ASSESSING ORACY IN YOUNG ADULTS VOCATIONAL TRAINING

Iryna Liashenko

Sumy State University, Ukraine

Abstract. *In university education, modern instruction aims at developing the most vital skills of the 21st century, key-centered for employability and successful work. Oracy as a skill, takes an essential place among basic communication skills for employability and teaching. Assessing it requires careful and responsible handling. Many researchers paid enough attention to oracy and its development mechanisms with young students. However, still little is known about how oracy is built within the vocational context with university students. That is, vocational oracy teaching and assessment process with university students may differ from the process involved in developing oracy for other categories of learners. The consequential validity of this research unfolds in a more profound and explicit role of vocational context in assessing oracy as a significant component for a future professional in the work market. Consistent with recent research advocating the definition of oracy, our findings indicate that oracy is vital in educating professionals for employability market complying with the highest standards of the 21st century essential skills. This research may help build or test the theoretical framework for assessing any special oracy. Also, it can help develop a different theory with new or other components regarding assessment oracy in the specific context.*

Key words: *vocational training, assessing oracy, oral skills, assessment*

1. INTRODUCTION

In university education, modern instruction aims at developing the most vital skills of the 21st century that are key-centered for employability and successful work. Oracy, as a skill, takes an important place among basic communication skills for employability, and teaching and assessing it requires careful and responsible handling. Many researchers paid enough attention to oracy, and its development mechanisms with young students (Oliver et al., 2005; Mercer et al., 2017; Kaldahl, 2019), but still little is known about how oracy is built within the vocational context with the university students (Kaldahl, 2019; Doherty et al., 2011; Hill, 2021). Furthermore, developing oracy is traditionally researched mainly with L1 learners (Wilkinson, 1965; Mercer et al., 2017). As a result, the literature on the oracy development of young learners is rich in addressing the related lacunae. Still, this literature does not capture the intricacies of teaching and assessing the oracy of L2 learners, and more than that, oracy is complicated by the vocational context. That is, the teaching

and assessment process of vocational oracy with university students may differ from the process involved in developing oracy for young learners.

A basic definition of oracy unfolded as oral competence through listening and speaking (Wilkinson, 1965). The specificity of the assessment of oracy lies in the complexity of oral language and communicative competence (Oliver et al., 2005). More than that, the assessment approach demands flexibility in assessing students as they mature and move from one age period to another.

Against this background, the purpose of this literature review with analysis research in the field of oracy and its correlation with the vocational context is to answer the research questions:

1) What is oral competence/oracy/orality in vocational training?

2) What does the research say about assessing orality/oral skills in young adults' vocational training?

More specifically, this research has a threefold purpose:
- to explain the definition of oracy,
- to analyse the role of vocational load on speaking,
- to examine the practical development of oracy in assessing young adults within the job-oriented context.

The consequential validity of this research unfolds in a more profound and explicit role of vocational context in assessing oracy as a significant component for a future professional in the work market.

This literature review is structured as follows. First, the relevant and modern literature on definitions of oracy skills, orality and oral competences is reviewed, then it is followed by the description of different models of frameworks for oracy assessment, presented in pertinent research. The question of assessing oracy in young adults vocational training highlightens the 21st century skills framework pertaining to the practice of vocational oracy assessment. Finally, conclusions with implications, limitations and directions unfold the ideas for future research.

2. WHAT IS ORACY?

Oracy skills

For the purposes of this research, we use 'oral competencies/skills', 'oracy skills', 'orality' grounding in various research to mean skills required in listening and speaking.

Oracy has been determined as a description of skills parallel to literacy. Thus, if literacy covers writing and reading within the production-perception framework, oracy deals with speaking and listening (Wilkinson, 1965). This framework reflects the communication model, which is a subject of teaching a basic conversation or discussion. Oracy is an interception in the communication process supporting reciprocity and making communication available.

Oracy is determined as an oral competence and used as an instructional term for assessing speaking and listening skills at the oral exams (Kaldahl, 2019); one of the most critical communication skills, the ability to 'speak well,' with creating and influencing public discourse (Hill, 2021).

Oracy is inseparable in forming decision-making ability and engaging students in arguments and counter-arguments in a two-sided communication process running a holistic understanding of all aspects of communication (Hill, 2021).

