

Alina: Result and rationale

Communicative effectiveness	The contributions are mainly relevant with extended stretches at times, e.g. <i>normally I'm doing my homework or learn for the test, sometimes I watch TV or read a book</i> . Ideas are developed logically in some places; lack of coherence appears to be the result of lack of vocabulary and ideas (e.g. <i>My favourite clothes are jogging Anzug [...] because they are very relaxing, and, yeah, we don't have any school uniforms at our school ...</i>). There is some good use of simple linking devices and discourse markers (e.g. <i>and, because, ok, yeah, ...</i>).
Interaction	Takes the initiative by asking a variety of simple questions (e.g. <i>Where is the party? And when? What sort of music should we?</i>). Tries to encourage her partner (e.g. pushes the task sheet over to her). She responds appropriately with some hesitation and false starts. Keeps the conversation going but hesitates quite often and needs support when searching for words (e.g. <i>Musikanlage, Luftballons</i>).
Range	She has a limited range of simple structures and lexis but can deal with most of the tasks. She also attempts to use more complex structures (e.g. <i>I think we should...</i>). Frequent searching for words and inability to find words (e.g. <i>I think some of them are too thin because they have to eat very ... hmm, yeah; a big Schild; Boxen</i>).
Accuracy	Largely accurate use of some simple, frequently used structures and vocabulary. Makes some basic mistakes (e.g. <i>Normally I'm doing my homework</i>). Errors and mistakes sometimes impair communication (e.g. <i>school uniforms: I don't want to wear some and I think they are not good-looking</i>).
Pronunciation	Pronunciation generally clear despite some mispronunciations (e.g. <i>clothes/gloves</i>). Intonation is largely appropriate; it sometimes does not sound natural when sentences fade out because of lack of words (e.g. <i>I'll download some music, so rock, pop, or music ...; crazy clothes, colourful clothes, flash, flashing, flash colour...</i>).
Overall result	Mid A2

Feedback to the learner:

Your performance was good in parts. You have good listening skills. This helps you to keep a conversation going. Your responses are relevant but sometimes quite short. You sometimes use very short sentences or break off because you have to search for words, or you use German words. You sometimes need your teacher's help to find words or new ideas. Your vocabulary and structures are simple. Your pronunciation is clear; there are just some sounds you have difficulties with. It is not always clear what you want to say because of some of your mistakes.

Here is what you should work on:

- 🔊 First of all, you have to increase your active vocabulary so that you don't have to use German words. Write down new words and phrases, and try to use them in speaking or writing. You should read a lot and watch films in English, maybe with English subtitles.
- 🔊 Try to talk in English as often as you can. The more you practise, the better your English will become.
- 🔊 Look at these examples of incorrect language and try to find out what is wrong: *normally I'm doing my homework; We don't have any school uniforms in our school - I think it's good because I don't want to wear some.*
- 🔊 Find out what the words you said in German are in English: *Jogginganzug, Schild, Musikanlage, Lautsprecher, Luftballons.*



Speaking performance and rationale

Lisa: Result and rationale

Communicative effectiveness	The contributions are relevant but almost always very short (e.g. <i>Tired; with the bus or with my Mum; half an hour; I don't know</i>). In part 2 she produces an extended utterance and uses simple linking devices (e.g. <i>I think jobs for teens are good because in the summer holidays they can become money for something they want to buy for themselves; ...so they cannot do...</i>).
Interaction	Shows good comprehension and can respond appropriately most of the time, but does not initiate. Cannot maintain a conversation without support. Contributions in parts 1 and 3 are mostly very short and hesitation is very noticeable.
Range	The range of structures and lexis is limited but sufficient to deal with some of the tasks. Frequent searching for and inability to find words (e.g. <i>They cannot do any ...shit ... Blödsinn; Schild, Luftballons</i>) but avoids using German words.
Accuracy	Use of a few simple patterns and basic vocabulary is accurate. Generally, errors and mistakes are frequent (e.g. <i>for something they want to buy themselves; they haven't so many time; What theme we should take?</i>) and sometimes impair or even prevent communication (e.g. <i>they can become money; they mustn't ask their parents for money</i>).
Pronunciation	There are few phonemic errors (e.g. <i>theme/team</i>) and mispronunciations, but pronunciation is not always clear. Stress and intonation are sometimes not appropriate (e.g. intonation of the question <i>What theme we should take?</i>) and utterances sometimes difficult to understand because of her clipped way of speaking.
Overall result	Lower A2

Feedback to the learner:

Overall, your performance was not quite as good as it should be.

Your responses are relevant but generally too short. You use very short sentences or just words and phrases most of the time (e.g. *Tired; I don't know; half an hour*). You also needed your partner or the teacher to help you with words and ideas. The vocabulary and structures are simple and sometimes incorrect. It is not always easy to understand what you want to say also because your pronunciation is not clear enough.

Here is what you should work on:

- First of all, you have to increase your active vocabulary. You should read a lot and watch films in English, maybe with English subtitles. Write down new words and phrases and try to use them in speaking or writing – it doesn't matter if you don't always use them correctly from the beginning. Check the grammar sections of your course book for rules and examples when you're not sure, or ask your teacher.

- Try to talk in English as much as possible. The more you practise, the better your English will become.
- Try to speak more clearly and practise intonation. Listen to people who speak English well.
- Have a look at these examples and find the mistakes:

I think jobs for teens are good because in the summer holidays they can become money for something they want to buy themselves.

They mustn't ask their parents for money.

They haven't so many time.

What theme we should take?

Find out what the words you said in German are in English...



Speaking performance and rationale