



English Speaking Board (International) Ltd.

YOUTH TRAINING IN SPEAKING

Syllabus for the Certificate in Oral Skills for Young People in Vocational Training

NOTES FOR TUTORS, ORGANISERS AND CO-ORDINATORS

The assessments may take place at any time of the year at the venues where work or training is carried out: factory, school, F.E. College, business or training premises etc.

TWO LEVELS OF ENTRY AND AWARDS:

Level 1: 16/17 years of age normally completing one year's training.

Level 2: 17/19 years of age who have passed Level 1 or who are completing two years' training

SYLLABUS FOR LEVEL ONE

TOTAL INDIVIDUAL TIME: 12 MINUTES

Section 1: COMMUNICATION AT WORK

(approx. 3 minutes per candidate)

Give a short talk or demonstration related to some aspect of your off-the-job training course or some skill acquired in your work experience on-the-job. (Diagrams, maps and equipment, where used, should be integrated into the presentation.)

or

Talk about a personal interest or skill, using demonstration materials and/or other visual aids as appropriate.

Section 2: COMMUNICATION IN THE GROUP

(2-3 minutes)

You will be grouped with 3 or 4 other candidates to discuss a topic or problem of general interest suggested by the assessor.

Section 3: COMMUNICATION BY TELEPHONE

(3 minutes)

You will be paired with one of your colleagues and given the outline of a simple telephone message involving you as either the caller or the receiver. Names, addresses and message should be noted on the memo pad. (Handsets must be set up in the examination room.)

Section 4: GROUP INTERACTION

At various points during your assessment session, particularly after your talk, you will be expected to deal with questions from listeners and encouraged to explain and inform within your experience. As a member of the group, you in turn are expected to question and discuss and support others. You are assessed not only as a speaker but also as a contributing and responsive listener.

SYLLABUS FOR LEVEL TWO

TOTAL INDIVIDUAL TIME: 15 MINUTES

Section 1: COMMUNICATION TO A GROUP

(4-5 minutes per candidate)

- (a) Using any materials you may need, talk on some activity or process arising from your training. (e.g. use and care of some equipment, a special task you have undertaken, a technique or process you have mastered or instruction you have received.)

or

- (b) Talk on some sport, hobby, leisure pursuit or voluntary service in which you have been actively engaged.

Diagrams, models and apparatus used in this presentation should be skilfully handled and neatly displayed.

Section 2: COMMUNICATION OF THE PRINTED WORD (approx. 3 minutes)

Bring a short extract, which you have prepared, to read to your listening group. Your material should be approximately 150-200 words and may be taken from the following: a book, magazine, newspaper, business letter, instructions, report, or from information or instructions connected with your training course. Introduce the extract first, giving reasons for your choice.

Section 3: COMMUNICATING BY TELEPHONE (2-3 minutes)

You will be paired with a partner for a simple telephone conversation such as you might make in your working or social life. You will be expected to give, or note down, a message according to your role, including the name, address and telephone number and information communicated or received. (Telephone sets and memo pads will be provided. See guidelines.)

Section 4: LISTENING AND RESPONDING

During each speaker's assessment, questions and enquiries may arise from any of the former sections. You may ask, or be asked, to explain a point in more detail. The assessor may also ask the type of question which might arise in an interview. Attentive listening and responding is part of problem solving and making decisions. Be prepared to put your point of view and your attitude to work as you would to a prospective employer.

Alternative integrated Group Presentation at Level 1 and Level 2

**Total Group Time – Level 1: 10-12 minutes
Level 2: 12-15 minutes**

Alternative material to the syllabus may be presented for assessment by prior arrangement with the Board. The project must include a variety of oral activities (e.g. oral commentary, reading, telephoning, problem solving, role-playing, instructions etc.) linked into a composite theme. The project could run parallel to, and/or be an end product of, the skill training which the candidates have undertaken and should give scope for individual assessment. Each candidate should have equal input in preparation and presentation.

Time allocation: 10 minutes x the number of candidates participating plus 10-15 minutes for group discussion with the assessor. (5 candidates per project would be the maximum for an assessor to give each individual careful consideration.)

