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SPEAKING ASSESSMENT AND TECHNOLOGY:
How can digital tools improve teachers' resources in relation to
speaking assessment?

Treball de Fi de Màster – MA Dissertation.

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*To Irene Navarro Baches, my best friend for life -
because “I also wonder, Alice”.*

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ABSTRACT

The present research wants to analyse the oral features that can be detected in a face-to-face oral examination which could also be used to sustain the communication in an online version of the same speaking exam. The current situation presented after the spread of COVID-19 has given teachers the possibility to (re-)discover the benefits and challenges of technology to help language teaching, assessment and learning. This is why the final objective of this dissertation attests how digital tools can improve teachers' resources in relation to speaking assessment and technology. The data collection has been carried out with 8 participants from 2nd of ESO from a Catalan High School.

Keywords: speaking assessment, technology, oral features, digital exams.

SINOPSI

La present investigació vol analitzar les característiques orals que es poden detectar en un examen oral presencial que també es podria utilitzar per mantenir la comunicació en una versió en línia del mateix examen oral. La situació actual presentada després de la difusió de COVID-19 ha donat als professors la possibilitat de (re-)descobrir els avantatges i desavantatges de la tecnologia per ajudar a l'ensenyament, l'avaluació i l'aprenentatge d'idiomes. És per això que l'objectiu final d'aquesta tesi demostra com les eines digitals poden millorar els recursos del professorat en relació amb l'avaluació i la tecnologia de la parla. La recollida de dades s'ha realitzat amb 8 participants de 2n d'ESO d'un institut de secundària català.

Paraules clau: avaluació oral, tecnologia, característiques orals, exams digitals.

1. INTRODUCTION

Speaking is an important skill to develop in SLA¹ (Luoma, 2004). The linguistic area from the language model of the Catalan education system includes several competences which come into play in the development of this skill. These are: competence 1 (Obtain information and interpret oral texts from everyday life, the media and academia), competence 2 (Plan and produce oral texts of different types appropriate to the communicative situation) and competence 3 (Use oral interaction strategies according to the communicative situation to start, maintain and end the conversation²). In the second and third competence, students are trained to improve their oral discourse.

However, **oral practice** is not implemented much in high schools and it is usually left aside in the process of learning because final assessment of academic courses tends to correspond to written tests rather than oral ones. Another reason might be that most of the teachers mainly focus on semantics and syntactic notions as the academic syllabus is complex enough, with little or no time for oral practice (Luoma, 2004).

Another issue may be student anxiety. As a matter of fact, a large number of students are nervous and/or suffer from anxiety when speaking out loud in front of their classmates who are paying attention to what they say (Jin & Bot, 2016). Another aspect to take into account is the ratio (class size). Secondary school teachers might not be able to pilot speaking activities for assessment to large groups of teenagers and give them the appropriate feedback. To this, Macdonald (2002) insinuates that a lot of English teachers are not able to do oral assessment because of the lack of equipment, the little training they have received and the poor capacity to deal with it.

¹ Second Language Acquisition.

² Adapted and translated from the *Competències bàsiques de l'àmbit lingüístic: llengües estrangeres*. Departament d'Educació, Generalitat de Catalunya.

What is more, **language assessment** is a complex and difficult task (Brown et al., 2005.) Language tests aim to assess someone's language proficiency through four different skills: reading, writing, listening and speaking. Some examinations include a fifth part which focuses on the use of language (grammar) as many test-score users prefer to use five language skills to enrich the validity of the examination (Luoma, 2004). Language examiners agree in the fact that speaking is perhaps one of the most, if not the most, expensive and difficult skill to examine (Itkonen, 2010).

The reason behind it is that both the examiner and the examinee have to make a big effort during the test, the costs of the test design and its implementation are very high, the logistics invested in coordinating the exam are very complex and the difficulties during the assessment such as the large number of aspects to assess and the difficulty to hold onto these aspects when analysing all of them over a block of performance (not sentence by sentence) make the speaking skill an ephemeral, easily lost and expensive competence to assess (Luoma, 2004).

All in all, it seems that a possible solution to improve the speaking practice and assessment in the ESL classroom, if the aim is to truly support language development, would be implementing **technology** in the process. In the last decades, computer-based (CB) tests have gained weight in the field of assessment. These have complemented more traditional face-to-face examinations by providing speaking tests with more efficient and quicker ways of assessing, while maintaining high-quality formats. In addition, new technologies offer several options to provide the correct feedback to students. Many digital tasks are monitored by an intelligent tutoring system which provide specific feedback to students about their responses soon after submitting their performance and give the students the possibility of repeating the activity several times.

All in all, this paper examines which interactional features could be brought into digital speaking examinations, taken from face-to-face oral exams, and present a prototype online speaking test which implements as much as possible, the same speaking features considered to be beneficial in face-to-face oral exams.

1.1 RESEARCH QUESTION

The present research is focused on the professional development of English teachers who want to improve in several ways their students' oral performance and find useful ways to redirect their ways of speaking assessment. For this reason, this paper identifies oral features in face-to-face exam interactions and describes a prototype diagnosis of beneficial features which could be integrated into an online speaking test.

More specifically, this dissertation analyses the oral components detected in face-to-face oral tests which could also be used to sustain the communication in an online speaking exam. Given that technology has brought many benefits to the language learning process, it is my premise that both teachers and students could benefit from it. My final objective of the research paper is to attest how digital tools can improve teachers' resources in relation to speaking assessment and technology.

To do so, the present research has been divided into four parts. The first part of the study presents a theoretical framework of the notions of speaking, speaking practice, speaking assessment, feedback and technology as well as a review on previous research regarding the use of technological tools in oral assessment and previous research in interaction in ESL oral tests. The second block conducts a more empirical approach and aims to discover which features could be brought into the digital speaking test from face-to-face tests in an EFL class from 2nd of ESO in a high school in Catalonia. The third section discusses and revises the results obtained in the oral performance and the opinions that the students expressed in a survey and finally, the last section of the project answers the research question which has been developed through this dissertation and leaves room for future research in piloting the digital exam proposal.

1.2 CONTEXT

The starting point of this research was stimulated by the current necessity of improving L2 oral communication skills in Catalan and Spanish state high schools. Nowadays, educational experts promote a new way of teaching and learning away from the teaching system implemented during the last decades. New approaches seek to implement project-based learning and task-based learning activities and help to stimulate and improve the key opportunities for the 21st century skills: collaboration, critical thinking, creativity, technology and communication. However, some current teachers complain about the fact that they are not prepared enough and they have not received enough training to develop the oral skill in their lessons and, in the same way, it seems that teachers seem not to be fully prepared for implementing the use of technology in education (Garcia, 2020).

The present research is focused on a Catalan high school. In detail, it is focused on the 2nd of ESO level (the A2-B1 level in the CEFRL³) and presents a group of students who live in a city of 16,200 inhabitants in the north of the Vallès Oriental. From the 20th century onwards, bourgeoisie people from Barcelona migrated to this new area due to its climate and green lands and some decided to stay and make this area their homes.

The high school presents a rich educational project⁴. Since 1979, the year the centre was opened, the same document has been respected and updated according to the social and educational situation of the country. The overall objectives of the centre have a common axis that seeks to develop cognitive skills to awaken critical thinking, reasoning and abstraction of the students. Adolescents and their needs are at the centre of the action and seeks, as a first step, to respond to the knowledge, values and capacities of their students, integrating them into the society in which they live. The vehicular language of the high school is Catalan and Spanish. However, students also learn English and French with qualified teachers, North American Language and Culture Assistants and projects which promote European foreign languages such as “Projecte GEP”, “eTwinning”, “Erasmus+ Project and an exchange with Italy, Germany and Poland.

³ Common European Framework of Reference for Language.

⁴ In Catalan, Projecte Educatiu de Centre (PEC).

2. LITERATURE REVIEW

Speaking assessment encompasses any kind of assessment of an interaction which is wholly or, at least partly, produced by oral performance. There are two main test models for oral assessment. The first one is ‘direct’ speaking tests (involving humans) and the second one is ‘semi-direct’ speaking tests (making use of artificial intelligence with pre-recorded questions and correct possible answers). From these, several types of interactions have emerged according to the delivery and scoring possibilities. For example, virtual assistants (for example, <https://consulta.renfe.com/>) or phone call preliminary conversations (calling 112 for emergencies in Catalonia).

In relation to this, Araújo (2009) presents four types of examinations. The first type represents a more traditional category in which tests are conducted and corrected by a human examiner. For example, Cambridge general speaking tests. The second type involves an examinee interacting with a computer and a human rating the candidate’s performance, for instance, TOEFL speaking tests. The third type presents a fully automated computer which delivers and scores the test, as exemplified by Pearson's PTE Academic speaking test. The last type of test would be implemented by an interlocutor and it would be scored by a machine. No such exams exist nowadays due to the limitations that automated scoring presents.