Oracy is inextricably linked to spoken interaction unfolded by storytelling production (Consiglio d'Europa, 2020). Turn-taking, cooperating, and asking for clarification strategies are the key complexities that make oracy real in communication. Oral competence or interaction is the key characteristic of oracy.

Oracy with L1 young learners is argued to include the diverse skills expanding in modeled and encouraged a process of communication (Mercer et al., 2017). As a challenging skill for assessing, oracy becomes complicated with L2 learners and other complexities, like specific learning.

As the nature of oracy is considered more complex than literacy, with a broader involvement of both teachers and students and keeping interaction between each other, it requires a more active role in the teaching and learning process (Ferst, 1999). So, the assessment of oracy should be multifaceted and integrative.

Oracy is also a crucial component of developing literacy. Prerequisite-building oral skills result in greater comprehension and, enriching vocabulary knowledge ability to read and write (Pollard-Durodola et al., 2006); Bailey, 2010). As well as the subsequential role of oracy is essential in acquiring literacy skills and giving instructions.

Within the balance of persuasion, the ideal model in oracy is considered to be: logos (i.e., subject-specific content), ethos (the ability to display character), and pathos (the ability to have an emotional influence on the audience) (Kahldahl, 2019).

Some researchers state that if the L1 balance shifts more to logos, the L2 subdivision tends to involve more pathos and ethos (Kaldahl, 2019). Apparently, the more complexity appears in the content and vocabulary, the more challenging the process of acquiring oracy is and the more comprehensive the assessment of this skill is.

Along with the term 'oracy' another determination of oral competence as 'orality' takes place in modern literature. Orality primarily relates to exploratory talk and oral presentations, developing talk and listening skills with L1 learners (Reusch, 2021). Being consequential to literacy, orality is essential in the oral transmission of knowledge (Fuller, 2001). This can relate to the content transfer or logos as a part of the oral competence system.

Orality is closely intertwined in communication studies bound in the relationship between technologies, societies, and communication. This notion is enriched by blending in personal reflection (Soffer, 2016). Considering reflection as an inextricable part of critical thinking, one of the most demanded primary work skills, this idea of oral competence has consistent support in the professional or authentic component of oral competence.

The essential parts of oral competence when giving presentations are verbal and non-verbal resources, which flow into communication reciprocity with the audience. In conveying the talk, positioning, which is related to paralinguistic means, can be crucial in the interaction. The position can also vary in terms of gender, social status and role, and academic level (Svenkerud et al., 2013).

Cultural background is another essential lever in developing oracy along with critical thinking, collaboration, and communicative activities, such as oral group work and discussion. Oracy is considered a collaborative activity engaging talk in diverse sociocultural classes. As an important individual and intellectual development, oracy is essential in enhancing group learning, stimulating young learners' self-expression, citizenship in society and job-related communication (Hewitt & Inghilleri, 1993).

3. FRAMEWORK FOR ORACY ASSESSMENT

Assessing oracy is different in terms of teachers' professional assessment based on standards and public judgement (Kaldahl, 2019). This notion comes along with the difference in the talk: formal in the form of effective talk and presentation in academic or special meaning and informal for social needs.

To understand the functioning of oracy assessment, various research has investigated the nature of speaking and listening skills. Thus, according to Jones (2017), the nature of talk in its interwoven nature with speaking and listening was considered to consist of four components:

1. social: developing relationships;
2. communicative: transferring meaning;
3. cultural: different meanings may be adopted by different speech communities (among children, this might be associated with popular culture);
4. cognitive: using talk as a means of learning.

This subdivision deals with the main aspects of social and academic interaction and educators can enhance examples of components depending on a specific situation.

