



English Speaking Board (International) Ltd.

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

Both Level 4 and Level 5 examinations are for teachers of any subject or age range.

Level 4 is for intending teachers training in Colleges of Higher Education or Universities.

Level 5 is for in-service teachers who have a teaching qualification, or professionally recognised status.

LEVEL 4 for teachers-in-training

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

1. EXPOSITION SKILLS

Either

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

Or

- (b) Give a short instructional talk on any skill appropriate to activities related to education outside the classroom or to any informal learning activity with which you are familiar. You may decide whether or not initially to make your objectives explicit.

Note: appropriate audio-visual aids and materials may be used to support and illustrate the talks, provided they do not dominate the exposition.

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

2. PERSONAL INTERPRETATION

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

Time: 2 minutes

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

Time: 3 minutes

3. HANDLING GROUP RESPONSE

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

Time: 7-10 minutes

4. GENERAL PERFORMANCE

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

TOTAL TIME FOR ALL SECTIONS: 35 minutes

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

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

1. COMMUNICATION FOR TEACHING AND LEARNING

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

You must achieve a fair balance of time between your own exposition and the responses of the listening group.

Time: 20 minutes

2. INTERPRETING THE WRITTEN WORD

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

Time: 15 minutes

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

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

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

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

Time: 25 minutes

TOTAL TIME FOR ALL SECTIONS: 60 minutes

For further information please contact:

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