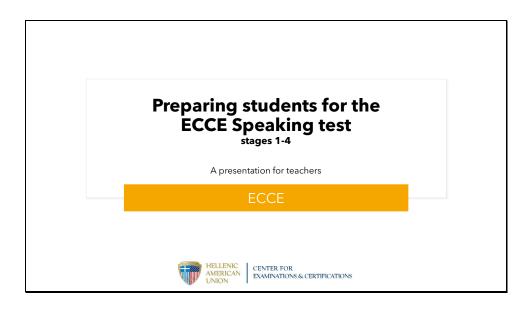


Preparing your students for the ECCE Speaking test

Stages 1-4





Hellenic American Union

reparing students for the ECCE Speaking test





Speaking

Format

A structured interaction between 1 test taker and 1 examiner

Duration: 10 -15 minutes

4 parts (stages)

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Stage 2: Gather information Stage 3: Present and defend choice Format	Stage 1: Introduction	
Stage 3 : Present and defend choice Format	Stage 2: Gather information	
	Stage 3: Present and defend choice	Format
Stage 4 : Answer questions about the topic	Stage 4 : Answer questions about the top	ic

Skills elicited by the ECCE speaking task	
Ask and answer questions	
Provide suggestions or recommendations	Skills
Present and support a decision	
Discuss a topic in detail	



Examiner asks:

Warm-up questions about interests, hobbies, school, free time, future plans, etc.

Transition question

Duration: approx. 3 minutes

Test taker responds naturally

ECCE Speaking Stage 1

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Stage 1 objectives

- To make test takers feel comfortable with the exam
- To engage test takers in a natural conversation
- To introduce the role play of Stages 2 and 3 $\,$

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What is your name? Are you a school student? What grade are you in? What's your favourite school subject? Why? What do you enjoy doing in your free time? Have you made any plans for the weekend? Do you like listening to music? Have you been to a concert lately? Do you have a favorite band or singer? Maybe you can help me with a problem I have.



Examiner describes procedure

Test taker asks questions - **Examiner** gives information

Test taker listens carefully to the information

Duration: approx. 3 minutes

Test taker reads the questions, paraphrasing is not necessary, clarifications are given

ECCE Speaking Stage 2

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Stage 2 objectives

- To allow the test taker to gather information from the examiner on a particular situation
- To highlight the test taker's listening skills
- To provide the basis of support of a choice to be made in Stage 3

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Sample speaking prompt

Situation

I am the manager of a music company and I would like to offer a contract to a singer for a new CD. I'm asking people to help me decide on the best candidate for this contract.

- to help the decide on the best candidate for this First
 You should look at the pictures below and ask

 What are the options?

 What are the advantages of each option?

 What are the disadvantages of each option?

Then
When you have all the information you need, explain which option you think is best and why. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally

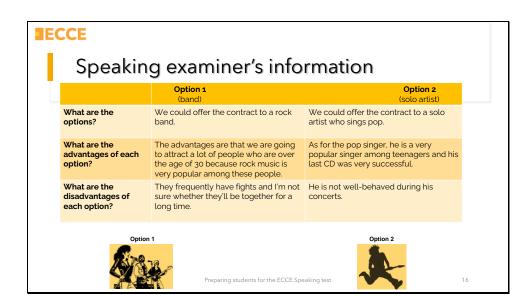
After you have shared your decision, you will be asked more questions about the topic.

Option 2

Option 2



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Test taker:

makes a choice between the options
justifies chosen option
explains why rejected the other option
personalizes the topic

Duration: approx. 3 minutes

Test taker can create his/her own option/solution or combine given ones. Examiner will remind the test taker to explain why he/she rejected the other option.

ECCE Speaking Stage 3

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Stage 3 objectives

- The test taker is required to present and support a choice and explain why s/he rejected the other option
- Examiner information should be used for choice justification
- The focus is on the sound support and not the nature of the choice

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Examiner:

asks all elaboration questions asks questions without paraphrasing (follows manual) simplifies language when necessary or when asked

Test taker:

Responds Elaborates (provides details) Gives example(s)

Duration: approx. 3 minutes

ECCE Speaking Stage 4

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Stage 4 objectives

- The test taker is required to respond to 3 set questions on the same topic
- The test taker needs to produce well-structured responses with supporting
 details.
- Focus is placed more on the volume of the language produces rather than occasional errors made

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Speaking examiner's information

Stage 4 - Elaboration Questions

- 1. Do you like music? What is your favorite kind of music? Why?
- 2. What are the advantages and disadvantages of being famous?
- 3. Some people believe that a good voice is not enough for someone to become a successful singer. To what extent do you think this is true?