Mercer et al. (2017) have developed this scheme and enriched it with details in the main parts of speaking and listening (Table 1), splitting the broader meaning of communicative

Table 1 Oracy skills framework

Oracy skills dimensions	Subcategories	Examples
Physical skills	Voice	fluency and pace of speech tonal variation clarity of pronunciation voice projection
	Body language	gesture and posture facial expression and eye contact
Linguistic skills	Vocabulary	appropriate vocabulary choice
	Language Variety	register grammar
	Structure	structure and organisation of talk
	Rhetorical techniques	rhetorical techniques, e.g. metaphor, humour, irony and mimicry
Cognitive skills	Content	choice of content to convey meaning and intention building on the views of others
	Clarifying and summarising	seeking information and clarification through questions summarising
	Self-regulation	maintaining focus on task time-management
	Reasoning	giving reasons to support views critically examining ideas and views
	Audience awareness	taking account of level of understanding of the audience
Social & Emotional Skills	Working with others	guiding or managing the interactions turn-taking
	Listening and responding	listening actively and responding appropriately
	Confidence in speaking	self-assurance liveliness and flair

skills into physical skills component as voice and body language and linguistics skills detailing them as vocabulary, language variety, structure, and rhetorical techniques. At the same time, he combined social and emotional skills, interpreting them as working with others and listening and responding, and he significantly widened his cognitive skills.

Since oracy development positively correlated with collaboration and group interaction (Mercer, 2017), assessment should consider the integrated multifaceted evaluation model.

The assessment tasks aimed to deal with the majority of all dimensions of this complex skill should cover more than explicit linguistic skills. Intertwining critical thinking and two- or multifold reciprocity through asking for information and clarification, evaluation of the audience reflection, developing sustainable communication, finding a solution to difficult questions and adding various kinds of collaboration in the communication along with the pathos and ethos components seem to fit the purpose in assessing oracy (Mercer, 2017).

Grounding in Mercer et al's (2017) Oracy Skills Framework which describes different skills required for effective spoken communication in a range of communicative events, the subsequent framework of the four dimensions of speaking skills has been developed by Marion Heron and Doris Dippold (Heron et al., 2021). The assessed facets are: delivery, language, content, and audience engagement (Table 2). The specific properties of each of the dimension can be adapted depending on the specificity of activity, like those related to the vocational scope of the graduates. In terms of vocational relativeness, not only can language and content dimension be considered, as it is used to be a common idea, but also delivery and audience engagement can be significant in the number of vocational activities (lawyers, journalists, teachers, business people, etc.).

Table 2 Dimensions of speaking skills

Delivery	Language	Content	Audience engagement
voice projection appropriateness of pace clarity of pronunciation (not accuracy in terms of BE norms) body language (confident stance, eye contact, etc.) fluency	choice of a register (formal / informal) use of vocabulary appropriate to the audience (disciplinary vocabulary, vocabulary understandable to a general audience) organisation of ideas focus and line of argumentation use of strategies to ensure and improve comprehensibility (e.g. rephrasing, clarification, simplification)	relevance of content skills of summarising, justification and questioning (where appropriate) awareness of audience (prior knowledge, understanding of technical terms etc.) adherence to time limit use and effectiveness of visual aids	confidence (as portrayed through body language, voice, etc.) authoritative communication of complex ideas engagement with the audience (e.g. asking effective questions for discussion or through comprehensive and relevant responses to questions) listening skills (e.g. appropriate backchanneling, take up of requests for clarification)

Models of effective talks are aimed at critical thinking development, enhancing collaboration, argumentative communication, which also develop fruitful two-sided conversation and oracy development (Wegerif et al., 2017). Our research assumes that

adding the vocational component to this set of tasks would conclude the basic model assessment of vocational oracy. Under vocational oracy component we understand specific oriented productive oral competence and perceived listening and processing it according to the situational needs.

Oracy within the specific context is suggested to be developed through traditional oral presentations and video presentations proved to have positive results in developing specific oracy skills (Bobkina & Domínguez Romero, 2020). Peer and self-assessment would increasingly enrich the effect of video presentations in building the specific professional communication skills. Assessing oracy in groups seems to be rather difficult for formal assessment, as it often is used for upper school students and is restricted to oral presentations on a smaller scale. More developed features of oracy, such as negotiations, requesting, refusing and so on, are rarely used in teaching oracy with young learners (Oliver et al., 2005; Kaldahl, 2019).

Another challenge in assessing oral skills is considered in terms of students' politeness as one of the macro skills (Oliver et al., 2005). Being intertwined with a performance speech, oracy can also be stressful for some students in assessing formal presentations (Oliver et al., 2005). These skills are crucial for a range of jobs and in the modern information society.

