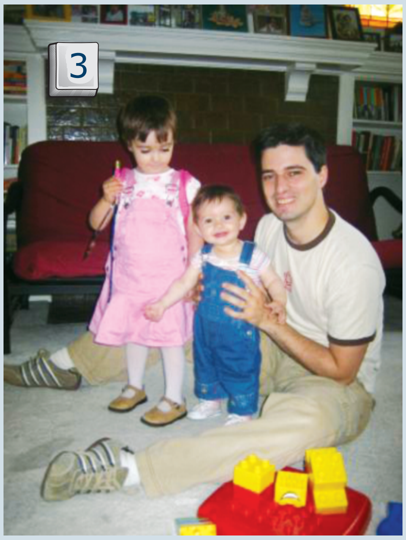


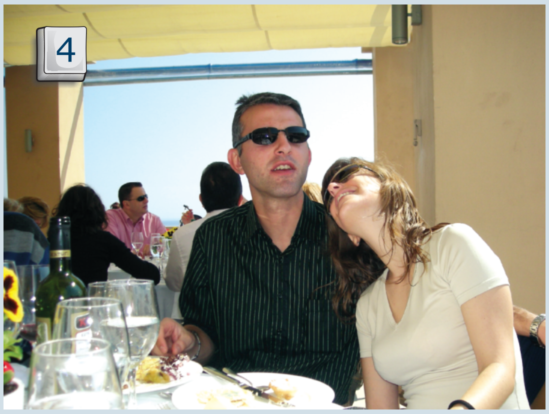
ΚΠγ / English Language Exam

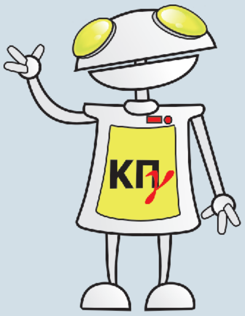
Family

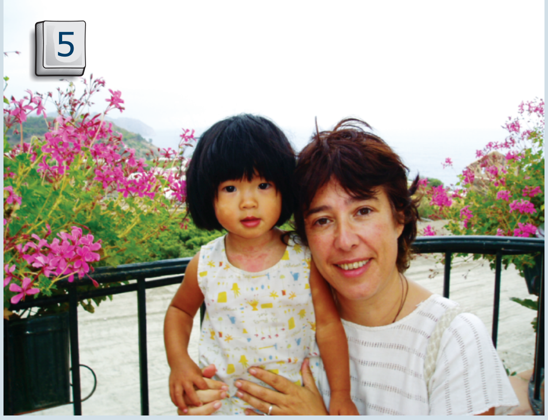












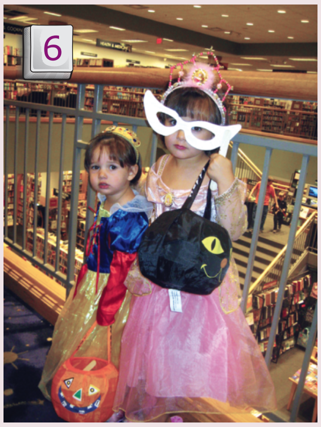
Level A1 & A2 / Module 4

Activity 2

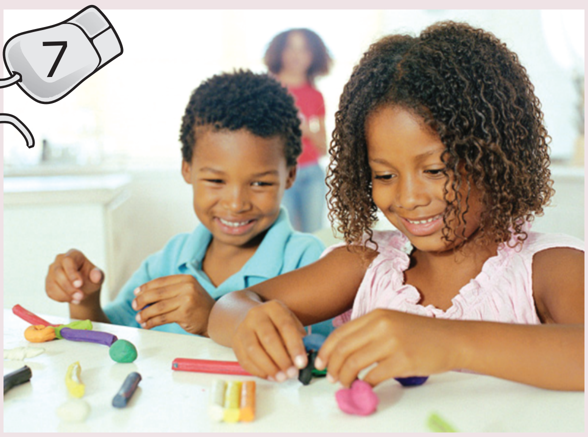
ΚΠγ / English Language Exam

Children

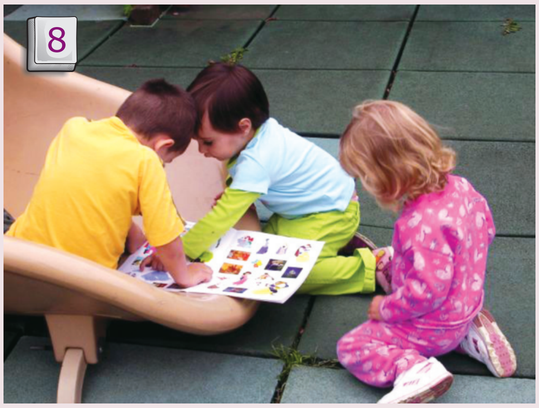
6



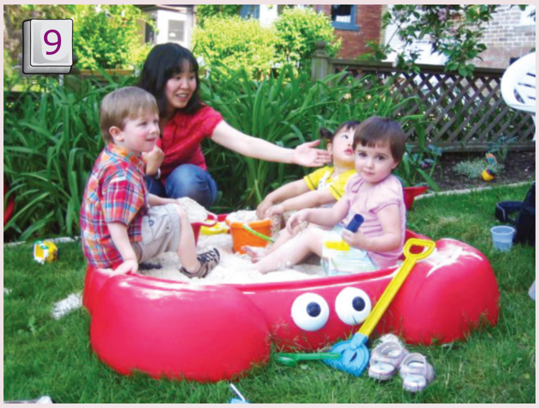
7

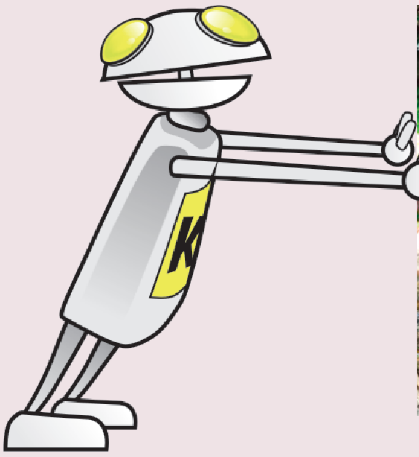


8

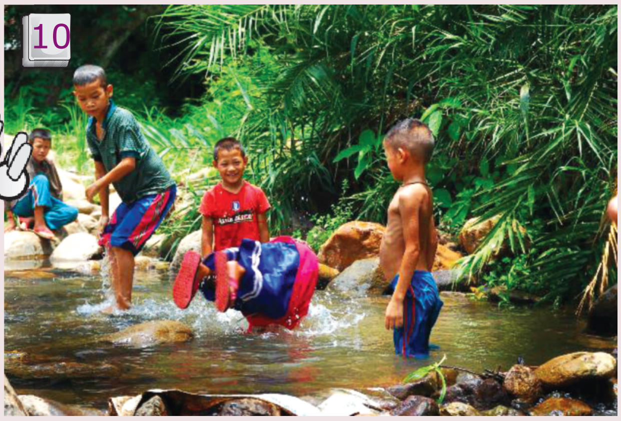


9





10

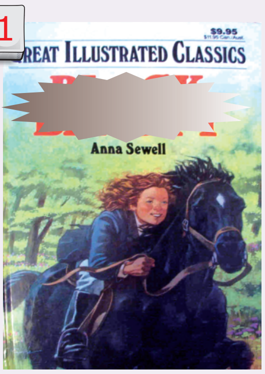


Level A1 & A2 / Module 4

Activity 2

Books

1



Buy it NOW
at [redacted]!

Pages: 100
Price: 15 €

A classic book for [redacted]
[redacted]-an enchanting story!

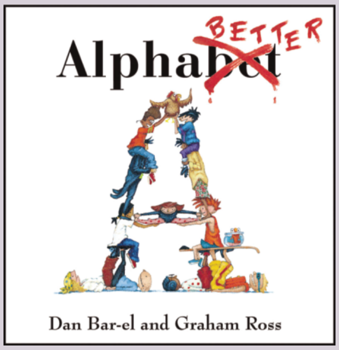
- *what title?*
- *where/ buy?*
- *who for?*

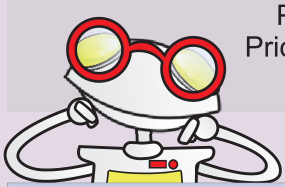
2

The perfect book to
learn the alphabet
better!

Buy it now on [redacted]
[redacted] and save 50p!

