

## 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:** *Ismim Megan. Men Illinoys shtatidanman. Universitetda o'qiyman. Sport yaxshi ko'rmayman. Men italyanacha taomlari yaxshi ko'raman.*

- Vocabulary is limited to basic objects, numbers, and activities, but the complete mastery of those words is rare. numbers: *bir; ikki; uch*. kinship terms: *ona—mother; ota—father; singil—sister; uka—younger brother; er—husband*. daily activities: *maktabga boraman—I got to school; ovqat pishiraman—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. *Qayerdانسiz? Where are you from? Toshkentdanman. Siz-chi? I am from Tashkent. And how about you? O'qiysizmi? Talabamisiz? Do you study? Are you a student? Men o'qituvchiman. Siz-chi? I am a teacher. How about you? Ukangiz yoki singlingiz bormi? Do you have siblings? Ular qayerda yashaydilar? 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:**

*Men o'tgan yili avgustdan beri o'zbek tili o'rganganman. Indiana universitetida o'zbek tilini o'rganishim ... e, o'rganishni... .. e, kechirasiz, o'rganishi boshlaganman.*

*Bugun men filmni ko'rishim mumkin. Men "Qor she'ri" – "Snow Lion" restoraniga bormoqchiman qiz do'stim bilan. Ertaga men o'zbek tilini o'rganmoqchiman.*

- 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: *Har kuni universitetga boraman;*
2. Family (immediate and extended): *Ukam maktabda o'qituvchi bo'lib ishlaydi.*
3. Leisure activities, hobbies, likes and dislikes: *Bo'sh vaqtlarimda musiqa tinglash... musiqa tinglash yaxshi ko'raman.*
4. Autobiography: *Men... men bir ming, bir ming, kechirasiz, ikki minginchi yilda Michigan universitetiga borganman va 2005 yilda universitetni bitirganman va men bu yerda o'tgan avgustdan beri yashamoqchiman.... e, kechirasiz, yashamoqdaman.*
5. Biographies and telling short stories: *Alisher Navoiy 1441-yilda tug'ilgan... .... Men bir mashhur tabib haqida bilaman. U O'rta Osiyoda yashadi. ...*

- Most utterances are not appropriately linked together because cohesive devices are missing or confused. Mostly used cohesive devices include some basic connectors. *va— and; lekin (ammo, biroq)—but (however); chunki—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. *Shu atrofda bank bormi? Is there bank around here? Telefon qilib turing. Keep in touch. Yakshanba kuni telefon qila olasizmi? Can you call on Sunday? Necha kundan beri isitmangiz chiqyapti? For how many days have you been having a fever? Alisherni ko'rdingizmi? Nima dedingiz? Did you see Alisher? 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:**

*Men ikki marta SWSEELda uyg'urcha o'qiganman. Ikkinchi martadan keyin men Shinjon yoki Sharqiy Turkistonga borib u yerda ingliz tili darsni berganman va men (pauses to think), Shinjonda bo'lganimda, agar, agar, vaqtim bo'lsa, men uyg'urlar bilan shaxsiy darsni oldim.*

*Ishga borish juda oson, juda qulay. Lekin bu maktab "yangi"(gesturing, makes quotation*

*marks) mahallada joylashgan va yangi mahalla uyg'ur mahalladan juda yiroq, e-e-e, uzoq. Demak, ishga borish oson, lekin uyg'urlar bilan gaplashish juda oson emas.*

- 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:**

*Men 2005-yilda Irlandiya [pronounced as /airlandia/] borganman. Menimcha, irlandiyaliklar ko'roq do'stona. Misol uchun men sharqiy...e, Irlandiya sharqiy tomonidan g'arbiy tomoniga, e...e, poezdda borganman.... va poezdda ko'p kishilar men bilan gaplashdi. Ular do'stona ekan.*

- 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: *-dan tashqari—besides; shu sababli—therefore; demak—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.

**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:**

*Men u yerda bo'lganimda, bir necha namoyishlar bor edi. Bu voqeadan keyin yo'lda ko'proq militsiya ko'rishingiz mumkin edi. Bu g'alati bir e-e-e sharoit, chunki Amerikada shunday ishlar yo'q, men odatlanmaganman.....*

*...men Shinjonda bo'lganimda.... men uyg'urlar bilan xitoyliklar munosabatini ko'rdim, hm, kuzatdim va menimcha, bu eng katta muammo. Chunki, menimcha, bu madaniyat, bu ikki madaniyat ikki xil...*

*Ikkoviga..., men birinchi marta Xitoyda bo'lganimda, katta shaharda turganman.... Nanjeng, menimcha, besh million odamlar bor, lekin sayr qilish uchun men ko'p, kichik yerga... ko'p qishloqlarga bordim. Ikkinchi marta Xitoyga bo'lganimda, kichik emas, menimcha, 300 ming odam... lekin bu Xitoy uchun kichik, shaharda bir yil turdim.*

- 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. *Бошқача қилиб айтганда—in other words; қисқа қилиб айтганда—in short; биринчидан, иккинчидан—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:**

*Men maktabda o'qiganimda, ..... maktab bilan, bir guruh bilan Meksikoga borib, u yerda.... katta shaharga emas, qishloqda.... boshqa odamlarga yordam berdik. Bu tajriba men uchun juda chuqur.... hm, bu tajriba menga katta ta'sir qilgan, menimcha. Mening boshqa madaniyatga qiziqishim shu vaqtdan boshlandi.*

- 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. *aytib o'tganimdek—as I mentioned earlier; bilishimcha—as far I know; aytganicha—by the way; yuqorida bildirilgan fikrlarga qo'shilgan holda—having agreed with abovementioned points; Bu savolga javob bera olmasamda, ....*

### **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**

*Siz oilangiz va qarindoshlaringiz bilan gaplashganingizda qaysi shevada gapirasiz? Toshkent shevasida gapirsangiz kerak, to'g'rimi? Chunki toshkentliklar biri-biri bilan standard o'zbek*

*tilida gapirsa, juda g'alati bo'lsa kerak.... Agar siz bilan gaplashayotgan kishi boshqa viloyatdan kelgan bo'lsa-chi? Siz qaysi shevada gapirasiz?*

- 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.