MODELLING PERFORMANCE IN TESTS OF SPOKEN LANGUAGE pdf

1: English speaking test - TrackTest English

The series of five studies reported are designed to explore aspects of test-taker performance on tests of speaking, and in doing so provide evidence in support of a proposed model of speaking test performance.

View Large Fifteen of the children were cochlear implant users implanted with the Nucleus 22 multichannel device Clark et al. Five children were fitted binaurally with behind-the-ear hearing aids by Australian Hearing. One of the children Participant 14 commenced this study using hearing aids but was later implanted between the first and second training periods with the Nucleus 22 multichannel device. Participant 19 changed to more powerful digital hearing aids during the second training period. For the purpose of this study, the children were divided into two groups for specific types of training allowing the order effects of training to be considered. The children were grouped according to the classes they were enrolled in and which teacher of the deaf was responsible for their educational programs to assist with ease of implementation of the training program. None of the children in this study had known sensory dyslexia or uncorrected visual impairment that would have prevented them from being able to read the list of monosyllabic words in the test battery. Evaluations Evaluations took place at three times throughout this study. The first was at the commencement of the study, prior to any training Evaluation 1. Evaluation 2 occurred after the first week training period, and Evaluation 3 was conducted at the end of the second training period. At each evaluation, a test battery was administered to the 21 children to assess speech production, word knowledge, speech perception, and reading aloud. Speech perception and reading-aloud measures. A set of monosyllabic consonantâ€"vowelâ€"consonant CVC words was selected from five phonological neighborhoods to be used in measures of speech perception, reading aloud, and word knowledge see Appendix B. This analysis has not yet been conducted and is beyond the scope of this article. The CVC words were presented to each participant one at a time in a random order, without a carrier phrase, using live voice, at approximately 70 dB A , by a female speaker, at a distance of approximately 1 m, in a quiet room. The words were first presented to each child in the auditory-alone condition, without lipreading. The child was required to listen, then repeat aloud each stimulus word presented. No repetitions of the stimulus words were given. After the auditory test, each participant was required to read the list of CVC words presented randomly, one word at a time, from a computer screen. The computer program calculated percent correct scores for each child for each test. Subphonemic errors, such as distortions to phoneme production were not considered in the scoring process in either test. The speech perception and reading-aloud tests were administered and scored by either a teacher of the deaf or a linguist, both of whom were part of the same research team and experienced in listening to the speech of children who are deaf and hard of hearing. Sensory abilities for the 21 participants who took part in this study were calculated by dividing the auditory-alone speech perception scores by the reading-aloud scores. This method of calculating the sensory contribution in speech perception performance on tests of monosyllabic words used the mathematical model described by Paatsch et al. The scores from the calculations of sensory probabilities were only associated with measures of hearing See Appendix A for further mathematical details. Speech production skills for the 21 participants who took part in this study were assessed using the Single-Word Articulation Test SWAT Paatsch, and videotaped spontaneous conversational samples. The test includes a comprehensive list of monosyllabic and polysyllabic nouns, verbs and adjectives, and includes words containing consonant clusters. The SWAT is widely used to assess the speech production skills of children who are deaf or hard of hearing by teachers of the deaf in Australia. In a single test session, each child was presented with the single words one at a time using a set of colored picture cards. Each child was asked to name the object on the card or state what was happening in each picture. When a child was unable to correctly label a picture card, leading prompts were provided. All responses were videotaped and transcribed using narrow phonetic transcription by a skilled linguist experienced in listening to the speech of children who are deaf or hard of hearing. Spontaneous conversational speech samples were obtained from each participant to ensure a complete assessment of speech production skills. These samples were elicited using prompting questions about familiar topics and provided information for selecting specific speech targets