There does not seem to be an agreement on which aspects should a good oral examination should assess. However, Riggensbach (1998, cited in Itkonen, 2010) states that fluency, pronunciation, grammar and lexicon are generally accepted as the principal features of speaking assessment. To these speaking features, Cambridge Assessment: English adds discourse management and interaction⁵. Other aspects which should be taken into account during assessment are test-takers, validity, reliability and practicality.

The main characteristic of direct face-to-face tests is **interaction**. Speaking is a reciprocal task between two or more interlocutors who share a responsibility for making the process of communication happen. Weir (2005) states that oral exams include informational tasks (e.g., providing personal information, describing or elaborating on given information) but also interactional functions (e.g. persuading, agreeing or disagreeing) and interaction management (initiating, maintaining or closing a conversation, changing the topic,

⁵ These terms are explained and developed in the assessment rubric, see the *Appendices* section for more information.

showing comprehension and producing turns related to previous turns). As a matter of fact, in face-to-face tests, the examiner can assess this ability in the examinees but in CB tests there is a lack of interaction, not only in computer-delivered but also in computer-scored simply because it cannot capture the complexities of natural language use. In relation to examinees, a study from Shohamy (1994) concludes that when candidates talked to a tape recorder, their language was a little more literate and less spontaneous and felt more anxious because everything was recorded and there was no room for requests or clarifications. As a result, CB tests may not be as valid as face-to-face exams because of the lack of the natural interactional competence and exam limitations, both from the examiners and examinees viewpoint.

The choice of test and the tasks also have implications in the **authenticity** and **validity** of the test (Weir, 2005). CB tasks are usually shorter, more constrained and one speaker produces a response to a digital prompt (e.g. reading a passage, repetition of utterances, describing visuals and responding questions). These tasks can, in some cases, be scored by a computer. In contrast, face-to-face exams allow for a larger range of interactive tasks: interaction between examiner and each test-taker, between candidates and between the candidates and examiner but also monologue tasks in which the examinees interact on their own. This consequently contributes to the validity of the exams.

Another aspect to be taken into account is **reliability**. In speaking assessment, the role of the interviewer who delivers the test and the influence in scoring the test are highly variable. This is reduced in CB oral test and eliminated in automated-scoring tests due to the uniformity and consistency of the CB tests. Human-scored tests are also reliable but a cyclical, rigorous, standardisation and monitoring investment has to be done. A lot of academic research has also been done in relation to test impact. Candidates who sit a face-to-face speaking test show a better response than CP oral tests.

The last term to be discussed is **practicality**. The emergence of quality digital software has enhanced technology in oral assessment. Language laboratories are being replaced by digital recordings that present more facilities to both experimenters and participants.

However, there are also many online applications which do not require installation of software. In these **online platforms**, once the user account is created, students can record their voices. These recording can be sent to a designated place or e-mail address. Candidates are automatically given feedback on their oral performance. Early and Swanson (2008) claim that students feel more creative when presented with the opportunity to use digital recordings for assessment as compared with traditional in-class oral assessment. Another advantage is that students can choose when and where they access the assessment as online tests are more flexible and can be enriched with new question formats. It also gives the amenity to students to retake online quizzes, assess their knowledge with exam simulations and create virtual worlds in which they can assign themselves a role play to experience authentic and real assessment at no cost.

Moreover, digital oral assessment presents several **benefits** for the teachers. To begin with, it is fairly certain as the work presented by a student is indeed his or her own work. A second reason is that recordings for assessment tasks can be made outside class time (as opposed to traditional models where an instructor has one-on-one or pair sessions with each student). Also, the fact that submissions can be played and replayed ensures accuracy, reliability and calibration across markers (Early & Swanson, 2008). What is more, teachers can quickly analyse student or group performances. Digital assessment gives examiners the ease of recording group processes and supports the students during their progress. However, digital assessment also creates **disadvantages** which could later be seen as an advantage. For example, developing online quizzes with comprehensive feedback is a bit time consuming at first (but it may be worthy for large classes). A third and last problematic is that students need to know where to find help when they are using technologies during their examination.

To this, Early and Swanson (2008) add that teachers should integrate digital devices only if their use improves the quality of the student learning experience. They should also make sure that the instructions of the digital exam are clear and direct. In addition, they should also provide students with previous practice on digital assessment, support materials for exam training and instructions on what to do if technology fails.

3. METHODOLOGY AND METHOD

The following section describes the process of data collection (explanation and tools used), data analysis (data tabulation and analysis of results) and finally, the results obtained. The methodological approach used in this research is qualitative and interpretative as it aims to take into account the social reality of the data collection (two students having a conversation) and its transcription by analysing their productions and feelings during the test.

The main objective of the research is to demonstrate which interactive features in face-to-face exams could be brought into digital exams taking into account:

1. the English level of the students who take part in the experiment;
2. the perception students have about oral exams;
3. the extent to which interactive features from face-to-face exams achieved in digitally.

The data collection instruments used obtain the objective are: (1) the face-to-face oral exam, (2) the results obtained in an oral exam and (3) the questionnaires of the students who participated in the face-to-face speaking exam.

3.1. PARTICIPANTS

The sample in this study comprises 4 pairs (8 test-takers in total) from a group of 2nd of ESO from a Catalan high school selected by the English teacher of the high school. In terms of gender, 6 participants were female and 2 were male. The oral test has been carried out by the teacher-student Juli Sánchez (who has designed and evaluated the tests). He has been helped by a colleague (who has interacted with the students during the test).

The CEFR guidelines have been followed in order to homogenize and provide the greatest objectivity and fairness to the tests and the section with evaluable criteria has been designed beforehand. The tests consisted of systematic observation of the interactions during the examination of the eight students.

3.2 DATA COLLECTION AND SELECTION

Articles 21 and 29 of Organic Law 187/2015 of 25 August on Education provide a diagnostic evaluation of the basic competences achieved by students at the end of their primary education stage (6è de Primària) and at the end of their Compulsory Secondary Education (4rth of ESO). The evaluation is part of the formative and guiding policy for the centres, and thus, the centre itself receives feedback on their teaching style and students' progress. It has an informative goal for the families and the whole educational community, serving the purpose of offering information on the situation of the students, of the centres and of the educational system itself. These tests, "Competències Bàsiques", have provided the bases for the adoption of language proficiency in the face-to-face test format. A guide for the correction of the oral expression was also designed together with A manual with explanations of how to carry out the test.

The test lasts 8 minutes and it consists of four parts. In the first part of the interaction, the interlocutor makes sure that the candidates are clear about the parts of the exam by asking the candidates if they have any questions or doubts. In the second part of the exam, there is an exchange of greetings between the interlocutor and the candidates and then the candidates ask each other information about a certain topic. In the third part, supported with a chart which includes ideas for activities to be done in pairs or groups, students are asked to decide which activity they would like to do together. Those candidates who are not able to hold the conversation independently are prompted with questions. The candidates are not asked to choose only one activity. Finally, in the fourth part of the exam, a candidate must get his or her partner to hit a group of words (there are 6 groups in total) before the time limit (1 minute) is up. The candidate will give you clues, but it is forbidden to say words which are similar to the words to be guessed. The results of the test are assessed using the assessment rubric together with the transcript of the oral interaction of the four pairs who have taken the test.

As an indispensable part of the whole teaching-learning process, students' opinions are very relevant to this research, this is why a questionnaire has been designated to analyse their vision of the organisation and pedagogical aspects in the development of the exam and opinions about the possibility of the online oral exam. With the analysis of the results of the tests, the rubrics and the analysis of the questionnaires given to the candidates, the

data is triangulated to compare the results and obtain conclusions that allow to refute or to confirm the hypothesis raised at the beginning of this investigation.

The first instrument used in collecting information for this research was the results of the oral test. The diagnostic test was carried out by 8 students who are in the second year of ESO, group A, from a Catalan high school. There were two teacher-students who were in charge of carrying out the test and it was ensured that they had not yet taught any of the students to be tested. One of the persons lead the conversation with the students (the interlocutor) while the other person completed the evaluation record, in the background (the examiner, Juli Sánchez). A mobile camera was also available in the background, in which the oral interaction is recorded. The person leading the conversation will spoke slowly and clearly to give the students time to understand and respond. He/she will be reinforced with repetitions or changes in the form of the interventions if necessary. Throughout the assessment the examiners tried to positively reinforce the students' productions with gestures or expressions.

3.3 TEST FORMAT (EXAMPLE)

This is an example of the test, not a reproduction of the data collected.

The test began with a brief conversation in which the examiner will ask both students if the test instructions are clear. For example:

PART 1 (1 minute)

Interlocutor (to both candidates): Good morning/afternoon and welcome to the speaking test for the MA Dissertation “Speaking Assessment and Technologies: Implementation and Comparison of Face-to-Face and Digital Oral Exams”. Can you hand over the consent forms please? Are there any doubts?

