

Kyrgyz 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. Vocabulary is limited to basic objects, numbers, and activities, but the complete mastery of those words is rare. numbers: *бир, эки, үч*. kinship terms: *эне*—mother; *ата*—father; *эже* —sister; *ини*—younger brother; *күйөө*—husband. daily activities: *мектепке барамын*—I go to school; *тамак бышырамын*-I cook; 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. *Каяктансыз??* Where are you from? *Бишкектенмин, а сизчи?* I am from Tashkent. And how about you? *Окуйсузбу?* *Студентсизби?* Do you study? Are you a student? *Мугалиммин, а сизчи?* I am a teacher. How about you? *Бир туугандарыңыз барбы?* Do you have siblings? *Алар кайда жашашат?* Where do they live?

Learner sample: *Атым Алекс. Мен Аёва штатынанмын. Университетте окуймун. Спортту жакшы көрөмүн. Мага пицца көп жеген жакпайт*

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. 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. Most utterances are not appropriately linked together because cohesive devices are missing or confused. Mostly used cohesive devices include some basic connectors. *жана* —and; *бирок*—but (*ошентсе да*); *себеби* —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. *Ушул жактарда банк барбы?* Is there bank around here?

Байланышта бол. Keep in touch. *Дем алыш күнү чала аласыңбы?* Can you call on Sunday?

Канча күндөн бери безгек болуудасыз? *For how many days have you been having a fever?*

Алишерди көрдүңбү? Ага эмне деп айттың? Did you see Alisher? What did you tell him?

Learner sample 1:

Мен өткөн жылы августтан бери Кыргыз тилин үйрөнүүдөмүн. Индиана Университетинде Кыргыз тилин үйрөнүшүм... ө, үйрөнүштү... ... ө, кечиресиз, үйрөнүп баштагам.

Бүгүн фильмди көрүшүм мүмкүн. Мен кыз досум менен “Кар Арстаны” – “Snow Lion” ресторанына бармакчымын. Эртең мен Кыргыз тилин үйрөнмөкчүмүн.

Learner sample 2:

1. Everyday life: *Ар күнү Университетке барамын ;*
2. Family (immediate and extended): *Атам мектепте мугалим болуп иштейт.*
3. Leisure activities, hobbies, likes and dislikes: *Бош убактыларымда музыка угууну... музыка угууну жакшы көрөмүн .*
4. Autobiography: *Мен... мен бир миң, бир миң, кечиресиз, эки миңинчи жылы Мишиган Университетине барганмын жана 2005- жылда Университетти аяктап жана мен бул жерде өткөн августтан бери жашамакчымын...ы, кечиресиз, жашоодомун.*
5. Biographies and telling short stories: *Алыкул Осмонов 1915-жылы төрөлгөн... Мен бир акын тууралуу жакшы билемин...Ал Орто-Азияда жашады....*

Intermediate: this level is characterized by the speaker’s ability to give straightforward description/presentation on a familiar topic and to 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. 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. 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: Негизи —actually; ошондой эле —in addition ; Демек —so. 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.

Learner sample 1:

Мен 2001- жылы Немисче окудум. 2001-жылдан кийин Швецарияга барып, Женевада англис тилинин мугалими болуп сабак бергенмин жана мен (*pauses to think*), ал жактан абдан көп немис тилдүү адамдар менен иштешип, ошондой эле жашагандыктан тез эле бул тилди да жакшыраак биле баштадым. Ишке барыш абдан оңой, абдан ыңгайлуу. Негизи бул мектеп “жаңы” (*gesturing, makes quotation marks*). Борбордук көчөдө жайгашкан, маршруттар абдан арбын, өө-өтө көп. Демек ишке барыш оңой, бирок немисче сүйлөшүш оңой эмес.

Learner sample 2:

Мен 2015-жылы Жалал-Абадга (*pronounced as /Жаллабадга/*) барганмын. Менимче, Жалал-Абаддыктар абдан мейман-дос. Мисал үчүн мен Жалал-Абаддын борбор шаарына барганымда а..а, такси менен эмес, маршрутка менен бардым ы.. ы жана маршруткадан көп кишилер менен ы.. ы сүйлөштүм. Алар да мейман дос экен.

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. 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. Башкача айтканда —in other words; биринчиден, экинчиден—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.

Learner sample:

Чолпон-Ата, эң кооз жерлердин бири. Бул жерге жай сайын барып эс алам. Бул жакта Кыргызстандын тарыхый белгилүү жери Саймалуу-Таш бар. Чолпон-Атада негизинен аба нымдуу. Жай мезгили бул жакта жашаган элдер үчүн абдан маанилүү. Бул жерде 11 миндей адам жашайт...

Биринчиден, туристтик мезгил башталат. Бул жакта чет жерден эс алууга келген меймандар арбын.... Дээрлик ар бир Чолпон-Аталыктардын үйлөрү туристтер үчүн кызматта болот. Чолпон-Атада эң мыкты отельдердин саны 13төй...

Экинчиден, туристтик мезгил болгондуктан, бул жактын элдери... көп эмгектенишет. Негизи Көлдүн башка аймактарындагыдай жер айдоо анча жок... Бул жактагы элдер туризм менен акча табууга ылайыкташышкан.

Башкача айтканда, Жай мезгили Чолпон-Аталыктар үчүн акча табууга эң жакшы учур.

Advanced: this level is characterized by the speaker's ability to give a clear and detailed presentation on a wide range of topics and to 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. 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.

Жогоруда айтканымдай —as I mentioned earlier; *билишимче*—as far I know; *айтканча*—by the way; *жогоруда айтылган пикирлерге кошулганда*—having agreed with abovementioned points;

Learner sample:

Мен мектепте окуганымда,... мектепте чогуу, бир группа менен чогуу Казакстанга барып, ал жакта... шаарында эмес, айылда.... башка адамдарга жардам бердик. Бул тажрыйба мен үчүн чоң нерсе... хм, бул тажрыйба мен үчүн мага чоң таасир калтырган, менимче. Менин башка маданиятка кызыгуум ушул убактан баиталган.

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. 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.

Learner sample

Сиз өзүңүз жана карындашыңыз менен сүйлөшкөндө кайсыл диалект менен сүйлөшөсүз? Түндүк диалектиси менен сүйлөшсөңүздөр керек да, туурабы? Себеби Түндүк диалектилери Кыргыз тилинин адабиятынын стандартына туура келет болсо керек.... Эгер сиз менен сүйлөшчү адам Түштүктөн келген болсочу? Сиз кайсы диалектте сүйлөшөсүз?