for training. All conversations were videotaped, and on average a total of 60–70 utterances were transcribed both orthographically and phonetically by a linguist experienced in the transcription of the speech of hard-of-hearing children using narrow phonetic transcription. Analysis of speech production. This program requires orthographic and phonetic transcriptions of both conversations and word tests to be entered. The CASALA program calculated percentage correct scores for individual monophthongs, diphthongs, and consonants and gave total scores for all vowels, consonants, consonant clusters, phonemes, and words produced correctly. For the purpose of this study, only singleton consonants were used in the analyses. Consonants in clusters were excluded so that the variability of scores across children with different vocabulary levels could be reduced. This practice also enabled a comparison of singleton consonants produced in spontaneous conversation with those produced in the SWAT and the test of monosyllabic CVC words. Training of phonemes also only included singleton consonants. A second linguist transcribed randomly selected conversations and word tests for 6 of the participants in the study to assess reliability of the transcription data. An average of 2, consonants and 1, words from conversation samples were transcribed by the two experienced transcribers. These agreement values are acceptable, being higher than values previously reported for the narrow transcription of speech of children with low intelligibility. Children were asked to give a definition of each word either by telling the testers what the word meant or by putting the word in a sentence. If the definition of the word was incomplete or needed further clarification, the testers asked further questions that would help determine whether or not the child knew the meaning of the word without providing any clues about particular word meanings. The computer program calculated the percent correct score for each child. Responses were also videotaped so that online scoring could be checked. Initial, medial, and final evaluations Evaluations 1, 2, and 3 were separated by two training periods of 15 weeks each within the four school terms of 1 school year. Children were trained individually or in groups of 2 or 3 for 20 min each school day during times when they were normally withdrawn from their regular classes. These groups were organized according to availability of the teacher of the deaf to teach the training program and according to targeted goals for each student. Children in the same group received intervention on the same target phonemes or words. Two types of training methods A and B were used in this study. Method A involved training speech production skills, whereas Method B involved training specific words. The objective of training method A was to improve the production accuracy of specific phonemes in conversational speech and at a single-word level. Selection of phonemes for training was based on the accuracy of production in the initial speech production evaluations. Omissions, distortions, and errors in voicing, manner and place of articulation in initial, medial, and final positions at both phonemic and subphonemic levels were considered in the selection process. Only four phonemes were selected for training for Participant All other phonemes were left untrained for all children throughout the week training period. The phonemes selected for training for each participant are listed in Table 2. Table 2 Details of the phonemes selected for training for each of the 21 participants Participant.

2: CiteSeerX â€" Developing and Testing General Models of Spoken Dialogue System Performance

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English Speaking tests are available for all completed English level tests. It is enabled for all completed TrackTest English proficiency level tests for the extra fee and assess your skills in English conversation. Start online English test How it works- English speaking test criteria The English Speaking test takes about 10 minutes. You record answers to eight general conversational questions in English language. You do not need to specifically prepare before the test, a practice in English conversation is enough. Testimonials I find TrackTest an extremely useful web resource for those who wish to learn and improve the English language. All tests are professional and interesting. I am happy to do them and strive for excellence. Approximately 10 minutes this includes 4 minutes of preparation time Target CER level of the speaking test: Audio recording Test content: General English language proficiency test vocational assessment upon request Key test purpose: Proficiency test and placement tests Other possible test purposes include: Achievement tests, sometimes called progress tests, which measure what students have learned. They are designed to test the ability of students with different language training backgrounds. It has been claimed that the holistic approach more closely resembles how language production is judged in real life, and can be quicker than using an analytic approach. However, analytic marking can offer richer diagnostic information for L2 learners. The TrackTest Speaking test combines holistic approach with the analytical for rating. For the purposes of the certificate, it uses the quantitative feedback: In the accompanying Speaking test protocol, raters provide also the 3-grade quantitative feedback as well as qualitative feedback for the specific rating criteria: However, these are intended mainly for the additional diagnostics. The total result is not calculated from these specific ratings. Performance is rated by manual marking, using raters. General feedback and the optional specific feedback based on rating criteria. Prevailing discourse type required is in the form of question and answer. Expected response is a short monologue up to 1 min.

3: CiteSeerX â€" Developing And Testing General Models Of Spoken Dialogue System Performance

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4: Modelling Performance in Tests of Spoken Language

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

5: Comprehensive Assessment of Spoken Language

ã€•Modelling Performance in Tests of Spoken Language (Language Testing and Evaluation)ã€' ï»¿ä½Žä¾¡æ ¼ã,'è²·ã•†,ã€•Modelling Performance in Tests of Spoken Language (Language Testing and Evaluation)ã€' ï»¿ä½Žä¾¡æ ¼ã,'è²·ã•†.

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