Interlocutor (to candidate A): What is your name?

Interlocutor (to candidate B): And what is your name?

In the second part, the examiner initiates the conversation and gives the opportunity to demonstrate to the students that they are able to understand and answer simple questions of personal information. For instance:

PART 2 (2 to 3 minutes)

Interlocutor (to both candidates): In this part of the exam, I would like you to ask and answer personal questions on a given topic between yourselves. Are the instructions clear?

Interlocutor (to Candidate A): Can you ask (CB) for her favourite school subject?

Interlocutor (to Candidate B): Can you ask (CA) for his favourite hobby?

It should not be modified except for those cases in which a participant is lost. The third part of the examination will then take place. At the moment of presenting the sheet, a brief space of time will be necessary so that the students can observe it before beginning to speak. The introduction is exemplified:

PART 3 (3 to 4 minutes)

Interlocutor (to both candidates): In this part of the test, you are going to talk together. (Interlocutor shows candidates CHART 1) Here are some pictures that show different leisure activities to do with friends. Which activity would you like to do together? Say why or why not. I will say that again. Which activity would you like to do together? Say why or why not. All right? Now, talk together for 3 minutes.

Sample of the chart presented to the candidate:

CHART 1 (COPY FOR THE CANDIDATE):

Which activity would you like to do together? Say why would you enjoy it.

PLAY WATER SPORTS	LISTEN TO CLASSICAL MUSIC	DO ARTS AND CRAFTS
COOK FAMILY RECIPES	REVISE FOR AN EXAM	VISIT A FOREIGN CITY

Students are expected to be able to talk about at least some of the activities that appear. A short intervention by the examiner may be necessary to start the speech or to keep the interaction on the activity. In most of the cases, they are able to produce with sufficient autonomy after the examiner's initial intervention.

In the last part, one of the two candidates will give clues to his or her partner so that he or she can get a set of words right (there are a total of six sets of words) before the time is up (1 minute maximum). The difficulty of this part lies in the fact that it is forbidden to say words that are similar to the words to be guessed, there is a table for each candidate, as the group of words to be guessed is different. In this part of the test, it is expected to find the maximum degree of interaction.

PART 4 (1 to 2 minutes)

Interlocutor (to both candidates): This is the last part of the exam. Now, I will give each of you cards with words on it. You will have one minute to get your classmate to guess them. (Interlocutor gives the cards to the candidates. They can't read them yet).

Interlocutor (to Candidate A): Here are your cards. You have one minute. Start!

Interlocutor (to Candidate B): Here are your cards. You have one minute. Start!

Samples of the charts presented to the candidate:

CHART 2A (COPY FOR THE CANDIDATE):

Give information to the other candidate so as s/he can guess the three sets of words below. You can't use the same words.

READ HISTORY BOOKS	WATCH NETFLIX	GO TO SCHOOL
The three sets of words for the other candidate are:		
PLAY FOOTBALL	EAT AN APPLE	VISIT A FOREIGN CITY

In the development of the evaluation, all parts will be done in an integrated way giving it continuity. Once the examination was completed, data on the oral expression was collected through systematic observation of the videos and their transcripts. The rubrics previously developed were used to evaluate the students' performance.

3.4 QUESTIONNAIRES

In order to obtain attitudinal data, a questionnaire has been designed for the students. It includes questions which show the vision that candidates have about the difficulty of the exam, the evaluation process and their opinions about digital oral exams.

SURVEY. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand?
2. Which part of the exam was the most difficult for you?
3. Would you like to change any of your answers?
4. During the exam, did the presence of another person make you feel nervous?
5. During the exam, did the fact of being video recorded make you feel nervous?
6. During the exam, did you use the support of the examiner?
7. During the exam, were you able to control the time?
8. Do you think that your mark can vary according to the interviewer?
9. Did you feel a bit anxious/nervous/stressed during the exam?
10. In an oral test, do you prefer to interact with an examiner or a computer?
11. Would you like to do the exam alone with the examiner?
12. Would you like to do the exam alone in your house?

These data have been analysed with Excel and the results indicate that in general, students consider language learning for academic and professional purposes to be very important in the future. This high motivation comes mainly from the family influence that considers it a key factor for future professional success. Students show great enthusiasm for the English language.

4. RESULTS AND ANALYSIS

The following section of this research presents an analysis of the speaking features that the 8 paired students produced while they spoke together through the four tasks of the face-to-face oral test. The objective is to observe what kind of speaking features and how much of these do they produce in their performances and the ways that these features could be incorporated into an online speaking examination.

Four video recordings (access the [Videos Oral Exam](#) here) were analysed and transcribed (access [Transcription + Comments](#) here) so as to do a general assessment of the students' production. The excerpts of the activities are analyzed bearing in mind the whole test, rather than analyzing activity per activity.

Note that each student has received a letter (A, B, C, D, E, F, G or H) so as to preserve his or her identity and these letters will be used to designate each individual in the transcription document (see above) and the graphics (see below). The final mark was obtained by calculating the average of the marks obtained in the different speaking features. There are: interaction (I), discourse management (DM), pronunciation (P), fluency (F), grammatical competence (GC) and lexical items (LI). First, students' performance was assessed using SA (Satisfactory Achievement), RA (Remarkable Achievement) and EA (Excellent Achievement). So as to create graphics with their performances, numbers (1, 2 and 3) were assigned to the assessment values (SA, RA and EA): being 1 the lowest mark (SA) and 3 the highest mark (EA). Once the data has been introduced in the Excel program, graphics with the marks of the speaking features (first column vertically) per student (last row horizontally) are obtained. See below:

Part 2: Individual Features Mark + Final Mark in Letters

Part 2: Personal questions								
I	RA	SA	EA	RA	RA	RA	SA	SA
DM	RA	RA	EA	RA	RA	RA	SA	SA
P	SA	EA	EA	EA	EA	RA	RA	EA
F	EA	EA	EA	EA	EA	EA	RA	EA
GC	SA	RA	RA	EA	EA	RA	RA	EA
LI	RA	RA	EA	EA	EA	EA	RA	RA
FM	SA	RA	EA	RA	RA	RA	SA	RA
S	A	B	C	D	E	F	G	H

Part 2: Individual Features Mark + Final Mark in Numbers

Part 2: Personal questions								
I	2	1	3	2	2	2	1	1
DM	2	2	3	2	2	2	1	1
P	1	3	3	3	3	2	2	3
F	3	3	3	3	3	3	2	3
GC	1	2	2	3	3	2	2	3
LI	2	2	3	3	3	3	2	2
FM	6,11	7,22	9,44	8,89	8,89	7,78	5,56	7,22
S	A	B	C	D	E	F	G	H

Part 3: Individual Features Mark + Final Mark in Letters								
Part 3: Chart discussion								
I	RA	RA	RA	EA	RA	EA	RA	EA
DM	RA	RA	EA	EA	RA	RA	RA	EA
P	RA	SA	RA	EA	EA	SA	EA	RA
F	EA	RA	EA	EA	EA	SA	RA	EA
GC	SA	RA	EA	EA	RA	SA	RA	EA
LI	RA	RA	EA	EA	RA	RA	EA	EA
FM	SA	SA	RA	AE	RA	SA	RA	EA
S	A	B	C	D	E	F	G	H

Part 3: Individual Features Mark + Final Mark in Numbers								
Part 3: Chart discussion								
I	2	2	2	3	2	3	2	3
DM	2	2	3	3	2	2	2	3
P	2	1	2	3	3	1	3	2
F	3	2	3	3	3	1	2	3
GC	1	2	3	3	2	1	2	3
LI	2	2	3	3	2	2	3	3
FM	6,67	6,11	8,89	10,00	7,78	5,56	7,78	9,44
S	A	B	C	D	E	F	G	H

Part 4: Individual Features Mark + Final Mark in Letters								
Part 4: Phrases tabu								
I	EA							
DM	RA	RA	EA	EA	RA	EA	RA	EA
P	RA	RA	EA	EA	EA	RA	EA	EA
F	EA	RA	EA	EA	RA	RA	EA	EA
GC	RA	RA	RA	EA	RA	RA	SA	RA
LI	SA	RA	EA	RA	RA	RA	RA	EA
FM	RA	RA	EA	EA	EA	RA	RA	EA
S	A	B	C	D	E	F	G	H

Part 4: Individual Features Mark + Final Mark in Numbers								
Part 4: Phrases tabu								
I	3	3	3	3	3	3	3	3
DM	2	2	3	3	2	3	2	3
P	2	2	3	3	3	2	3	3
F	3	2	3	3	2	2	3	3
GC	2	2	2	3	3	2	1	2
LI	1	2	3	2	3	2	2	3
FM	7,22	7,22	9,44	9,44	8,89	7,78	7,78	9,44
S	A	B	C	D	E	F	G	H

Figure 1: Individual Features Assessment and Final Marks.