Pages: [redacted]
Price: [redacted] €

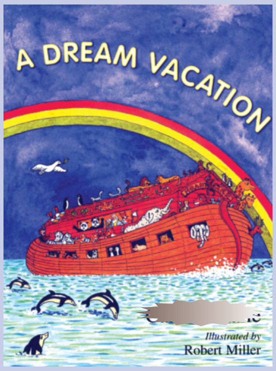




- *pages?*
- *where/ buy?*
- *how much?*

3

Buy it now
at [redacted]
[redacted]
[redacted]!



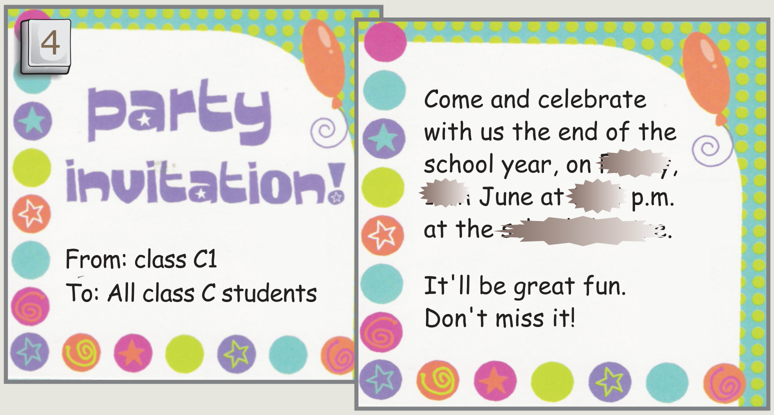
An exciting
adventure
story!

Pages: 65
Price: [redacted] €

- *who/ write?*
- *how much?*
- *where/ buy?*

Invitation cards

4



party invitation!

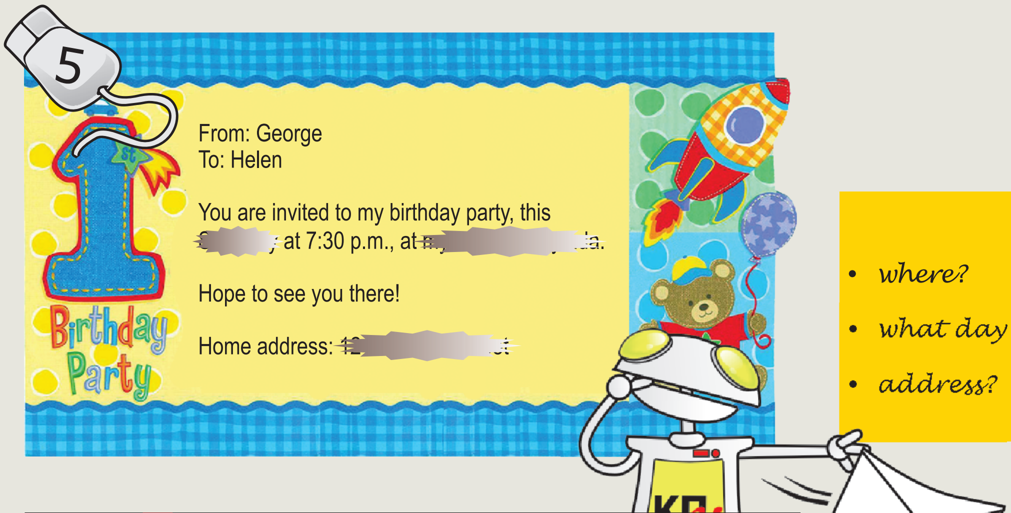
From: class C1
To: All class C students

Come and celebrate with us the end of the school year, on [redacted], [redacted] June at [redacted] p.m. at the [redacted].

It'll be great fun.
Don't miss it!

- *when/ party?*
- *what time?*
- *where?*

5



1st
Birthday Party
ΚΠγ

From: George
To: Helen

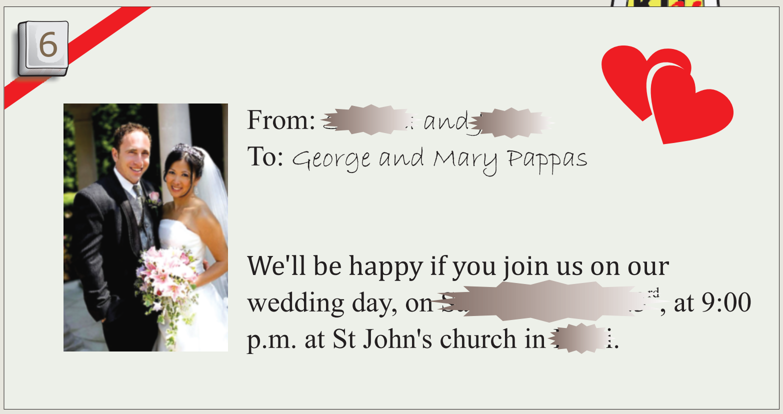
You are invited to my birthday party, this [redacted] at 7:30 p.m., at [redacted].

Hope to see you there!

Home address: [redacted]

- *where?*
- *what day?*
- *address?*

6

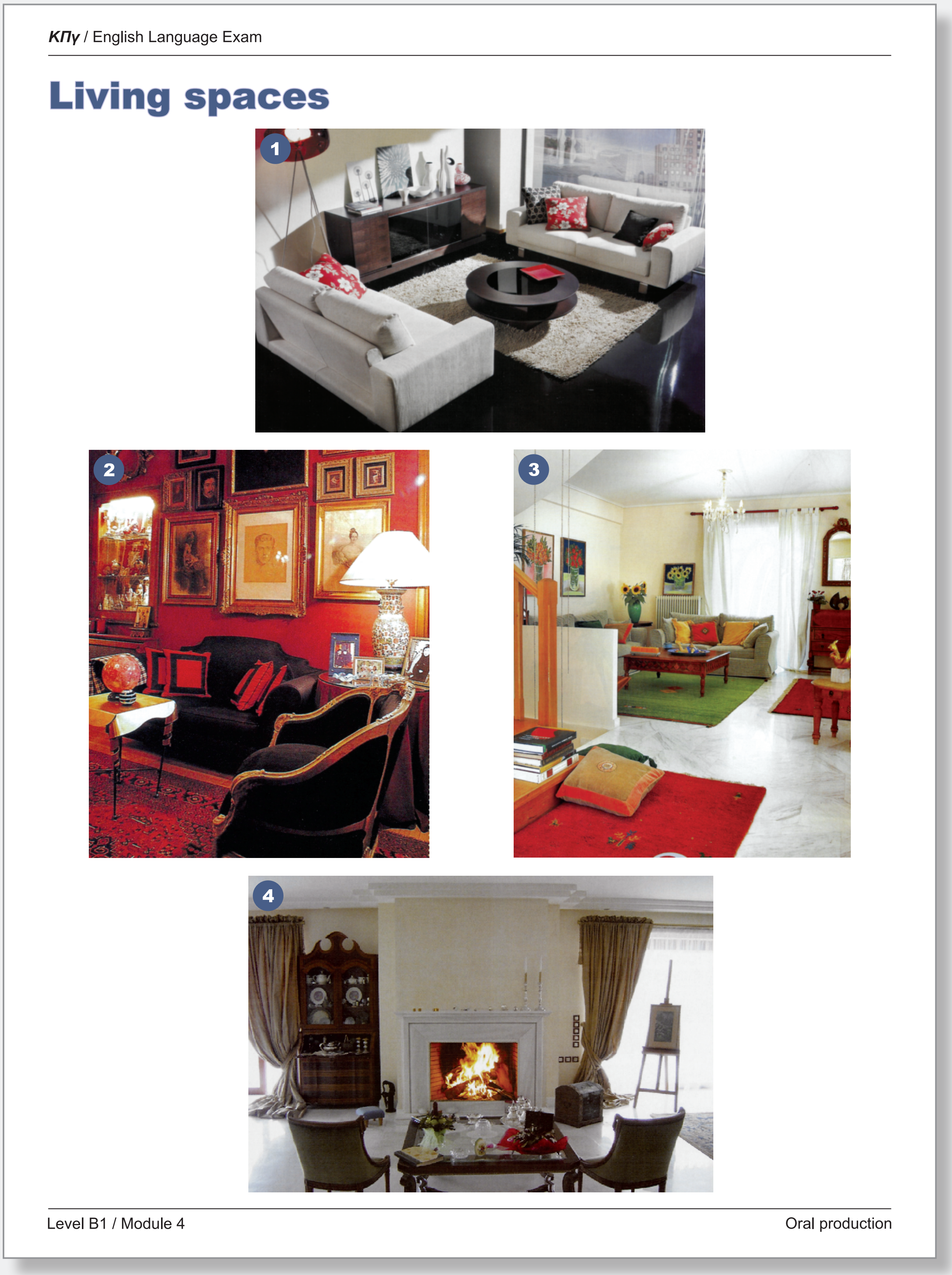


From: [redacted] and [redacted]
To: *George and Mary Pappas*

We'll be happy if you join us on our wedding day, on [redacted], at 9:00 p.m. at St John's church in [redacted].

