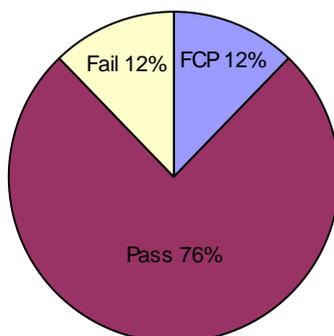


8985 International Spoken ESOL – Communicator

General Observations

Although the results overall for ISESOL at this level are better than those achieved at IESOL, and while the overall pass rate is good, the results are disappointing compared to last year. The Fail rate has increased and the First Class Pass rate fallen. The Pass rate shows a slight increase. With adequate preparation, there is no reason for candidates to under-achieve at this level.

ISESOL Communicator - B2



Areas of good performance

Strong candidates take full opportunity to demonstrate their linguistic range and engage fully in enjoyable communicative exchanges across the different parts of the exam. They seem at ease in Part 2 and are not afraid to challenge the interlocutor where necessary for the situation, producing some very realistic exchanges. They are good at initiating and move the discussion along fluidly in Part 3 without waiting to be prompted by the interlocutor.

Areas for development

In Part 2, candidates are not always aware of the implications of different situations on the use of appropriate register. While the discussion in Part 3 moves along smoothly, candidates often are less capable to bring the discussion to a conclusion and make decisions about the plans or arrangements as explained in the rubric. In Part 4, some candidates fall short of the allotted time for producing the long turn and produce fairly minimal language. Some weak pronunciation has been noted.

Recommendations

Candidates need to become more aware of the distinctions in the different register used between friends and strangers or in different hierarchical situations. They need reminding to listen carefully to the interlocutor in Part 2 when stating who the interlocutor is role-playing and what exactly the situation is. Candidates should also practise speaking for the full allotted time in Part 4 and expanding fully on the follow-up questions with further ideas and examples.

Tips

- Use examples from past papers and look closely at the prompts in Part 2. Get students to group the different examples into ones which are between friends or strangers, between school or work

settings etc. Then ask for suggestions for suitable responses. Next, change the speaker relationship and compare how the register would alter.

- A popular radio game show could be adapted for the classroom to provide practice for Part 4. A speaker has to speak for 2 minutes on a given topic without hesitation, deviation or repetition. While hesitation in the exam is understandable, it's good – and fun – practice to try this out.
- Hesitation fillers and expressions which give students the chance to think such 'That's an interesting question' or 'Let me think' could easily be incorporated into the game above. These are useful strategies in an oral exam.

Additional comments

Strong candidates have a good range of vocabulary and grammar and can express themselves competently. Pronunciation could be improved on to ensure clarity at all times, remembering that markers are listening to taped recordings and have to hear clear samples of language in order to be able to assess appropriately. Candidates should demonstrate their competence at this level, described in the CEFR as being able to 'interact with a degree of fluency and spontaneity...[and] take an active part in discussion'. They should be able to 'explain a viewpoint on a topical issue giving advantages and disadvantages of various options'.