4.1 TEST RESULTS AND ANALYSIS

In the following section, each speaking feature is analysed (see [Assessment Scale](#) here).

4.1.1 COMMUNICATIVE SKILLS

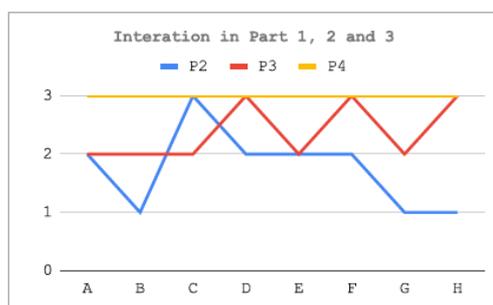


Figure 2: Interaction in Part 2, 3 and 4.

In part 4, candidates could interact with their pairs and respond to their clues easily, this interaction happened naturally. This can be seen, for example, here:

Excerpt 1.

192 I em: is: a place where: you go every day (.) to do things:

193 G =go to school

194 G (Candidates G says yes with his head) is a: platform to watch (1.0) em: films
 195 H =netflix (Candidates G says yes with his head)

It can also be seen that, in some cases, the candidates widen the scope of the interaction and negotiate towards an outcome. In the following excerpt, both candidates share knowledge about the topic and their classmates and Candidate F uses it to transmit the idea to Candidate E:

Excerpt 2.

166 F it's a sport (2.0) em: (1.0) in our class there a:re m:
 167 E = play football
 168 F = yes

Also candidate H to G:

Excerpt 3.

184 H m: do you li:ke em: this activity ↑ it's: (.) your hobby
 185 G = play football
 186 I = perfect

The second feature related to the communicative skills is **discourse management**. In this part, candidates had to produce extended stretches of language with ease and with little hesitation.

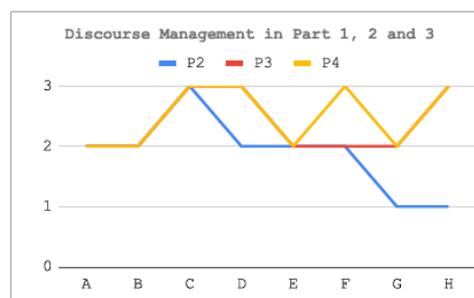


Figure 3: Discourse Management in Part 2, 3 and 4.

As it can be seen, candidates got the worse mark in part 2 and 3, especially in those parts in which they did not had a lot of time to prepare relevant and coherent contributions:

Excerpt 4.

- 9 A I would like to do with yo:u (.) to visit a foreign: city ↑ (.) becaus:e I think that (.)
10 it's very **interesant** (.) and you can learn (.) a lot of (.) **bueno** (.) **no sé que dir** (.)
11 INTERESTING WELL I DON'T KNOW WHAT TO
12 SAY
13 new foreign °languages°
14 B m: (.) I like to do (.) to cook family recipes because I like cooking (.) and: with you (.)
15 em: it is going to be more fun (.)
16 A okay ↓

However, some candidates (C, D, F and H) included a wide range of cohesive devices and discourse markers in her discourse. This is why they got a top mark in part 2.

Excerpt 5.

- 90 D I: would not (.) like to listen to classical music (.) because I think that it is boring
91 C (2.0) a:nd (.) I don't classical music (.) neither becaus:e I would love rap music.
92 D a:nd (.) I would like to do a:rts or crafts too

4.1.2 SPONTANEITY

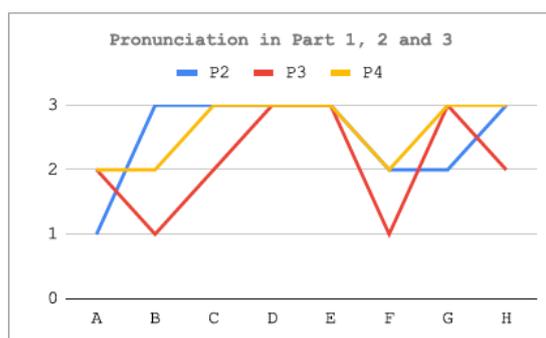


Figure 4: Pronunciation in Part 2, 3 and 4.

The next feature to analyse is **pronunciation**. Candidates pronunciation is intelligible and meaning of words was not modified because of it. However, some of the phonological clusters such as /sp/ (as in sports) and /ng/ → /ŋ/ (a in sing) were not used effectively.

In addition, some candidates never produced a proper schwa sound /ə/ (as in teacher or water). Some never distinguished the sound /b/ in /boy/ and /v/ in /volley/. However, students showed a good degree of their pronunciation skills in part 2.

It seems that at the beginning of the test, students try to control their phonemes awareness but, as the test advances, they pay less attention to it. Although the marks for pronunciation were not as good as expected, sentence and word stress were actually accurately placed⁶.

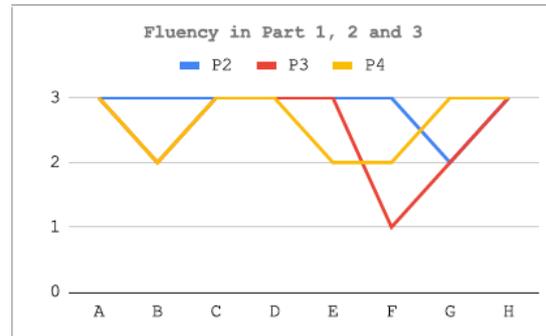


Figure 5: Fluency in Part 2, 3 and 4.

This is related to **fluency** and again, most of the students got a high or excellent mark in this feature. However, candidate F produced unnecessary pauses and mitigation:

Excerpt 6.

144 F m: **bueno** (.) I don't (.) agree (.) with you (.) a:nd my favourite activity is
 145 WELL
 146 listen to classical music (.) a:nd (2.0) °oh no° (2.0) eh: (.) **bueno**
 147 WELL
 148 do a:rts and crafts (.) because (.) I am not very good (1.0) to do this thing
 149 but °I like it° (.) m: and watersports no (.) because (.) in sports I: **osigui**
 150 I MEAN
 151 very (.) bad (.) at sports and cook (.) I cook ve(.)ry bad (.) very very I: (3.0)
 152 like very bad (.) a:nd (2.0) and you ↓
 153 E em: visit foreign city is good bu:t (2.0) em: (2.0)

⁶ There are no extracts from the transcription because it was transcribed orthographically (not phonetically) but the video recordings buttress previous statements.

4.1.3 CORRECTION

Another feature to discuss is **grammatical competence**. During the test, candidates showed a good degree of control of a range of simple sentences but only a few were able to show an excellent use of complex grammatical forms. This can be seen in subordinate clauses specially:

Excerpt 7.

- 9 A I would like to do with yo:u (.) to visit a foreign: city ↑ (.) becaus:e I think that (.)
 10 it's very **interesant** (.) and you can learn (.) a lot of (.) **bueno** (.) **no sé que dir** (.)
 11 INTERESTING SAY WELL I DON'T KNOW WHAT TO
 12 new foreign °languages°
 13 B m: (.) I like to do (.) to cook family recipes because I like cooking (.) and: with you (.)
 14 em: it is going to be more fun (.)
 15 A okay ↓

As a matter of fact, complex grammatical sentences were not frequently produced in Part 4. And this is subsequently portrayed in their final mark on the grammatical competence. Yet, only candidates C, D, E and H obtained a good mark.

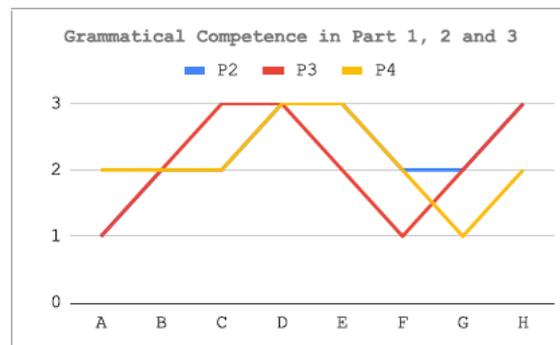


Figure 6: Grammatical competence in Part 2, 3 and 4.

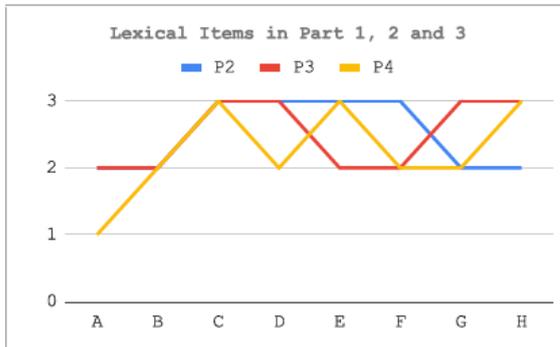


Figure 7: Lexical items in Part 2, 3 and 4.