- *who/ send/ card?*
- *when?*
- *where/ church?*

B1 level Speaking Test materials from the Candidate Booklet



ΚΠγ / English Language Exam

Living spaces

1

2

3

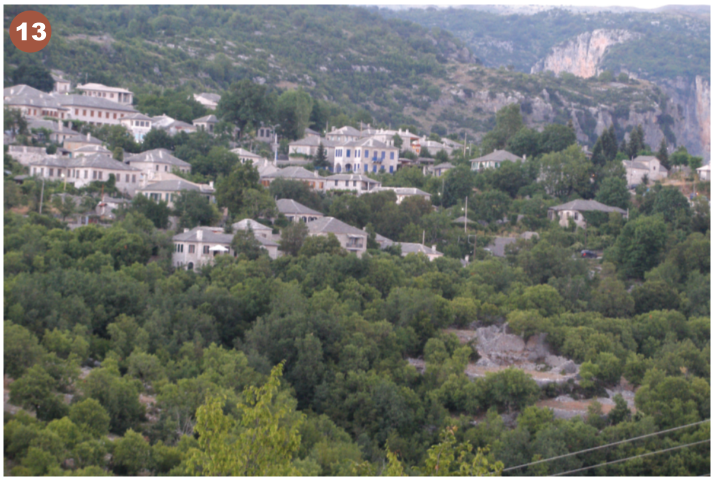
4

Level B1 / Module 4

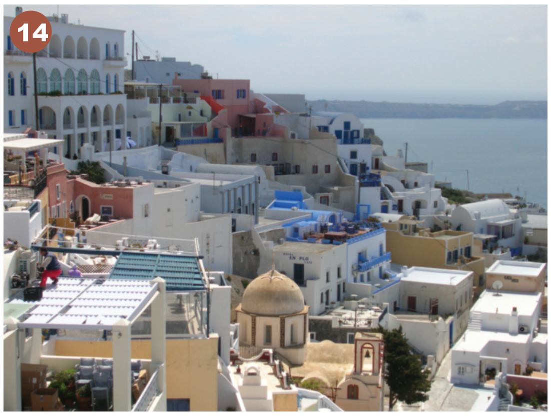
Oral production

Tourist sites

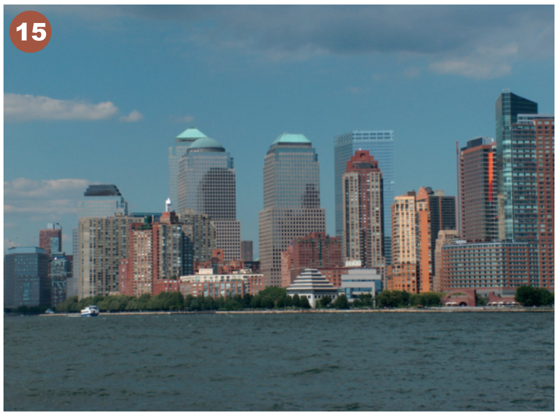
13



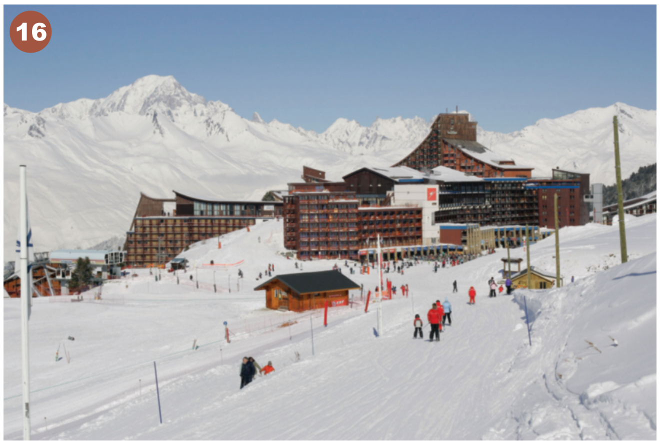
14



15



16



Fruit in childrens' diet

«Ο έφηβος γιος μου δεν τρώει φρούτα. Του εξηγώ ότι πρέπει να τα τρώει για το καλό της υγείας του, αλλά μάταια. Τι να κάνω;»

ΑΙΜΙΛΙΑ Π., ΑΓ. ΠΑΡΑΣΚΕΥΗ

«Το να προσπαθείτε να τον πείσετε να φάει φρούτα επειδή "του κάνουν καλό" δεν αποτελεί λύση σε αυτή την ηλικία», επισημαίνει η κλινική διαιτολόγος κ. Βασιλική Πυρογιάννη. Ένα παιδί στην εφηβεία συνήθως αντιδρά σε ό,τι του λένε οι γονείς, οπότε γιατί να είναι διαφορετική η συμπεριφορά του στο θέμα της διατροφής; Βρείτε, λοιπόν, έμμεσους τρόπους να εντάξετε τα φρούτα στη διατροφή του, συνδυάζοντάς τα με τρόφιμα που του αρέσουν π.χ. μιλκ-σέικ με μπανάνα και γάλα, φρούτα μέσα σε ζελέ ή σε δημητριακά πρωινού ή σε γιαούρτι. Επίσης, μπορείτε να ετοιμάσετε απλά γλυκά με φρούτα π.χ. ψητά μήλα με κανέλα και καρύδια. Μια... έσχατη λύση είναι η κομπόστα. Δοκιμάστε, επίσης, να καλέσετε για φαγητό στο σπίτι ένα φίλο του που γνωρίζετε ότι τρώει φρούτα, με την ελπίδα ότι θα αποτελέσει το καλό παράδειγμα. Εάν όλες οι προσπάθειές σας αποτύχουν, τότε η μόνη λύση που σας μένει είναι να φροντίσετε ώστε το παιδί να τρώει περισσότερα λαχανικά. Στην περίπτωση αυτή θα πρέπει να τρώει τουλάχιστον δύο πιάτα σαλάτα την ημέρα.

Vita, 2006

Your dog at the beach

1. Χρήσιμες συμβουλές για την παραλία

Μην αφήνετε το σκύλο σας εκτεθειμένο για πολλή ώρα στον ήλιο, ειδικά τις καυτές ώρες του μεσημεριού. Φροντίστε να έχει ανά πάσα στιγμή τη δυνατότητα να κάτσει σε σκιά.

Μην τον αφήνετε χωρίς δροσερό νερό, διότι μπορεί να πιει θαλασσινό και να κάνει εμετό.

Μην τον αναγκάζετε να περπατά στην καυτή άμμο. Όπως είναι επώδυνο για μας, έτσι είναι και για τους σκύλους. Το ότι έχουν σκληρά πέλματα δε σημαίνει ότι δεν καίγονται. Αφήστε τον να κάτσει στην πετσέτα σας!

Βάλτε του λουράκι με τον αριθμό του κινητού σας τηλεφώνου. Οι σκύλοι χάνονται πιο εύκολα σε μέρη που δε γνωρίζουν.

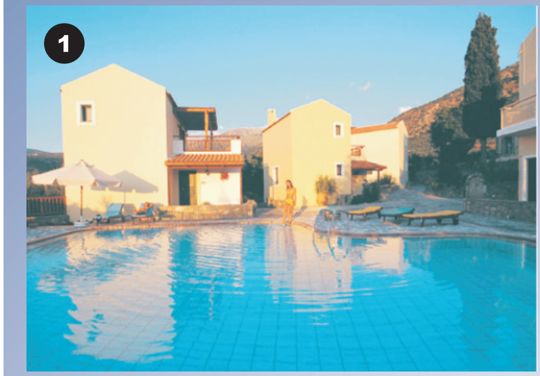
Μην τον αφήνετε χωρίς προστασία από τα έντομα. Μην ξεχνάτε ότι στις διακοπές ο σκύλος έρχεται σε επαφή με διάφορα αδέσποτα ή μη ζώα και γενικότερα με τη φύση ... Καλό είναι πριν από τη δύση του ήλιου, που το κουνούπι του καλααζάρ αρχίζει να δραστηριοποιείται, να τον ψεκάζετε με τις ειδικές λοσιόν.

