

PTP Guidelines for Speaking Skills

Speaking skills in this guideline are defined by the level of the individual's ability to give oral descriptions on various subjects and to present ideas, opinions, and concepts orally to listeners.

Novice: this level is characterized by the ability to give oral description/ presentation on the topics related to his/her person and items in the vicinity using isolated words, phrases, and simple sentences to an audience of listeners.

Novice 1

- The speaker is able to present only short and rehearsed statement.
- Speech is halting except for short memorized expressions.
- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Errors of structures are quite frequent.

Learner sample: *Merheba, navê min Yasemîn e. Navê dayik min Zeynep e. Ez ji Wanê me. Ez xwendekar im. Ez diçim zaningeha Îndianayê.*

- Vocabulary is limited to basic objects, numbers, and activities, but the complete mastery of those words is rare. numbers: *yek, du, sê* kinship terms: *dayik—mother; bav—father; xwişk—sister; bira—younger brother; mêr—husband*. daily activities: *diçim zaningehê—I got to universtiy; Ez dixwim—I eat;*
- Pronunciation is acceptable when produced in isolated words. However, when combined in phrases or sentences, a heavy accent makes understanding difficult and often requires repetition.
- Word stress, intonation, and tone (Suprasegmentals) are quite flawed.
- Most utterances are completely disjointed.
- Little evidence of knowledge of registers (formal vs. informal) emerges.
- The speaker can handle only a limited number of straightforward follow-up questions with some help of repetition and paraphrase. *Tu ji ku derê yî? Where are you from? Ez ji Colemêrgê me, lê tu? I am from Colemerg. And how about you? Tu dixwîni? Ma tu xwendekar î? Do you study? Are you a student? Ez mamoste me. Lê tu? I am a teacher. How about you? Gelo xwişk û birayên te hene? Do you have siblings? Tu li ku derê dijî? Where do they live?*

Novice 2

- The speaker is able to present an oral statement on a topic related to his/her everyday life.
- Speech is slow and contains unnatural pauses while searching for words.

Learner sample:

Ez her roj ...eee.. serê sibehê zû radibim. Ez serçavên xwe...eee.. diçom. Taştêyê dixûm û ...eee.. pişt re ez bi erebê ...eee.. diçim zaningehê.

Ez restoranê Sofra pir hez dikim. Xarinên vê restoranê...ee.. zehf xweş in. Ez heftê ...eee.. du rojan diçim vê restoranê. Eee.. Bi gîştî, ez li vê restoranê kebab dixwim û çay vedixwim.

- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures - usually consisting of high frequency verbs and auxiliary verbs - but with many error types.
- Pronunciation, stress, pitch, and accent are poor and heavily influenced by learners' L1.
- Range of vocabulary is limited to the following high frequency words; basic objects, numbers, and common verbs and adjectives.

Learner samples

1. Everyday life: *Her roj diçim zaningehê.*
2. Family (immediate and extended): *Bavê min li mektebê mamoste ye.*
3. Leisure activities, hobbies, likes and dislikes:
4. Autobiography: *Navê min Yasemîn e. Ez li zaningeha îndîyanayê dixwînim. Ez li beşa teolojîyê de me. Ez zimanên Tirkî, Erebî, û Kurdî dizanim.*
5. Biographies and telling short stories: *Ehmedî Xanî nizikî 1650an de li Hakkarî ji dayika xwe bûye. Ew helbestvan û filozofekî Kurd yê navdar bû.*

- Most utterances are not appropriately linked together because cohesive devices are missing or confused. Mostly used cohesive devices include some basic connectors. *û—* and; *lê—but (however); ji ber ku—because.*
- Some evidence of knowledge of one register (either formal or informal) emerges.
- The speaker can cope with only a limited number of straightforward follow-up questions when asked clearly and slowly. *Li vir mizgeft heye? Is there mosque around here? Em têkilîyâ xwe berdewam kin. Keep in touch. Ma du dikrî roja çarşemê biçî avjenîyê? Can you go to swimmin on Wednesday? Çend roj in tu nexweş î? For how many days have you been sick? Te ji wî re çi got? What did you tell him?*

Intermediate: this level is characterized by the speaker's ability to:

- give straightforward description/presentation on a familiar topic
- take follow-up questions which are given in clear slow speech

Intermediate 1

- The speaker is able to give simple oral descriptions on a familiar topic within his/her field of interest, to provide brief explanations for opinions, and to develop a short argument.
- Speech is frequently hesitant.

Learner samples:

Ez ji ziman û çanda Kurdî hez dikim. Ji ber ku, hm... gelek stran û gowendên xweş û balkêş tê de hene. Wekî din, zimana kurdî zimanêke ee.... dewlemend û kewnar e. Çend hevalên min ên kurd hene û ew ee.. gelek xwîngerm in û ez ji hevaltîya wan kêfxweş im.

- Range of both morphological and syntactic structures is limited. The structures produced in basic constructions are mostly correct and the common forms of verb tenses and aspects emerge but with frequent errors in formation and selection.
- Range of vocabulary may extend beyond the high frequency words but vocabulary of moderate size makes the speaker hesitate and produce unnecessary circumlocution.