On the contrary, high quality in **lexical items** improved their marks in relation to correction. Some candidates included compound nouns and complex noun phrases. Unfortunately, candidates A and B used Catalan in some parts of their conversation when they were lost (see excerpt 4).

4.1.4 INDIVIDUAL PROGRESS AND FINAL MARKS

In the following graphics, the evolution of each candidate (A to H) in part 2, 3 and 4 of the oral exam is presented. It has to be highlighted that the majority of students achieve a score at level X and then, in the third part, the majority drop their performance: X-1. Then, in part 4 they recover, and even improve, the initial level X or X+1. This standard deviation in the third part is very little.

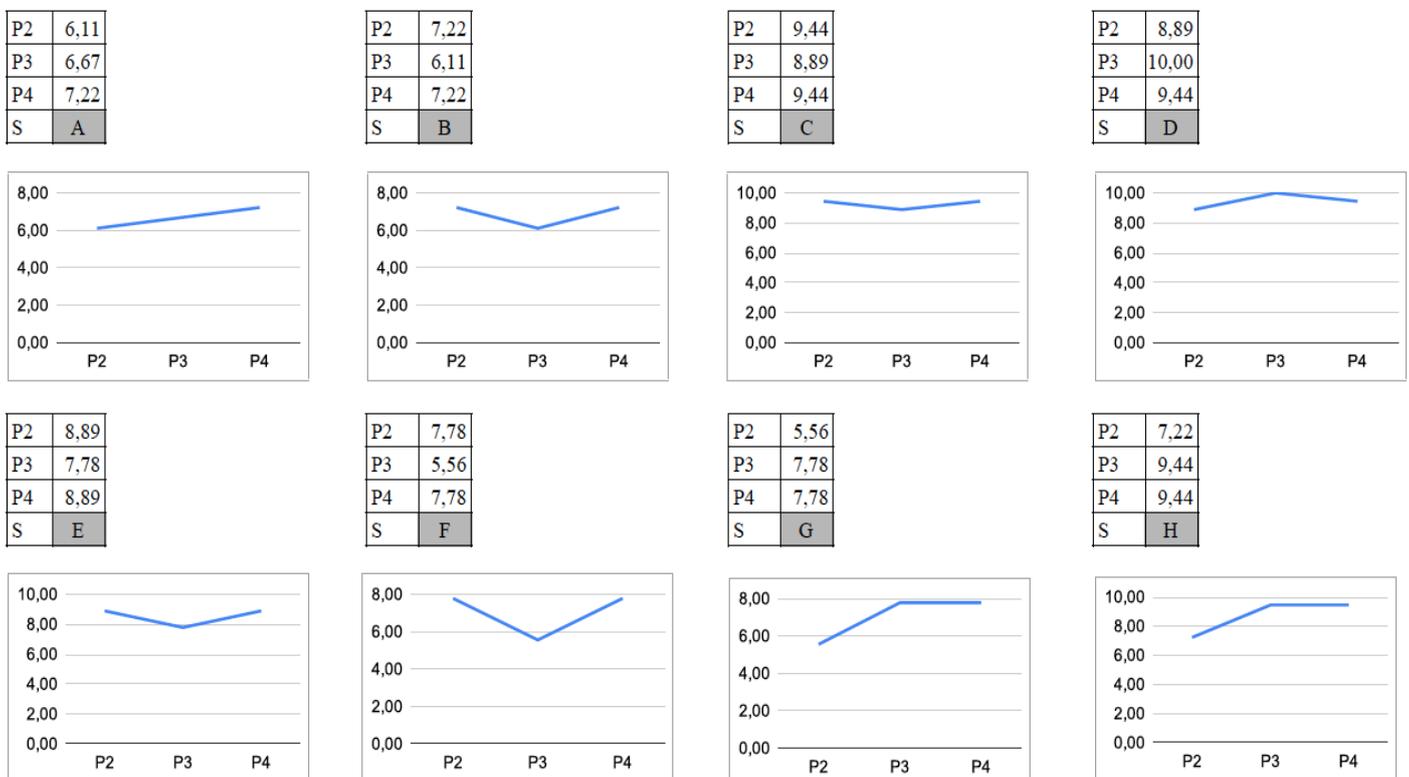


Figure 8: Individual Progress.

In the following and last set of graphics, it can be seen that best marks were obtained in part 4. One reason behind it is that, although the task seems to be complex, it let students think carefully about the vocabulary that will be used and so, they know how to use it and pronounce it. It also let the students create simple grammatical forms, as complex ones are not actually needed. And last but not least, this last part gives the climax point to interaction as it is more game-like and requires shorter answers.

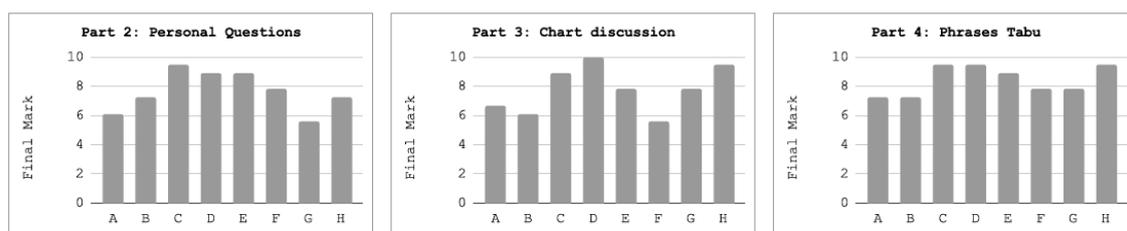


Figure 9: Individual Final mark.

4.2 QUESTIONNAIRES RESULTS AND ANALYSIS

The first three questions of the survey (see the responses of the questionnaire and its graphics in the appendix section) referred to their views on the exam and their performance during the test. A basic revision of the results would conclude that 87,5% of the candidates responded that the exam was easy to understand.

However, understanding all the parts of the exam does not necessarily mean an excellent oral production as still 37,5% of the participants admitted that they would like to change their answers for example, a student claimed that “I would have liked to speak more, I could have done better”.

Presumably, in the digital examination, they could have erased their recording and start over again. Another surprising fact is that in question 2, candidates were asked which part of the exam was most difficult for them and the most difficult parts were part 2 and part 4, two parts in which a high level of interaction is required.

In question 4, 5, 6 and 7, candidates were asked about their feelings during the exam. Only 50% of the candidates were nervous due to the presence of an examiner during the test as a candidate explained that he “felt observed during the exam” but 62,5% of the students felt nervous about the fact of being video recorded “it is the camera that makes me feel nervous”, one candidate answered.

From this, it can be concluded that examiners felt more comfortable with the presence of a human agent rather than with the presence of a camera. Yet, 87,5% admits in question 6 that during the exam the support of the examiner was not needed. In the same way, 87,5% of the candidates suggested incorporating technology in the test for time control. Most of the candidates were not able to control the time.

Another result to highlight is the fact that 50% of the candidates felt that their mark could change according to the examiner, as exemplified in some of their comments are “the person who read the instructions spoke clearly”. As a result, it might be logical to think that candidates felt comfortable with the examiner and the test format, yet 5% of the candidates admitted to being nervous during the test (see results in question 9).

The last two questions of the survey, question 11 and question 12, were related to the influence and use of technology during the test. In question 11, candidates were asked if they would prefer to do the exam alone at home or, if they wanted to do a future oral exam in pairs at school. 50% of the candidates answered that they would prefer to do the exam in pairs at school because “because (at home, using the computer) it would be similar to homework” but 37% said they preferred doing the exam at home but not alone, as interaction would have been very difficult to achieve.

In short, the candidates answered that the exam format was easy to understand, and the examiners explained herself clearly. However, those parts in which a high level of interaction was required made the examination difficult. For some, the presence of an examiner made them feel nervous but for others, being video recorded made them feel anxious. Yet, most of the candidates were satisfied with their performance although a small group would have like to change some of their productions (access the [Survey Responses](#) here).

5. FINDINGS

After interpreting and discussing the data obtained, it is time to draw some conclusions. This research has identified some of the key challenges which are faced during a speaking exam and which could be addressed by re-designed and transforming the exam into a digital version of it. First, the data obtained proved that in a speaking test, interaction plays a key role. In any conversation, there must inevitably be some kind of exchange of information between two actors (humans or non-humans). However, test-designers should not only try to incorporate activities which involve the examinees in the interaction process but also, there should be activities which give students a reason to talk and listen to each other.

A second aspect that has been reinforced is that the test used for the data collection kept the students motivated and fully engaged throughout the test. Motivation during an online exam is a key principle in order to build their confidence and make them feel part of the assessment process. Including students' interests, using pictures which mean something to the candidates or including articles which sparked up their curiosity are activities that could be included. On the contrary, online examinations might present other disadvantages that can really contribute to the mental challenge of the candidates as there is no body language and facial expressions of the examinees to complement the task explanations or guide the candidates through the exam. In digital exams, candidates have to multitask as they have to focus on the screen, click and open documents, navigate through resources, focus on understanding what they are asked to do as they do not have non-spoken clues, and so there is much more to understanding, not just assessing English.