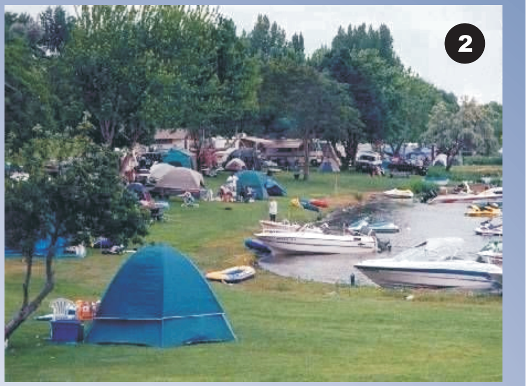
TV Έθνος, 2006

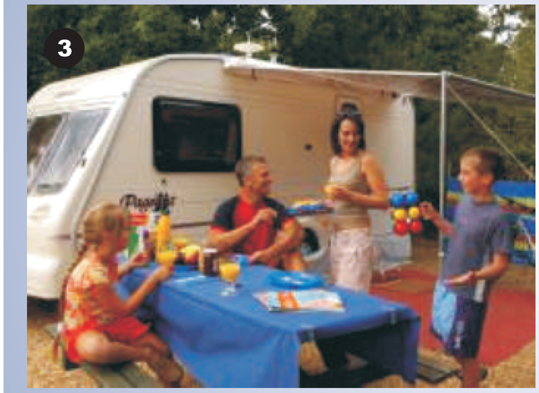
B2 level Speaking Test materials from the Candidate Booklet