Learner sample:

Ez du sal in li Bloomingtonê dijîm. Bloomington bajarekî eee.. biçûk û xweşik e. Li vir gelek dar û ee.. keskayî hene. Wekî din li Bloomingtonê sê çar gol hene. Navenda vî bajarî hmm... zehf xweş e, ji ber ku li vir zêde restorantên ee.. gelên milletên din hene. Wekî din, kampûsê zanîngeha Îndîana heye. Ev kapuseke mezin û zehf hêşin e. Li kampûsê gelek dar û eee... robar hene. Ji ber vê yekê, ez ji kampûsa zanîngeha Îndîana pir hez dikim.

- Pronunciation and some suprasegmentals become intelligible enough to get the meaning across. However, the speaker still has difficulty in producing several sounds correctly.
- Some basic cohesive devices are used to link utterances together, but the same cohesive devices are repeatedly used and in longer utterances the speaker has a hard time sustaining coherent structures. Cohesive devices: *-wekî din—furthermore; ji ber vê yekê—therefore.*
- Some evidence of knowledge of both registers (formal and informal) emerges.
- The speaker can take various follow-up questions but only when asked in slow speech.

Intermediate 2

- The speaker is able to give simple oral descriptions, to provide brief explanations for opinions, and to develop arguments on a various topics within his/her field of interest.
- Speech is sometimes hesitant with some unnatural rephrasing and searching for words.
- Range of both morphological and syntactic structures is still limited. The learner has a good grasp of basic structures; however, errors are still evident in complex constructions.

Learner sample:

Ez ji zimana xwe pir hez dikim û ez dixwazim zimana xwe biparizim. Derbarê vê meselê çend sedemên ...eee girîng hene. Ewîlî, ziman....weke nasnameya mirovan e. Ziman çand, huner û dîroka gelê ee.... di nav xwe digre. Ji ber vê yekê, Parastina zimên parastina nasnameya mirovan e. Lewre, hemû gelên dinya dixwazin zimana binivîsinin û ferhenga çêkin ku bila zimana wan nemire û nasnameya wan ji bila berdewam bike.

- Range of vocabulary may extend beyond the high frequency words but is still limited.
- The speaker shows noticeable improvement in areas of pronunciation, intonation and pitch. However, mispronunciations still occur in extended utterances.
- The speaker is able to link short utterances together using appropriate cohesive devices. However, the number of such devices is still limited. *— bi kurtasî—in short; ewîlî,duhem—firstly, secondly.*
- Evidence of knowledge of both registers depending on context emerges.
- The speaker can take various follow-up questions with fewer requests for repetition.

Advanced: this level is characterized by the speaker's ability to

- give a clear and detailed presentation on a wide range of topics
- take a series of follow-up questions with fluency

Advanced 1

- The speaker is able to give clear and detailed descriptions, and to make systematically developed arguments with main points and relevant supporting details.

Learner sample:

Pêşketina teknolojiyê ji aa..... aliya her kesî bi awayeke cuda tê nîrxandin. Hin kes debêjin ku ev pêşketine ji bo mirovan dê rind bibe û aa..... bi teknolojiyê dê jiyana me hêsantir be. Ji aliya din jî hin kes dibêjin ku ev pêşketine

ne baş e ji ber ku bi teknolojîyê nû pir aaa.... gemarî çêdike. Lewra, hewa û erd pir gemari dibin û ev rewş jib o silmetîya mirovan ne baş e.

- Speech is effortless and smooth but still at non-native speed.
- Range of both morphological and syntactic structure is larger but not complete. Linguistic structure is generally controlled but indicates some weakness.
- Range of vocabulary is large but still limited in low-frequency words, and the speaker often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- The speaker can pronounce most individual sounds correctly but not with complete control of stress, intonation, and pitch.
- Evidence of knowledge of both registers in a variety of contexts emerges but not with complete control of them, and the speaker may miss some cultural and local references.
- The speaker can take a series of questions asked in a normal speed.
- The speaker can produce cohesive utterances, but overall speech is not entirely coherent.

Advanced 2

- The speaker is able to give clear, elaborate descriptions and well-structured presentations of complex subjects.
- Near native-like fluency is characterized by an effortless and smooth pace.

Learner sample

Lî gorî te jîyan li gundan çawa ye? Li gorî min jîyan li gundan gelek xweş e. Gelek sedemên vê hene. Ewîli, ji ber ku li gundan serjimar kêm e, pîrsgirikên weke qirêjîya av û hewayê tunene. Lewra, di gundan de nexweşî zêde çê nabe û mirov xurt dibin. Duhem, di gundan de serê mirovan pir ne mijûl e jîyan hêditir berdewam dike û bêhna mirovan firehtir dibe û mirov di jîyana xwe de pirtir kêfxweş dibe.

- Range of both morphological and syntactic structure is extensive. Linguistic structure is well controlled.
- Range of vocabulary is broad, including some low-frequency words and the speaker can distinguish nuances of close synonyms, and collocational knowledge is mostly correct.
- There are no noticeable mispronunciations, and pitch and intonation do not contain non-native features.
- Knowledge of both formal and informal registers is almost complete. The speaker shows deep understanding of cultural and local references.
- The speaker links utterances together using appropriate cohesive devices, and the number of such devices is large. Overall speech is coherent.
- The speaker can respond to a series of questions at various speeds with fluency and spontaneity.