A third idea articulated from the previous ones is that test-designers and examiners have to empathize with the candidates and start the examination with scaffolding activities in which students have to maintain simple and manageable talks. Test designers should break the online examination into small task so examinees can feel they are able to take up the test, despite the technological complexity it presents. At the same time, there should not be tasks which take a long time to set up and explain and leave the candidates little time for production. In fact, it is a matter of balancing the length of interactions between the instructions of the exam and the production of the students.

Another aspect to mention is that candidates should be warned in advance how the exam will be like and possibly, examiners could set up an online practice similar to the real test in which candidates can become familiar with the exam format. The goal is to support the

candidates during the online test in the same way as they would be supported during a face-to-face exam. It is important not to try to use one hundred digital tools, just keep the useful ones for our students. To this previous idea, it could be added that online examinations should not only include written instructions on the screen but also oral or visual instructions. A combination of both spoken and written clues may reduce the amount of clarifications that students might have during the test.

All in all, it could be concluded that when examining online, test designers might feel pressure to use technology and change all the parts of the oral exam. The goal is to keep the exam format simple and focus on what is important and to a which certain extent do tasks which develop candidate's language production. In short, test designers should adapt the best aspects of the tasks from the face-to-face examination to the digital test, there is no need to reinvent.

5.1 DATA LIMITATIONS

The present study had, inevitably, certain limitations that need to be taken into account. Firstly, it was very difficult to find recent bibliography on the topic of this research as libraries were closed and digital books did not have a free license. However, I could find some current references which were created in response to the technological advances in online teaching brought about by the COVID-19.

Before the crisis, this dissertation was designed slightly different. I originally planned to compare student's interaction in a face-to-face oral test and a similar digital version of the same oral exam. This is why, in the survey, I included a question which compared both formats (Question 10. In an oral test, do you prefer to interact with an examiner or a computer?) But done is done, and I could not change it. Yet, this did not make the analysis difficult, since the rest of the questions of the survey were actually useful.

The last limitation I had is related to the number of pages allowed to write. For an MA dissertation which includes data collection, 25 pages are not enough. This is why some of the sections of this research were shortened or some others could not be included (see next section).

5.2 FURTHER RESEARCH

The initial goal of this dissertation was to design a digital examination from materials obtained from face-to-face oral tests. As a matter of fact, any goal has to be tested, this is why I also planned to test the digital version of the exam and compare the students' production in both the face-to-face and digital tests. What follows is a possible transformation of the speaking exam which has not been tested yet.

Just as it was done in the face-to-face exam (see section 3.3 of this research), in part 1 students should receive explanations and instructions on what to do during the test. Generally, it is important that the stages are broken down. This is why examiners should check that no one has any problems with their audio or video and that everyone has access to all the materials in the platform.

In the second part of the exam (see section 3.3 again), candidates were made to feel relaxed and confident as much as possible. In the digital version of the test, small talk asking about personal information, family or hobbies is enough.

In the next part (see section 3.3 again), candidates had to describe some pictures that showed different leisure activities to do with friends and later, they had to explain which activity they would like to do together. A similar version could be done online, but instead of including small noun phrases, the same information could be presented to the candidates using some photographs. In this part, candidates need to have a good range of vocabulary so as to be able to describe the pictures. Candidates also need to know adjectives, vocalize and organise the ideas as well as to paraphrase to give reasons why.

In fact, by including images as well as written instructions, candidates will be scaffolded, and this will support their language production. Another solution would be to ask the candidates to bring in their own ideas or they own pictures to describe. They would be familiarized with the materials and it would facilitate language production.

Another task which was not included in the face-to-face exam could be to ask students to make a recording and send it to the teacher. There are some benefits with this task as candidates can have preparation time and recordings can be repeated as much as needed. Students will be practising with the same vocabulary, they will build their confidence and it will improve, eventually improve their output.

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7. APPENDICES

7.1 TRANSCRIPTIONS AND VIDEOS

Symbols taken from the Jeffersonian Transcription Notation System.

I	Interlocutor
A	Candidate A - Video 1
B	Candidate B - Video 1
C	Candidate A - Video 2
D	Candidate B - Video 2
E	Candidate A - Video 3
F	Candidate B - Video 3
G	Candidate A - Video 4
H	Candidate B - Video 4
(.)	Micropause
(#. #)	Timed pause
Bold	Words in another language (Catalan or Spanish)
CAPITALS	Translation in English
↑	Rising pitch or intonation
↓	Falling pitch or intonation
° °	Whisper
:	Prolongation of a sound
(())	Annotation of non-verbal activity
=	Start and end points of overlapping speech
xxx	Unclear speech or in doubt in transcript

Candidate A and B

Link to the first video:

<https://drive.google.com/open?id=1EWfPFjSjXUMYY5mGvumCEEPnGd2T5Uwk>

00:50 - 01:14

- 1 A °okay° (.) em: what's your favourite (.) subject in school ↓
2 B m: (.) (3.0) (coughs) °m:y favourite° (.) my favourite subject is art.
3 I °is art° okay (.) and now the other way round (.)
4 candidate b: can you ask (.) candidate a (.) about his or her favorite hobby ↑
5 B °okay° (.) what is your favourite hobby ↓
6 A m:y favourite hobby is (.) listen to music (.) when I am bored ↓
7

02:00 - 03:10

- 8
9 A I would like to do with yo:u (.) to visit a foreign: city ↑ (.) because I think that (.)
10 it's very **interesant** (.) and you can learn (.) a lot of (.) **bueno** (.) **no sé que dir** (.)
11 INTERESTING WELL I DON'T KNOW WHAT TO SAY
12 new foreign °languages°
13 B m: (.) I like to do (.) to cook family recipes because I like cooking (.) and: with you (.)
14 em: it is going to be more fun (.)
15 A okay ↓
16 I (interlocutor encourages both candidates to continue with their conversation).
17 B (4.0) m:
18 A I don't like (.) to listen (.) classical music (.) because I prefer pop (3.0)
19 I you can... (moves her hands encouraging candidates to interact).
20 B a:nd I: don't like to (.) revise for an exam with you I think that it is very boring
21 A =okay (.) (laughs) I am agree with you
22 B =yes (nods with her head) I think that play water sports (.) em: can be (.) fun
23 but (3.0) a little difficult (.)
24 A okay (.) I'm disagree with you (.) because I don't like sport ↑ (.) because I don't know (.)
25 m: I don't like it

03:27 - 03:45

- 26 B **que vol dir** (.) crafts
27 WHAT DOES (IT) MEAN?
28 I cra:fts (.) things you do with your ha:nds
29 A I don't like (.) do some crafts °activities°
30 B =yes (.) I (.) yes (.) I don't like it because (.) I am very bad for these things:
31 I okay (.) that's enough ↓ (.) perfect (.) ↑

04:14 - 06:03

- 32 B you look to: (2.0) a: (.) thing that is like a: notebook (.) but with letters: (.) on it (.) and: it's xxx
33 is about (1.0) things in the past (2.0)
34 I (3.0) any idea ↑
35 A m: (.) book ↓
36 I °c'mon (.) explain ↓ explain ↓°
37 B em: (.) °well° (.) it is that (.) but with (.) explain things that past in the
38 A = history book
39 I °okay (.) next one°
40 B em: (.) you: (5.0) it's a thing that (.) it's in the TV (.) or the mobile (.) or tablet and: you: (3.0)
41 can (.) see: (.) eh: (.) films (.) o:r watch movies o:r (2.0) and it is a (.) it is like em: (3.0)
42 A I don't know (2.0) (Candidate A laughs)
43 I so (.) skip it (.) and go to the next one
44 B m: (.) when you: (.) have to study (.) you go to this:
45 A library ↑
46 B em (.) no ↓ (.) you: xxx and you (3.0) the last year (.) you do this (.) you (.) go to the:
47 A °I don't know°
48 I okay (.) no problem (.) the minute is over ↓

06:06 - 07:10

- 49 A m: (.) it's a famous sport ↑ (.) and in the xxx city (.) there are a stadium ↓
50 B (5.0) m:
51 A i... the name of the stadium (.) in the GARRIGA is OLIMPIC
52 AND (proper nouns)
53 B °football°
54 A =yes ↑
55 I °okay° (nods)
56 A m: (.) it's a film (.) **o sigui** (.) you do thi:s (.) when you are bored or (2.0)
57 I MEAN
58 you don't have (.) nothing to do ↓
59 B =listen to music
60 A no (.) and (.) there a lot of (.) of films: and: (2.0)
61 B =see TV
62 A = yes (.) but (1.0) in a platform
63 B = go to cinema
64 A = no (.) eh (.) normally (.) you see this in your house ↓
65 B (2.0) watch TV
66 A ye:s (.) but (.) in a platform (2.0) there are a lot of fi:lms (2.0)
67 B °watch° netflix
68 A = netflix (.) yes