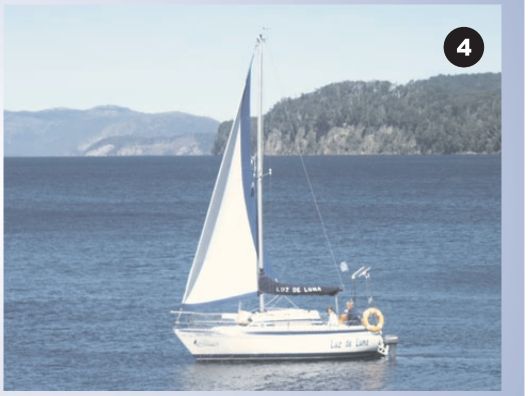
ΚΠγ / English Language Exam

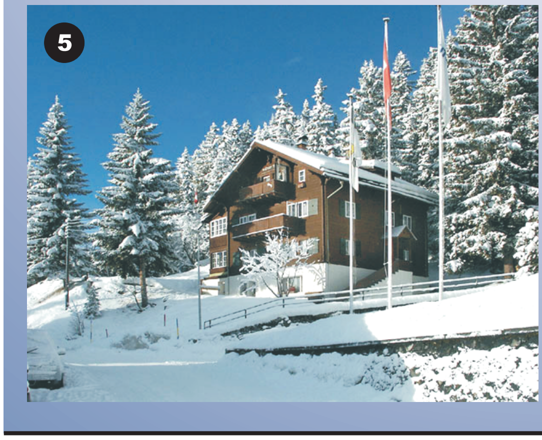
Going on vacation

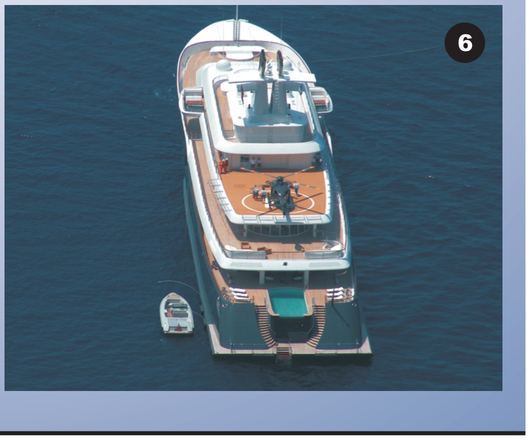

1


2


3


4


5

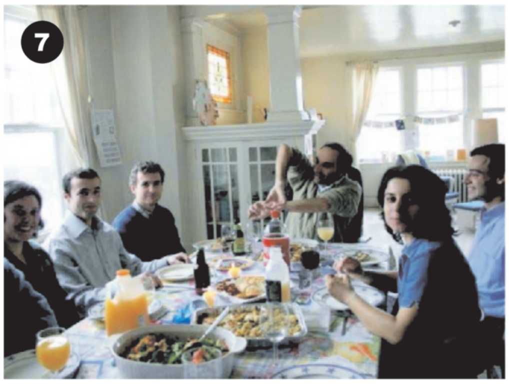

6

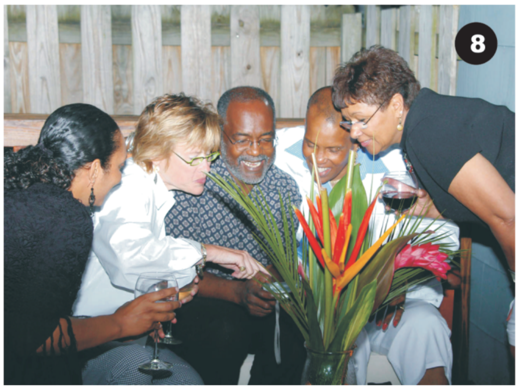
Level B2 / Module 4

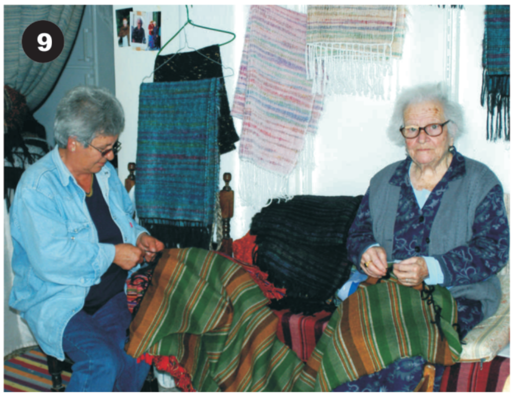
Oral production

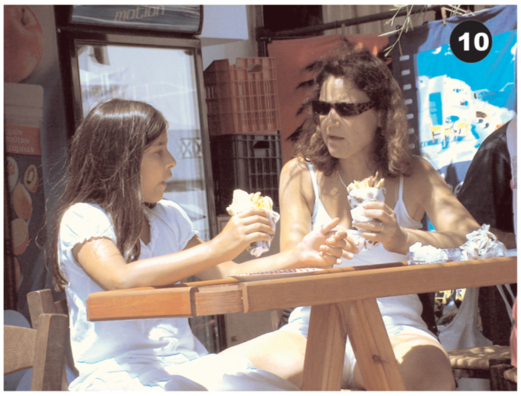
ΚΠγ / English Language Exam

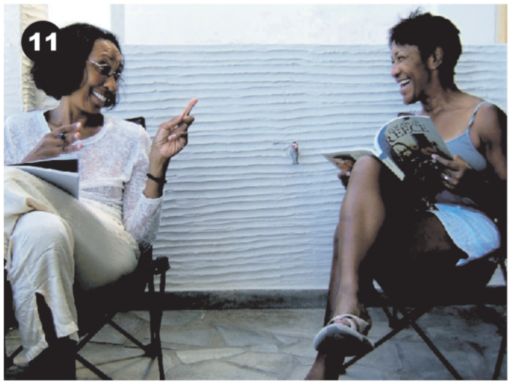
Snapshots of life

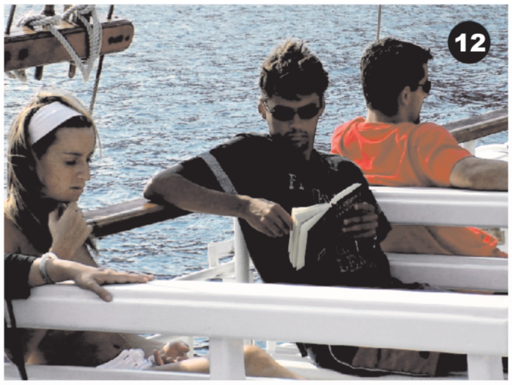

7


8


9

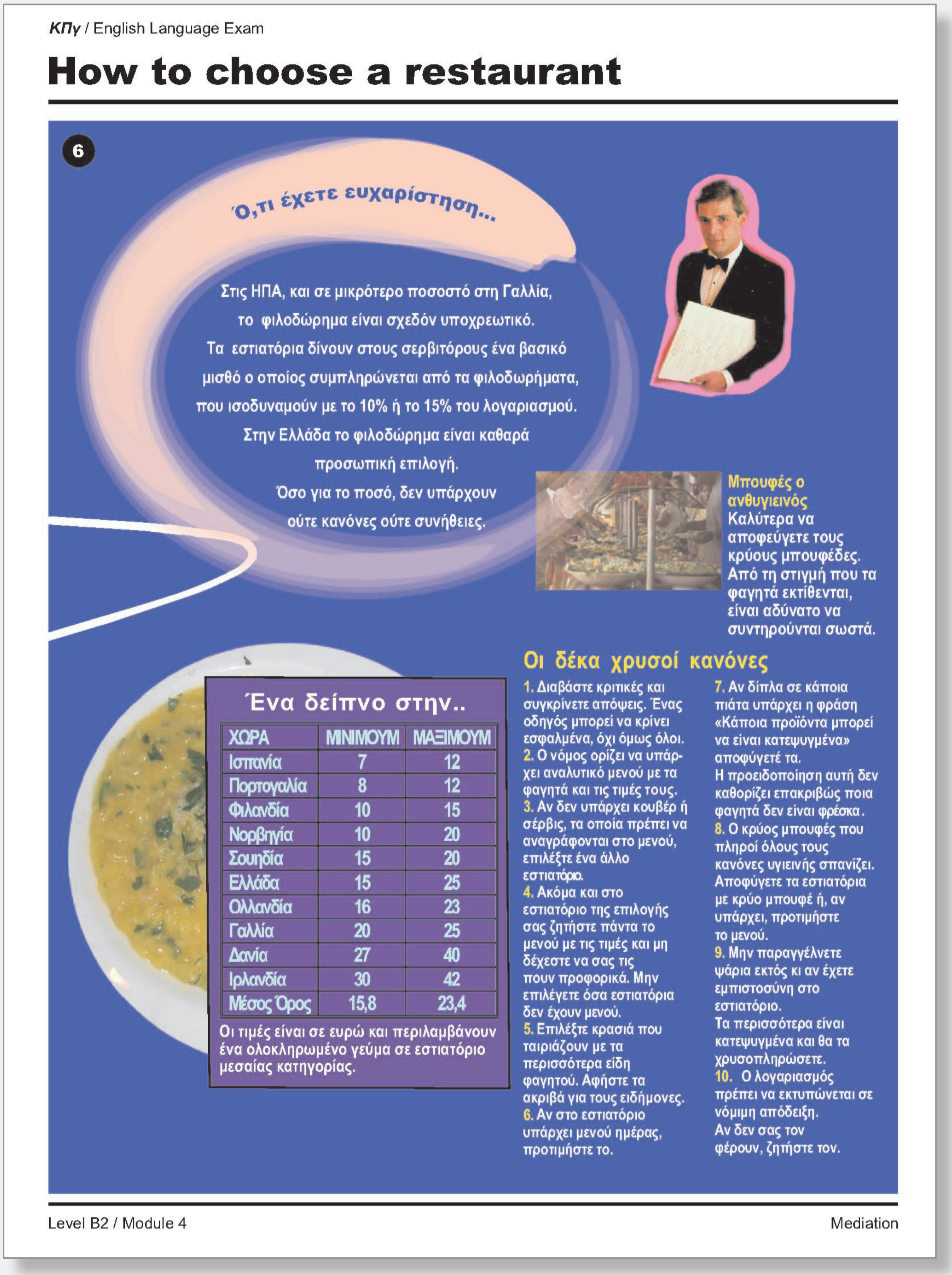

10


11


12

Level B2 / Module 4

Oral production



ΚΠγ / English Language Exam

How to choose a restaurant

6

Ό,τι έχετε ευχαρίστηση...

Στις ΗΠΑ, και σε μικρότερο ποσοστό στη Γαλλία, το φιλοδώρημα είναι σχεδόν υποχρεωτικό. Τα εστιατόρια δίνουν στους σερβιτόρους ένα βασικό μισθό ο οποίος συμπληρώνεται από τα φιλοδωρήματα, που ισοδυναμούν με το 10% ή το 15% του λογαριασμού. Στην Ελλάδα το φιλοδώρημα είναι καθαρά προσωπική επιλογή. Όσο για το ποσό, δεν υπάρχουν ούτε κανόνες ούτε συνήθειες.

Μπουφές ο ανθυγιεινός
Καλύτερα να αποφεύγετε τους κρύους μπουφέδες. Από τη στιγμή που τα φαγητά εκτίθενται, είναι αδύνατο να συντηρούνται σωστά.

Ένα δείπνο στην..

ΧΩΡΑ	ΜΙΝΙΜΟΥΜ	ΜΑΞΙΜΟΥΜ
Ισπανία	7	12
Πορτογαλία	8	12
Φιλανδία	10	15
Νορβηγία	10	20
Σουηδία	15	20
Ελλάδα	15	25
Ολλανδία	16	23
Γαλλία	20	25
Δανία	27	40
Ιρλανδία	30	42
Μέσος Όρος	15,8	23,4

Οι τιμές είναι σε ευρώ και περιλαμβάνουν ένα ολοκληρωμένο γεύμα σε εστιατόριο μεσαίας κατηγορίας.

Οι δέκα χρυσοί κανόνες

1. Διαβάστε κριτικές και συγκρίνετε απόψεις. Ένας οδηγός μπορεί να κρίνει εσφαλμένα, όχι όμως όλοι.
2. Ο νόμος ορίζει να υπάρχει αναλυτικό μενού με τα φαγητά και τις τιμές τους.
3. Αν δεν υπάρχει κουβέρ ή σέρβις, τα οποία πρέπει να αναγράφονται στο μενού, επιλέξτε ένα άλλο εστιατόριο.
4. Ακόμα και στο εστιατόριο της επιλογής σας ζητήστε πάντα το μενού με τις τιμές και μη δέχεστε να σας τις πουν προφορικά. Μην επιλέγετε όσα εστιατόρια δεν έχουν μενού.
5. Επιλέξτε κρασιά που ταιριάζουν με τα περισσότερα είδη φαγητού. Αφήστε τα ακριβά για τους ειδήμονες.
6. Αν στο εστιατόριο υπάρχει μενού ημέρας, προτιμήστε το.
7. Αν δίπλα σε κάποια πιάτα υπάρχει η φράση «Κάποια προϊόντα μπορεί να είναι κατεψυγμένα» αποφύγετέ τα. Η προειδοποίηση αυτή δεν καθορίζει επακριβώς ποια φαγητά δεν είναι φρέσκα.
8. Ο κρύος μπουφές που πληροί όλους τους κανόνες υγιεινής σπανίζει. Αποφύγετε τα εστιατόρια με κρύο μπουφέ ή, αν υπάρχει, προτιμήστε το μενού.
9. Μην παραγγέλνετε ψάρια εκτός κι αν έχετε εμπιστοσύνη στο εστιατόριο. Τα περισσότερα είναι κατεψυγμένα και θα τα χρυσοπληρώσετε.
10. Ο λογαριασμός πρέπει να εκτυπώνεται σε νόμιμη απόδειξη. Αν δεν σας τον φέρουν, ζητήστε τον.

Level B2 / Module 4 Mediation

ΚΠγ / English Language Exam

Time for fun

7 Η ΑΠΟΛΑΥΣΗ ΚΑΝΕΙ ΚΑΛΟ

1. ΩΡΑ ΓΙΑ **ΠΑΙΧΝΙΔΙ**

Κάντε την άσκηση παιχνίδι! Το μυστικό για να είστε πάντα σε φόρμα είναι να ασχοληθείτε συστηματικά με την άσκηση που σας ευχαριστεί, γιατί μία ευχάριστη δραστηριότητα είναι βέβαιο ότι δεν θα την εγκαταλείψετε ποτέ. Τα Χριστούγεννα λοιπόν διαμορφώστε το πρόγραμμά σας έτσι ώστε να ασχοληθείτε με μία δραστηριότητα που σας ταιριάζει και αποτελεί για σας πραγματική απόλαυση. Μπορεί να είναι και ένα ομαδικό παιχνίδι, όπως το ποδόσφαιρο ή το βόλεϊ, γιατί όχι και το κολύμπι σε θερμαινόμενη πισίνα! Ακόμη, ένα πολύ δημοφιλές και ευχάριστο παιχνίδι είναι το ποδόσφαιρο 5x5. Μπορείτε λοιπόν να επικοινωνήσετε με τους φίλους σας και να επισκεφθείτε το γήπεδο 5x5 της γειτονιάς σας.