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Stage 4 - Elaboration question example

2. What are the advantages and disadvantages of being famous?



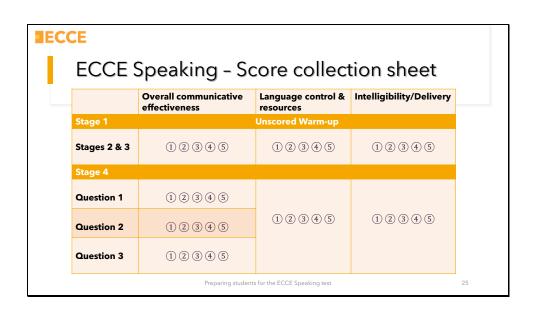
The advantage is that you are rich

but the disadvantage is that you don't enjoy your private life.



Well, there are several advantages and also some disadvantages too. I'll start with the advantages and say that being famous means that you have a lot of fans, people who admire you and this is great, isn't it? Also, you don't need to wait in long queues because everyone knows you and helps you.

However, there are disadvantages to being famous too. You don't' have your own privacy; people ask you to take a picture of you when you don't feel like it or stop you on the street and start hugging and kissing you when you might want to be alone. Maybe they want to be your friend just because you're famous and not because they truly like you.



Overall communicative effectiveness

The test taker should be able to:

- \checkmark Express ideas including details and complexities
- \checkmark Sustain talk without interlocutor support
- \checkmark Elaborate spontaneously and being an interactive participant

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Linguistic resources

The test taker should be able to:

- \checkmark Use sufficient linguistic resources to convey ideas
- \checkmark Show functional control of grammar
- ✓ Combine linguistic resources with cohesive devices to function as an interactive and independent participant

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Delivery and intelligibility

The test taker should be able to

- \checkmark Speak at a reasonable rate with infrequent pauses
- \checkmark Use voice and intonation to contribute to intended meaning
- \checkmark Communicate without misunderstandings despite evident features of L1

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Speaking tips

Use as much natural language as possible

Ask for clarification if anything is not understood

Maintain eye contact with the examiner

Participate as actively as possible: Think "Why is what I said true?"

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Speaking tips

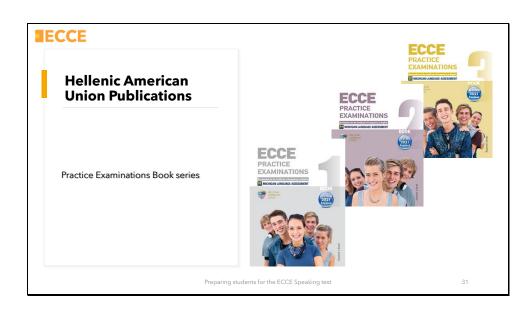
Use examiner information to justify your choice and add your ideas

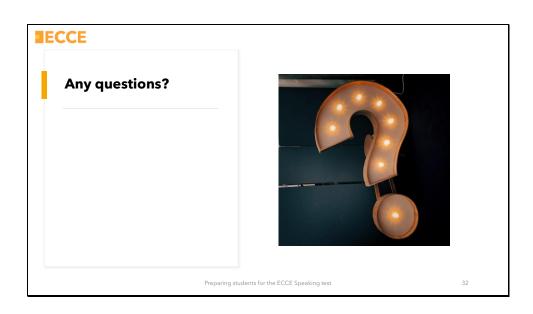
Say why you did not choose the other option (use examiner information to explain why not and add your ideas)

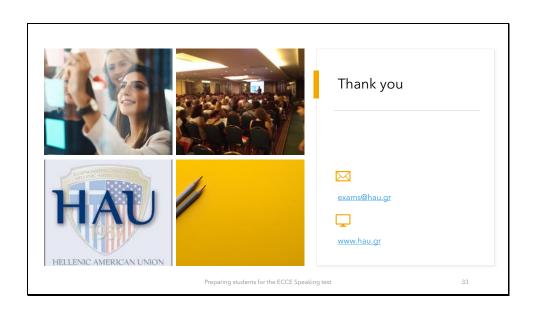
If a certain word doesn't come to mind, paraphrase, use synonyms

Relax! It's easy!

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Hellenic American Union Center for Examinations and Certifications Social media



www.facebook.com/HAU.CEC/

Athens: Massalias 22, 10680 Athens

T: (+30) 210 3680000, F: (+30) 210 3634200

Thessaloniki: Fragon 14, 54626 Thessaloniki

T: (+30) 2310 557600, F: (+30) 2310 553925

E-mail: exams@hau.gr

Url: www.hau.gr/exams



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