Candidate C and D

Link to the second video: <https://drive.google.com/open?id=18U4HvSPd4sjP-n-RFzatB625mop1F-ct>

00:48 - 01:04

- 59 C Candidate D (.) what's your favourite school subject ↓
70 D = my favourite school subject is: (.) a:rt (.) °I think°
71 C =°why°↓
72 I =°okay°↓ xxx (Interlocutor encourages them to continue interacting)
73 C =why ↓
74 D because I love (.) to paint (.) and do: (.) art
75 C cool

01:10 - 01:21

- 76 D what's your favourite hobby ↓
77 C my favourite hobby is: play basketball
78 D why↓
79 C because: I'm so: happy with it
80 D (Nods)

01:59 - 03:01

- 81 D I would like to play water sports: (.) because I think that (.)
82 to do it with friends is so: (.) coo:l °and:°
83 C =and: I would like to revise for exam (.) with her because she helps me a lot
84 D = I agree (.) you too (Candidate C and D laugh)
85 a:nd I would like to visit a foreign city (.) with you because (.) I'm: (.)
86 when I am with you °I'm° happy (.) and with my family is: (.) boring
87 C a:nd (.) I would like to cook family recipes because (.) I: love cooking (.)
88 and with he:r it (.) will be (.) so mo:re funny
89 I °okay° (.) together eh (.) you do:n't have to look at me
90 D I: would not (.) like to listen to classical music (.) because I think that it is boring
91 C (2.0) a:nd (.) I don't classical music (.) neither becaus:e I would love rap music.
92 D a:nd (.) I would like to do a:rts or crafts too

03:56 - 04:26

- 93 C mouth
94 D (nods)
95 C fruit (2.0) and (.) green
96 I (3.0) try to explain more (.) with different xxx
97 C eat a piece of fruit: (.) that is circle (.) and green (.) maybe: (.) red (.) too
98 D **no sé**
99 I DON'T KNOW
100 C =it's healthy
111 D (1.0) some fruit: ↓
112 C =yeah ↑
113 D =apple
114 C =yeah ↑

04:47 - 05:54

- 115 D m: something (.) that (.) you do (.) to study (2.0) em: to know about the past (.)
116 and some facts in the past that are very important
117 C memorize ↓
118 D = no
119 C = read ↓
120 D = no (encourages her to continue saying things...)
121 but something (.) read (.) facts (.) in the past (.) that passed
122 C british °story°
123 D m: (.) **es que no sé com dir-ho** (2.0) read history:
124 I DON'T KNOW HOW TO SAY IT
125 C =book
126 D yes ↑
127 C oh: ↑
128 D em: a thing that you do every day in your... enjoy a lot
129 C xxx
130 D =no
131 C learn:
132 D =it's (2.0) when you are eating (.) you do it
133 C (2.0) when I am eating ↓
134 D yes (.) it's like (.) TV (.) but not TV (2.0) movies: (2.0)
135 C breath ↓ **jo que sé**
136 I DON'T KNOW
137 D no: ↓ (.) movies ↓
138 C I watch TV
139 D no (.) you watch (.) a platform °in TV°
140 C =netflix
141 D =yes

Candidate E and F:

Link to the third video:

<https://drive.google.com/open?id=1RcHNihkjECZj2etCDXqCKtusOruQI2ol>

01:44 - 02:51

- 142 E em: my favourite activities are do arts and craft
143 but cook family recipes is °good°
144 F m: **bueno** (.) I don't (.) agree (.) with you (.) and my favourite activity is
145 WELL
146 listen to classical music (.) and (2.0) °oh no° (2.0) eh: (.) **bueno**
147 WELL
148 do arts and crafts (.) because (.) I am not very good (1.0) to do this thing
149 but °I like it° (.) m: and watersports no (.) because (.) in sports I: **osigui**
150 I MEAN
151 very (.) bad (.) at sports and cook (.) I cook ve(.)ry bad (.) very very I: (3.0)
152 like very bad (.) and (2.0) and you ↓
153 E em: visit foreign city is good but (2.0) em: (2.0)
154 F ah (.) no (.) I like it

04:18 - 05:04

- 155 E e:m you go every day (3.0) e:m and (2.0) uf: and you: study ↑
156 F (1.0) high School
157 E m: (2.0) the action
158 F = go to °high school°
159 E yes (.) e:m (2.0) you: (.) can: (.) watch (.) films: and
160 F =TV
161 E =no (.) eh (3.0) is a platform
162 F (5.0) mo:re °please° (Candidate F moves her hand asking for continuity)
163 E e:m (.) is a: famous platform and
164 F =netflix
165 E =yes

05:14 - 06:08

- 166 F it's a sport (2.0) em: (1.0) in our class there are m:
167 E = play football
168 F = yes (.) is a food (3.0) and a logo (.) m: for (.) m: computers (.) mobile phones
169 (3.0) and you do (.) this: action (.) if you have very hungry (.) yo:u
170 E eat
171 F = yes and (.) a fruit that is: (3.0) is very healthy and is a computer:
172 E m:

Candidate G and H

Link to the fourth video:

<https://drive.google.com/open?id=1Ez7CkUfMrGpnJfGWvUaUrZX4Rkg9sgQ>

01:31 - 02:31

- 173 G I: like play: water sports because: (.) I like (.) I like sports and: water
174 H I: prefer play watersports with G because: we: like the water and the sports (.) too
175 G and: do you like: cook with: (.) cook family recipes ↑
176 H no (.) I don't like cook
177 G okay: and: listen class(.) °listen° to classical music ↑
178 H = I prefer (2.0) another type of music
179 G °okay°
180 H (3.0) do you like revise for an exam ↑
181 G =yes (.) °I like° and: with you (.) is better
182 H okay (.) and visit a foreign city ↑
183 G (2.0) no (.) I don't like: it

03:00 - 03:39

- 184 H m: do you like em: this activity ↑ it's: (.) your hobby
185 G = play football
186 I = perfect
187 H it's: a: food (.) it is a fruit (.) and: it's: (.) it's red (.) and: green and: (.)
188 you eat (.) em: in the desert (3.0) xxx we have only this
189 I = apple

03:48 - 03:59

- 190 G you went there every day (.) and: you learn: new things and: xxx subjects
191 H revise for an exam ↑
192 I em: is: a place where: you go every day (.) to do things:
193 G =go to school
194 G (Candidates G says yes with his head) is a: platform to watch (1.0) em: films
195 H =netflix (Candidates G says yes with his head)
196 G em: is: you like do this: is:

7.2 SPEAKING ASSESSMENT SCALE

	Satisfactory Achievement	Remarkable Achievement	Excellent Achievement
Interaction (Continuity + Interaction)	Initiates and responds randomly to another speaker's contribution Maintains and develops the interaction and negotiates towards an outcome with support from the interlocutor.	Initiates and responds appropriately to another speaker's contribution. Maintains and develops the interaction and negotiates towards an outcome with very little support.	Interacts and responds easily to another speaker's contributions. Widens the scope of the interaction and negotiates towards an outcome.
Discourse Management (Appropriate + Coherence + Comprehensible)	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is repetition and/or omission. Uses some cohesive devices.	Produces extended stretches of language with little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Produces extended stretches of language with ease and with little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.
Pronunciation (Sounds + Intonation)	Is quite intelligible. Intonation is generally appropriate. Sentence and word stress are usually accurately placed. Individual sounds are usually articulated clearly.	Is pretty intelligible. Intonation is appropriate. Sentence and word stress are accurately placed. Individual sounds are articulated clearly.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.
Fluency (Expansion + Tempo)	Takes time. Produces sentences with a lot of mitigation.	Takes time randomly. Produces sentences with some mitigation.	Answers promptly. Produces sentences without mitigation.
Grammatical Competence (Correction)	Shows a basic degree of control of simple grammatical forms.	Shows a good degree of control of a range of simple and some complex grammatical forms.	Maintains control of a wide range of grammatical forms.
Lexical items (Correction)	Uses basic vocabulary to give and exchange views when talking about familiar topics.	Uses a range of appropriate vocabulary to give and exchange views on familiar.	Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.

Adapted from: Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge.

7.3 SURVEY RESPONSES

See the survey responses in the following pages.