ΤΙ ΘΑ ΚΕΡΔΙΣΕΤΕ: Είναι ο καλύτερος τρόπος να μειώσετε τις συνέπειες από τα μικρά διατροφικά παραστρατήματα, που αναπόφευκτα θα κάνετε την περίοδο των εορτών, καθώς σας βοηθάει να κάψετε τις επιπλέον θερμίδες και να μειώσετε και τις επιπτώσεις από την καθιστική ζωή. Επιπλέον, η άσκηση:

- Συμβάλλει στη μείωση της «κακής» χοληστερίνης και στην αύξηση της «καλής». Ακόμη, αυξάνει την αντοχή του οργανισμού μας στην κούραση. (Ένα άτομο που αθλείται συστηματικά κουράζεται πιο δύσκολα στις καθημερινές του δραστηριότητες).
- Ευνοεί την παραγωγή των ενδορφινών (θεωρούνται τα φυσικά παυσίπονα του οργανισμού), οι οποίες είναι ορμόνες που αυξάνουν το αίσθημα της ευφορίας (αυτός είναι ο λόγος που νιώθουμε ευεξία όταν αθλούμαστε).
- Γυμνάζει καρδιά και πνεύμονες.

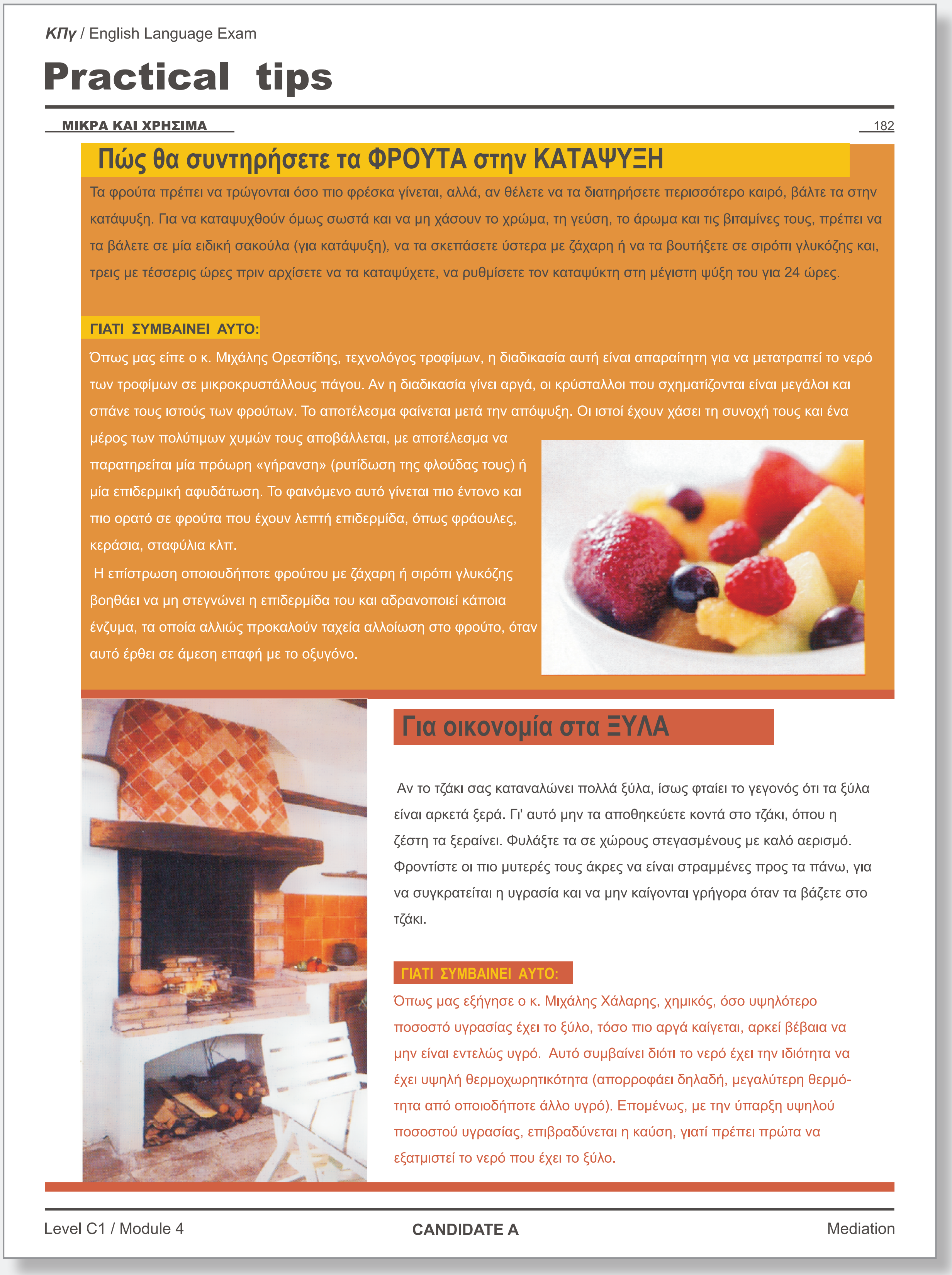
2. ΧΑΛΑΡΩΣΤΕ ΜΕ **ΜΟΥΣΙΚΗ**

Αν αυτά τα Χριστούγεννα σας κάνουν δώρο ένα CD με κλασική μουσική, έχετε πολλούς λόγους να είστε ευχαριστημένοι, ακόμη και αν δεν είστε λάτρεις της. Το άκουσμα μιας υποβλητικής μουσικής μπορεί να σας χαλαρώσει και να σας βοηθήσει να αποβάλετε το στρες. Αν έχετε παιδιά, μυήστε τα στη συναρπαστική εμπειρία που προσφέρει η μουσική. Σύμφωνα με τους ειδικούς, τα παιδιά που παρακολουθούν μαθήματα μουσικής έχουν καλύτερη μνήμη και είναι καλύτερα στα μαθηματικά σε σχέση με τα υπόλοιπα. Αυτά τα Χριστούγεννα, λοιπόν, ακούστε όση μουσική θέλετε και όποιο είδος σας ταιριάζει καλύτερα.

ΤΙ ΘΑ ΚΕΡΔΙΣΕΤΕ: Η μουσική είναι πολύ ωφέλιμη για την ψυχική αλλά και τη σωματική υγεία. Ο κ. Χρυσόστομος Καρπαθίου, νευροψυχολόγος-νευρογλωσσολόγος, μιλώντας στο Vita είπε ότι το άκουσμα της μουσικής, και ιδιαίτερα μάλιστα του μπουζουκιού, μπορεί να έχει θεραπευτική δράση. Μελετώντας τις θεραπευτικές ιδιότητες της μουσικής, ο κ. Καρπαθίου διαπίστωσε ότι ακόμα και ασθενείς που βρίσκονταν σχεδόν σε κωματώδη κατάσταση ανταποκρίνονταν σε ορισμένα ακούσματα, όπως λ.χ. στους ήχους του μπουζουκιού. Ακόμη, η μουσική μπορεί να έχει καλά αποτελέσματα στη θεραπεία της δυσλεξίας. Απολαύστε λοιπόν τους αγαπημένους σας ήχους, γιατί η μουσική, σύμφωνα με κάποιες πρόσφατες έρευνες:

- Σας κάνει πνευματικά δραστήριους.
- Σας βοηθάει να συγκεντρωθείτε.
- Ενισχύει τη δημιουργικότητά σας.

C1 level Speaking Test materials from the Candidate Booklet



ΚΠγ / English Language Exam

Practical tips

ΜΙΚΡΑ ΚΑΙ ΧΡΗΣΙΜΑ 182

Πώς θα συντηρήσετε τα ΦΡΟΥΤΑ στην ΚΑΤΑΨΥΞΗ

Τα φρούτα πρέπει να τρώγονται όσο πιο φρέσκα γίνεται, αλλά, αν θέλετε να τα διατηρήσετε περισσότερο καιρό, βάλτε τα στην κατάψυξη. Για να καταψυχθούν όμως σωστά και να μη χάσουν το χρώμα, τη γεύση, το άρωμα και τις βιταμίνες τους, πρέπει να τα βάλετε σε μία ειδική σακούλα (για κατάψυξη), να τα σκεπάσετε ύστερα με ζάχαρη ή να τα βουτήξετε σε σιρόπι γλυκόζης και, τρεις με τέσσερις ώρες πριν αρχίσετε να τα καταψύχετε, να ρυθμίσετε τον καταψύκτη στη μέγιστη ψύξη του για 24 ώρες.