Guidelines for YT assessments are enclosed. Further copies of this syllabus may also be ordered for each candidate and will be sent free of charge from ESB HQ.

All candidates receive an individual written report giving feedback on each task and the overall result.

Section 1 carries double weighting. Successful candidates are also awarded a certificate at one of three grades.

The English Speaking Board was established in 1953 to promote and encourage excellence in all aspects of oral communication.

The Board provides a full range of graded assessments in oral communication for education, business and the community. For example, in the vocational context ESB offers a Vocational Presentation Skills syllabus at Levels 1-3 with a generic core and sector options including

Early Childhood Studies
Hotel and Catering

Hairdressing & Beauty Therapy
Leisure, Travel and Tourism

Assessments are held at any time of the year, on the 'home ground' of the candidates.

For further information on syllabuses, courses, publications and membership, please contact:

The English Speaking Board (International) Ltd. 26a Princes Street Southport PR8 1EQ

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GUIDELINES FOR YOUTH TRAINING IN SPEAKING

Guidelines for Tutors, Assessors and Organisers for the English Speaking Board 'Youth Training in Speaking' Assessments

OBJECTIVE

The purpose of these YT assessments is to give encouragement and credit for oral skills developed and demonstrated during any youth training scheme at levels 1-2.

The programmes are designed to give scope for, and recognition of, every type of skill: e.g. a manual operation, an IT process or application, a contribution in one of the Services, etc. – and to recognise the accompanying personal development. There are two distinct levels: 1 and 2, which are related to year 1 and year 2 of training.

BOOKING AN ASSESSMENT

ESB assessors visit on-site and at times to suit employers, managing agents, sponsors and tutors. Organisers should advise ESB head office of provisional dates three months in advance of assessment to give time for the programme to run and for an appropriate assessor to be appointed. All assessment is external.

NOTES ON PREPARATION AND ASSESSMENT

The first aim, both in the preceding group teaching and in the assessment on the day, is to build an atmosphere of *trust*, creating a stimulating but supportive atmosphere in which candidates can give of their best; where the more reticent are encouraged and the more vociferous are guided to share their input while recognising the needs and rights of others in the group. Practice and trust in the tutor and the group can help students at an early stage to overcome tension which can diminish the vocal range, dry up saliva and tighten the lip and throat muscles. Trusting their subjects and their own potential ability also ensures that candidates work in a climate in which confidence can grow and flourish.

The aims of the tutors and assessors therefore must be:

- To listen with genuine interest and understanding
- To understand and be empathetic to the candidate's outlook
- To encourage and extend experience which will, in turn, extend vocabulary and its usage
- To foster within the group an understanding of one another's problems and appreciation of other people's skills
- To set realistic standards of what can be achieved, within the context in which the candidates are living and working
- To build up, gradually, the students' own rejection of the sloppy, the spurious, the incorrect or the ineffective
- Finally, and above all, to let them experience success so that they can proceed with confidence

Candidates' presentations, especially in Section 1, are intended to flow without interruption, with questions following. Just occasionally, a candidate may flounder or 'dry up', and then an encouraging comment or enquiry at an appropriate time during the talk can relax the speaker and create spontaneity. Sometimes the speaker, desperately keeping to a pre-written memorised 'essay', is made rigid through the process of 'remembering' rather than 're-calling' or 're-living', and the assessor may divert the candidate by asking him or her to show some article or process for the

benefit of the listeners. If the allotted time has been used, the assessor will tactfully draw the speaker to a conclusion. Questions and enquiries are based on genuine interest – and very often genuine ignorance – as this contributes to creating the speaker’s sense of authority and confidence. The atmosphere should be one of encouragement. It should also be understood that the listeners, including the assessor, are there to learn and to share. Oral skills are not an easy option. They test a whole attitude to living and working and often reveal shaping influences.

Please see the handbook, Guidelines for Organisers for guidance on the assessment day.

LEVEL ONE

Section 1: Communication to a group

a) Visual, audio, graphic and manual aids

In order that time is not lost on the assessment day it is important to have any apparatus as pre-arranged as possible, with a colleague, or colleagues, suitably briefed to help in the quick setting up and dismantling of the apparatus used.