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand? Why?
Yes I understand easily all.
2. Which part of the exam was the most difficult for you? Why?
The second part of speak with my Guillem
3. Would you like to change any of your answers? Why?
No, I ~~understand~~ don't
4. During the exam, did the presence of another person make you feel nervous? Why?
Why not? *No, I prefer do it with another person*
5. During the exam, did the fact of being video recorded make you feel nervous? Why?
Why not? *No, I understand your position*
6. During the exam, did you use the support of the examiner? Why? Why not?
No, I don't need.
7. During the exam, were you able to control the time?
No, I weren't
8. Do you think that your mark can vary according to the interviewer? Why? Why not?
No, I don't
9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not?
Yes, I feel nervous
10. In an oral test, do you prefer to interact with an examiner or a computer? Why?
I prefer with an examiner.
11. Would you like to do the exam alone with the examiner? Why? Why not?
Yes, I like
12. Would you like to do the exam alone in your house? Why? Why not?
No, I would't ~~like~~ like.

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand? Why?
Yes, the person that read the exam speak clearly
2. Which part of the exam was the most difficult for you? Why?
forme, there are not a part, & Digital but the camera does feel nervous
3. Would you like to change any of your answers? Why?
Yes, I would like to speak a lot, I can be better
4. During the exam, did the presence of another person make you feel nervous? Why?
Why not? No exactly, I s the camara that mak me nervous
5. During the exam, did the fact of being video recorded make you feel nervous? Why?
Why not? Yes, make a video when I'm speaking It make me feel nervous
6. During the exam, did you use the support of the examiner? Why? Why not?
No, I don't need there sport because I have some dubtes
7. During the exam, were you able to control the time? Why? Why not?
Yes, but I would like to speak more time
8. Do you think that your mark can vary according to the interviewer? Why? Why not?
Yes, but I would like to repite to improve my mark
9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not?
I been relaxed but also a little bit mervious for the video
10. In an oral test, do you prefer to interact with an examiner or a computer? Why?
I prefer with a examiner
11. Would you like to do the exam alone with the examiner? Why? Why not?
No, these time of exam it's okay
12. Would you like to do the exam alone in your house? Why? Why not?
Yes, I would like to repeat the exam but not alone, like this exam, I can improve my exam and do it better

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand? Why?
Yes, because the examiners explained very good.
2. Which part of the exam was the most difficult for you? Why?
The second because I agree with Anna.
3. Would you like to change any of your answers? Why?
No because the answers are good
4. During the exam, did the presence of another person make you feel nervous? Why?
Why not?
5. During the exam, did the fact of being video recorded make you feel nervous? Why?
Why not? ~~because I was~~
6. During the exam, did you use the support of the examiner? Why? Why not?
Yes, because I am very nervous.
7. During the exam, were you able to control the time?
No
8. Do you think that your mark can vary according to the interviewer? Why? Why not?
I ~~don't~~ don't know
9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not?
10. In an oral test, do you prefer to interact with an examiner or a computer? Why?
11. Would you like to do the exam alone with the examiner? Why? Why not?
12. Would you like to do the exam alone in your house? Why? Why not?

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

- ✓1. Were all the parts of the exam easy to understand? Why? ~~Yes~~, No, the first part for me it's hard. I think that the dialogue it's strange.
- ✓2. Which part of the exam was the most difficult for you? Why?
the first part because I don't understand how to do it right.
- ✓3. Would you like to change any of your answers? Why?
Yes, some, because I am so perfectionist.
- ✓4. During the exam, did the presence of another person make you feel nervous? Why?
Why not? Yes, a little bit because he was looking in silence.
- ✓5. During the exam, did the fact of being video recorded make you feel nervous? Why?
Why not? No, because that is irrelevant.
- ✓6. During the exam, did you use the support of the examiner? Why? Why not?
No, because I don't think I needed.
- ✓7. During the exam, were you able to control the time?
No, I'm not. It happens so fast.
- ✓8. Do you think that your mark can vary according to the interviewer? Why? Why not?
No, if I did it the same way the mark will be the same. It don't have to.
- ✓9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not?
A bit nervous because I don't know if I did well.
- ✓10. In an oral test, do you prefer to interact with an examiner or a computer? Why? ~~If~~ it's oral
With the examiner because it's better to communicate.
- ✓11. Would you like to do the exam alone with the examiner? Why? Why not?
For me it doesn't matter but the first exercise I prefer to do it alone because
- ✓12. Would you like to do the exam alone in your house? Why? Why not? that way it were easier.
No, because if it was alone I will be bored and seems like homework.

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand? Why? *Yes, because she speak very clear*
2. Which part of the exam was the most difficult for you? Why? *The final part.*
3. Would you like to change any of your answers? Why? *No*
4. During the exam, did the presence of another person make you feel nervous? Why? Why not? *Yes, because you fill observed*
5. During the exam, did the fact of being video recorded make you feel nervous? Why? Why not? *Yes, because if you ^{have a} fail... (no hi ba mo no enwere)*
6. During the exam, did you use the support of the examiner? Why? Why not? *No*
7. During the exam, were you able to control the time? *No*
8. Do you think that your mark can vary according to the interviewer? Why? Why not? *Yes*
9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not? *No*
10. In an oral test, do you prefer to interact with an examiner or a computer? Why? *examiner, is more real*
11. Would you like to do the exam alone with the examiner? Why? Why not? *No, is better*
12. Would you like to do the exam alone in your house? Why? Why not? *No, because you distracted more*

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand? Why? *Yes, because the examiner explain very good and she explains very well.*
2. Which part of the exam was the most difficult for you? Why? *The second part, because Julia & I have the same hobbies*
3. Would you like to change any of your answers? Why? *~~No~~ Yes, the time I propose more time because it was very fair.*
4. During the exam, did the presence of another person make you feel nervous? Why?
Why not? *Yes because of fear that she can think about me.*
5. During the exam, did the fact of being video recorded make you feel nervous? Why?
Why not? *A little bit, because it's very intimidate.*
6. During the exam, did you use the support of the examiner? Why? Why not? *No, I try to do alone and I can do minimums.*
7. During the exam, were you able to control the time? *No*
8. Do you think that your mark can vary according to the interviewer? Why? Why not? *Yes, because it was in the moment and I say what I think and what I know*
9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not?
*Yes, because I don't like to be ridiculous in front of other people**
10. In an oral test, do you prefer to interact with an examiner or a computer? Why?
~~Examiner~~ *Computer because I get less nervous.*
11. Would you like to do the exam alone with the examiner? Why? Why not?
~~No~~ *I don't care but I prefer alone with the examiner because is less pression.*
12. Would you like to do the exam alone in your house? Why? Why not?
No, because I know myself and it would make me sloth. ~~and~~

* and I was scared to do it ~~very~~ *bad.*

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand? Why?
Yes, because she explains the things that we have to do very good
2. Which part of the exam was the most difficult for you? Why?
The part 3 because you can't use the words that are more important
3. Would you like to change any of your answers? Why?
No, I think I do it well.
4. During the exam, did the presence of another person make you feel nervous? Why?
Why not? *Yes, because when he was filming me I feel nervous*
5. During the exam, did the fact of being video recorded make you feel nervous? Why?
Why not? *Yes, because I don't like that the people ~~filmed~~ film me*
6. During the exam, did you use the support of the examiner? Why? Why not?
No, because I understand all
7. During the exam, were you able to control the time?
No, because I was very concentrate to do it well.
8. Do you think that your mark can vary according to the interviewer? Why? Why not?
Yes, because I agree with them
9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not?
Yes, because I think they speak fast
10. In an oral test, do you prefer to interact with an examiner or a computer? Why?
with a examiner because I like to look at her/his eyes
11. Would you like to do the exam alone with the examiner? Why? Why not?
No, because I prefer with an other person that it's nervous like me
12. Would you like to do the exam alone in your house? Why? Why not?
Yes, because I more comfortable in my house.

SECTION 2. AFTER THE EXAM. Read and answer the following questions.

Once you have finished the exam, I would like you to answer the following questions:

1. Were all the parts of the exam easy to understand? Why?
Yes, because I understood everything.
2. Which part of the exam was the most difficult for you? Why?
The part that I had to "play tabs".
3. Would you like to change any of your answers? Why?
No, because I did it well.
4. During the exam, did the presence of another person make you feel nervous? Why?
Why not?
No, because they didn't say anything.
5. During the exam, did the fact of being video recorded make you feel nervous? Why?
Why not?
Yes, because I didn't want to say something wrong.
6. During the exam, did you use the support of the examiner? Why? Why not?
No, because I didn't need it.
7. During the exam, were you able to control the time?
No I wasn't.
8. Do you think that your mark can vary according to the interviewer? Why? Why not?
No, it will be the same.
9. Did you feel a bit anxious/nervous/stressed during the exam? Why? Why not?
Yes, I felt a bit nervous. Because I didn't want to say anything wrong.
10. In an oral test, do you prefer to interact with an examiner or a computer? Why?
I prefer with a examiner. Because I am better with a person.
11. Would you like to do the exam alone with the examiner? Why? Why not?
No, I prefer to do it with my partner.
12. Would you like to do the exam alone in your house? Why? Why not?
No, because I think that here is better.