ΓΙΑΤΙ ΣΥΜΒΑΙΝΕΙ ΑΥΤΟ:

Όπως μας είπε ο κ. Μιχάλης Ορεστίδης, τεχνολόγος τροφίμων, η διαδικασία αυτή είναι απαραίτητη για να μετατραπεί το νερό των τροφίμων σε μικροκρυστάλλους πάγου. Αν η διαδικασία γίνει αργά, οι κρύσταλλοι που σχηματίζονται είναι μεγάλοι και σπάνε τους ιστούς των φρούτων. Το αποτέλεσμα φαίνεται μετά την απόψυξη. Οι ιστοί έχουν χάσει τη συνοχή τους και ένα μέρος των πολύτιμων χυμών τους αποβάλλεται, με αποτέλεσμα να παρατηρείται μία πρόωρη «γήρανση» (ρυτίδωση της φλούδας τους) ή μία επιδερμική αφυδάτωση. Το φαινόμενο αυτό γίνεται πιο έντονο και πιο ορατό σε φρούτα που έχουν λεπτή επιδερμίδα, όπως φράουλες, κεράσια, σταφύλια κλπ.

Η επίστρωση οποιουδήποτε φρούτου με ζάχαρη ή σιρόπι γλυκόζης βοηθάει να μη στεγνώνει η επιδερμίδα του και αδρανοποιεί κάποια ένζυμα, τα οποία αλλιώς προκαλούν ταχεία αλλοίωση στο φρούτο, όταν αυτό έρθει σε άμεση επαφή με το οξυγόνο.

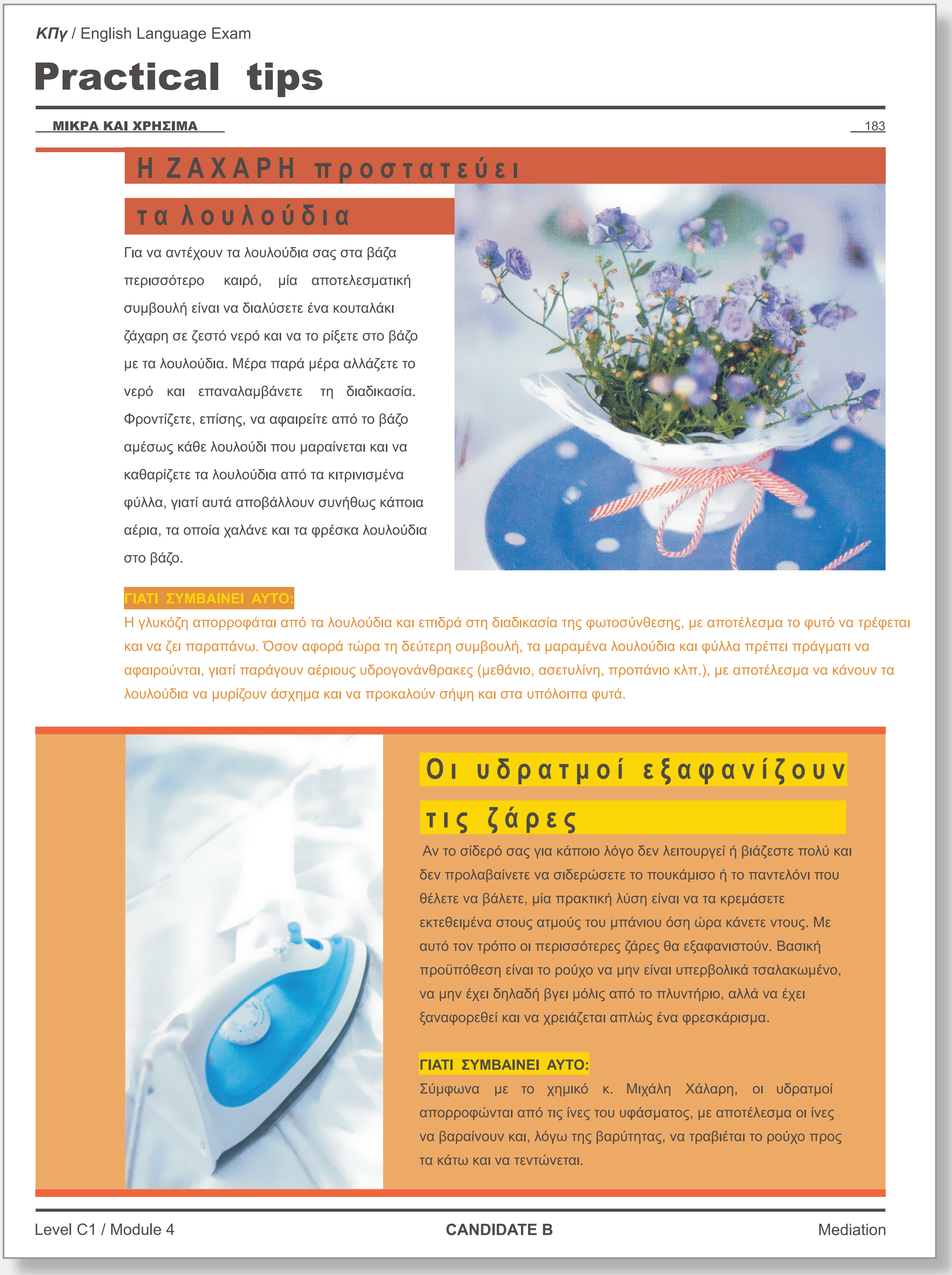
Για οικονομία στα ΞΥΛΑ

Αν το τζάκι σας καταναλώνει πολλά ξύλα, ίσως φταίει το γεγονός ότι τα ξύλα είναι αρκετά ξερά. Γι' αυτό μην τα αποθηκεύετε κοντά στο τζάκι, όπου η ζέστη τα ξεραίνει. Φυλάξτε τα σε χώρους στεγασμένους με καλό αερισμό. Φροντίστε οι πιο μυτερές τους άκρες να είναι στραμμένες προς τα πάνω, για να συγκρατείται η υγρασία και να μην καίγονται γρήγορα όταν τα βάζετε στο τζάκι.

ΓΙΑΤΙ ΣΥΜΒΑΙΝΕΙ ΑΥΤΟ:

Όπως μας εξήγησε ο κ. Μιχάλης Χάλαρης, χημικός, όσο υψηλότερο ποσοστό υγρασίας έχει το ξύλο, τόσο πιο αργά καίγεται, αρκεί βέβαια να μην είναι εντελώς υγρό. Αυτό συμβαίνει διότι το νερό έχει την ιδιότητα να έχει υψηλή θερμοχωρητικότητα (απορροφάει δηλαδή, μεγαλύτερη θερμότητα από οποιοδήποτε άλλο υγρό). Επομένως, με την ύπαρξη υψηλού ποσοστού υγρασίας, επιβραδύνεται η καύση, γιατί πρέπει πρώτα να εξατμιστεί το νερό που έχει το ξύλο.

Level C1 / Module 4 **CANDIDATE A** Mediation



ΚΠγ / English Language Exam

Practical tips

ΜΙΚΡΑ ΚΑΙ ΧΡΗΣΙΜΑ 183

Η ΖΑΧΑΡΗ προστατεύει τα λουλούδια

Για να αντέχουν τα λουλούδια σας στα βάζα περισσότερο καιρό, μία αποτελεσματική συμβουλή είναι να διαλύσετε ένα κουταλάκι ζάχαρη σε ζεστό νερό και να το ρίξετε στο βάζο με τα λουλούδια. Μέρα παρά μέρα αλλάζετε το νερό και επαναλαμβάνετε τη διαδικασία. Φροντίζετε, επίσης, να αφαιρείτε από το βάζο αμέσως κάθε λουλούδι που μαραίνεται και να καθαρίζετε τα λουλούδια από τα κιτρινισμένα φύλλα, γιατί αυτά αποβάλλουν συνήθως κάποια αέρια, τα οποία χαλάνε και τα φρέσκα λουλούδια στο βάζο.