An informal horse-shoe arrangement of chairs for the listeners, with a table and pin-up board in the open space, gives the speaker a feeling of authority but not of isolation. The assessor should be at one end of the horse-shoe, part of the listening group, and not in the central position. Thus the speaker, group and assessor may have an easy interchange of comment, question and answer. It is part of the speaker’s technique to direct the attention of the group to the display or demonstration. An article shown or used in the hands and explained helps to dispel nervous tension, cuts down or eliminates the need for notes, and guarantees viewer/listeners’ attention. The latter is very important as it gives a boost to confidence.

Tutors should help students to present their projects in logical order, giving time and prominence to what is important and maintaining direct contact with the audience. The main framework of the talk will be prepared, but delivery should be lively and spontaneous.

b) The candidate

Try to give the student/candidate the assurance that whatever visual aids are being used to clarify and illuminate communication, it is the candidate him/herself that is the most important audio-visual aid of all. Recognition of this shows in a neat, unfussy appearance, upright but not rigid posture, easy and effective use of hands and eyes, and direct, clear speech.

Section 2: Communication to the group

The assessor will guide the small group (seated together) to discuss a topic, solve a problem or to role play in a given situation. The requested subject will be within the experience of the group and the assessor will ensure that the shy or inhibited are ‘drawn out’ and not over-ridden by the glib.

Section 3: Communication by telephone

Candidates will be paired with a partner and each will be assessed individually according to the standard achieved either as a 'caller' or 'receiver'. Each will be given a card or oral instruction for the *caller* and the *receiver*. Time will be given to make notes prior to the call.

To prepare for this test, two aspects of telephoning should be studied. Candidates will be expected to know:

a) **Correct telephone procedures:**

- How to introduce themselves
- How to answer
- How to make an initial approach
- How to dictate and receive telephone numbers
- How to dictate and receive names and addresses
- How to ask the caller to wait
- How to ensure accurate information is exchanged
- How to clarify any points that are not clear
- How to confirm further action
- How to end

b) **Good telephone manners:**

- How to use words and phrases that are polite: 'please', 'thank you', 'I'm sorry'
- How to make the voice sound both pleasant and businesslike
- How to be patient and considerate
- How to speak slowly and clearly enough to be understood by anyone in their own country

The test will require the candidates either to dictate or receive names and/or addresses, and/or telephone numbers, the simple transmission and recording of facts. The assessor will be looking for clarity, accuracy and courtesy with helpful and economical use of time.

Section 4

As in all ESB assessments, the impromptu questions and exchange of ideas are important elements. The examiner uses the group context to give everyone an opportunity to contribute as a member of the audience, so that all are involved throughout. It is important that candidates know from the start of the course that they are credited as listeners and questioners as well as speakers. In a group as a member of the audience, the speaker can be more relaxed and use the opportunities to join in discussion. Open-ended questions should be encouraged.

LEVEL TWO

Section 1: Communication to a group (See notes on Level One)

At Level Two the assessor will expect more maturity of vocabulary and exposition with more precise and complex terminology related to the skill.

Section 2: Communication of the printed word

Students should have had practice in reading aloud, starting with audibility, pacing and reading ahead with the eye to keep sense blocks together. By the time of assessment candidates should be able to communicate sense and mood with appropriate phrasing and pauses, share eye contact with listeners and overall use techniques which ensure easy reception for their audience.

Section 3: Communication by Telephone (See notes on Level One)

At Level Two the message will be rather more complex. Both caller and receiver will need to make sure that they have gained all the information needed, without assuming it, that any queries have been resolved and that any necessary action / follow-up has been confirmed.

Section 4

See notes for Level 1.

MARKING

Each candidate receives a specific written report giving feedback on each area of assessment. Section 1 is given double weighting. Certificates record the level of attainment at one of three grades.

ENGLISH LANGUAGE

ESB accepts that there are as many brands of spoken English as there are regions where English is spoken, but also believes that students should be guided to develop speech which will not divide them from other English speakers in other parts of the country, nor indeed the world. Clarity, vocal vigour and range, and a rich vocabulary, fluently phrased are all vital ingredients on which sound oral communication is based.

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