ΓΙΑΤΙ ΣΥΜΒΑΙΝΕΙ ΑΥΤΟ:

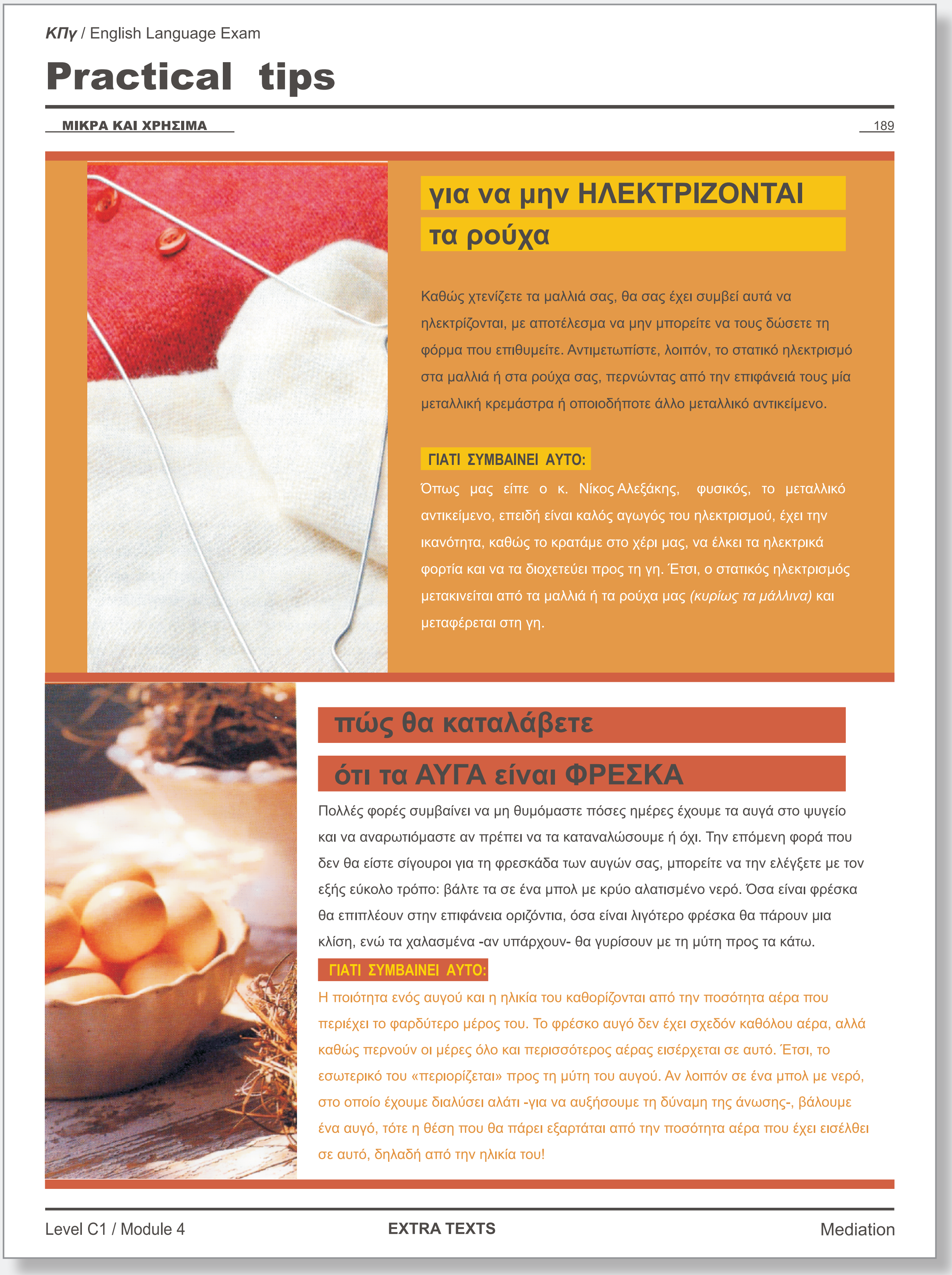
Η γλυκόζη απορροφάται από τα λουλούδια και επιδρά στη διαδικασία της φωτοσύνθεσης, με αποτέλεσμα το φυτό να τρέφεται και να ζει παραπάνω. Όσον αφορά τώρα τη δεύτερη συμβουλή, τα μαραμένα λουλούδια και φύλλα πρέπει πράγματι να αφαιρούνται, γιατί παράγουν αέριους υδρογονάνθρακες (μεθάνιο, ασετυλίνη, προπάνιο κλπ.), με αποτέλεσμα να κάνουν τα λουλούδια να μυρίζουν άσχημα και να προκαλούν σήψη και στα υπόλοιπα φυτά.

Οι υδρατμοί εξαφανίζουν τις ζάρες

Αν το σίδερό σας για κάποιο λόγο δεν λειτουργεί ή βιάζεστε πολύ και δεν προλαβαίνετε να σιδερώσετε το πουκάμισο ή το παντελόνι που θέλετε να βάλετε, μία πρακτική λύση είναι να τα κρεμάσετε εκτεθειμένα στους ατμούς του μπάνιου όση ώρα κάνετε ντους. Με αυτό τον τρόπο οι περισσότερες ζάρες θα εξαφανιστούν. Βασική προϋπόθεση είναι το ρούχο να μην είναι υπερβολικά τσαλακωμένο, να μην έχει δηλαδή βγει μόλις από το πλυντήριο, αλλά να έχει ξαναφορεθεί και να χρειάζεται απλώς ένα φρεσκάρισμα.

ΓΙΑΤΙ ΣΥΜΒΑΙΝΕΙ ΑΥΤΟ:

Σύμφωνα με το χημικό κ. Μιχάλη Χάλαρη, οι υδρατμοί απορροφώνται από τις ίνες του υφάσματος, με αποτέλεσμα οι ίνες να βαραίνουν και, λόγω της βαρύτητας, να τραβιέται το ρούχο προς τα κάτω και να τεντώνεται.



ΚΠγ / English Language Exam

Practical tips

ΜΙΚΡΑ ΚΑΙ ΧΡΗΣΙΜΑ 189

για να μην ΗΛΕΚΤΡΙΖΟΝΤΑΙ τα ρούχα

Καθώς χτενίζετε τα μαλλιά σας, θα σας έχει συμβεί αυτά να ηλεκτρίζονται, με αποτέλεσμα να μην μπορείτε να τους δώσετε τη φόρμα που επιθυμείτε. Αντιμετωπίστε, λοιπόν, το στατικό ηλεκτρισμό στα μαλλιά ή στα ρούχα σας, περνώντας από την επιφάνειά τους μία μεταλλική κρεμάστρα ή οποιοδήποτε άλλο μεταλλικό αντικείμενο.

ΓΙΑΤΙ ΣΥΜΒΑΙΝΕΙ ΑΥΤΟ:

Όπως μας είπε ο κ. Νίκος Αλεξάκης, φυσικός, το μεταλλικό αντικείμενο, επειδή είναι καλός αγωγός του ηλεκτρισμού, έχει την ικανότητα, καθώς το κρατάμε στο χέρι μας, να έλκει τα ηλεκτρικά φορτία και να τα διοχετεύει προς τη γη. Έτσι, ο στατικός ηλεκτρισμός μετακινείται από τα μαλλιά ή τα ρούχα μας *(κυρίως τα μάλλινα)* και μεταφέρεται στη γη.

πώς θα καταλάβετε ότι τα ΑΥΓΑ είναι ΦΡΕΣΚΑ

Πολλές φορές συμβαίνει να μη θυμόμαστε πόσες ημέρες έχουμε τα αυγά στο ψυγείο και να αναρωτιόμαστε αν πρέπει να τα καταναλώσουμε ή όχι. Την επόμενη φορά που δεν θα είστε σίγουροι για τη φρεσκάδα των αυγών σας, μπορείτε να την ελέγξετε με τον εξής εύκολο τρόπο: βάλτε τα σε ένα μπολ με κρύο αλατισμένο νερό. Όσα είναι φρέσκα θα επιπλέουν στην επιφάνεια οριζόντια, όσα είναι λιγότερο φρέσκα θα πάρουν μια κλίση, ενώ τα χαλασμένα -αν υπάρχουν- θα γυρίσουν με τη μύτη προς τα κάτω.

ΓΙΑΤΙ ΣΥΜΒΑΙΝΕΙ ΑΥΤΟ:

Η ποιότητα ενός αυγού και η ηλικία του καθορίζονται από την ποσότητα αέρα που περιέχει το φαρδύτερο μέρος του. Το φρέσκο αυγό δεν έχει σχεδόν καθόλου αέρα, αλλά καθώς περνούν οι μέρες όλο και περισσότερος αέρας εισέρχεται σε αυτό. Έτσι, το εσωτερικό του «περιορίζεται» προς τη μύτη του αυγού. Αν λοιπόν σε ένα μπολ με νερό, στο οποίο έχουμε διαλύσει αλάτι -για να αυξήσουμε τη δύναμη της άνωσης-, βάλουμε ένα αυγό, τότε η θέση που θα πάρει εξαρτάται από την ποσότητα αέρα που έχει εισέλθει σε αυτό, δηλαδή από την ηλικία του!

Level C1 / Module 4 **EXTRA TEXTS** Mediation