In terms of teachers, many of them experience difficulty in assessing oral skills. They often don't see the difference between speaking and giving a talk and don't have enough confidence in assessing oral presentation and informal communication, which often results in teaching and assessing 'audience' skills instead of day-to-day interaction in the curriculum. This results in dominating performance speech in the instructional process. (Oliver et al., 2005).

To strike a balance in teaching oracy skills, the teachers should enhance teaching oracy with a variety of language skills. In the vocational context, in teaching language for special purposes, significant support should be attracted to assessing specific oracy.

Along with the instructional needs, the students should also realize the requirements for the specific professional language and linguistic and paralinguistic skills for the oracy within a vocational context.

The challenges in oracy assessment are related to internal factors, such as lack of self-confidence, fear of making mistakes, lack of vocabulary, lack of grammatical mastery, poor pronunciation, and difficulty in coordinating in group work, which is mostly influenced by psychological and competence aspects, and the external factors, such as an ill-timed class schedule, annoying audiences, broad and uninteresting topics of speech, and direct corrective feedback (Wulandari et al., 2021). These facts reveal the internal and external factors making oracy difficult within the vocational context: this may relate to the difficulty in expression personal and professional idea, collaboration with the team and colleagues, individual psychological types and competence level, relationship with the authority and accepting the criticism.

The main purposes of L1 oral-language assessment are claimed to inform instruction for providing feedback for the teacher in such forms as screening tests, formative assessment, portfolio assessment, and benchmark assessment; diagnosis for providing the educators with specific information about a student's language abilities, such as diagnostic assessment; and accountability for holding a teacher responsible for students' progress, such as summative assessment (Bailey, 2010).

Alexander (2019) has developed the accountability attitude, adding to the already defined facets, such as accountability to the community, or accountability to the learning community, accountability to standards of reasoning, and accountability to knowledge, another aspect: accountability to language, specifically accountability to spoken language (Alexander, 2019).

The strategy *Speaker's Menu* for reflection and constant evaluation of the ongoing interaction was suggested to achieve clarity in the communication process. When leading a talk, the speaker should also imagine themselves as a listener (Ferst, 1999). This reflection strategy would enable the speaker to feel interaction and keep their finger on the pulse.

1. **Context**   Who is in the situation? What are the relationships?
2. **Purpose**   What is the goal of the interaction?
3. **Message**   What are the components?
4. **Functions** Instructional? Opinionating? Narrative? etc.
5. **Mode**   Grammatical/lexical choices, body language, voice quality, etc.

A similar set of activities for developing speaking and listening with the children is suggested to be introduced in the curriculum to make children encounter situations where it is possible to aid speaking and listening explicitly. It is recommended that developing oracy skills should be integral for many subjects, not just English.

The aim of the activities is to:
- identify assessment objectives which are clearly linked to teaching and learning objectives/intentions. (What)
- specify which children (individuals/ groups) are to be assessed. (Who)
- indicate the method of assessment and recording mechanism. (How)
- timing is at which point assessment should take place and how long it should last. (When)

To justify effective assessment, all components should be taken into account (Jones, 2007).

Adding a critical constituent to the exploratory talk, makes interaction more meaningful and fruitful. Other reflection strategies for developing oracy resulting in more successful outcome are the rules of critical thinking in being aware of the interaction process:

1. Use your full attention to read or listen to an interlocutor.
2. Reflect before responding.
3. Make sure you understood what the other person meant.
4. Recognize the emotional side.
5. Offer alternatives.
6. Share your point of view, knowledge, or experience.
7. Request more information.
8. Ask questions the other person hasn't thought of.
9. Take an objective stance.
10. Offer a different way of seeing things.
11. Get the other person thinking about the future.
12. Be respectful (World Learning, 2018).

Bailey (2010) suggested examples of classroom-based assessments in both listening and speaking combined: grammatical imitation task, authentic interaction, referential communication tasks. The example of grammatical imitation task means response as the direct imitation of the stimulus utterances, where students typically cannot accurately imitate what they do not already have command over. Authentic interaction assessment includes question–and-answer sessions with the teacher, interviewing peers, participating

in plays, and partner/group discussions and debates. Referential communication tasks are the type of assessment which can take the form of a barrier task, for example, describing a route or an object separated from a naive partner by a screen.

Using theses assessment charts for oracy evaluation allows the teacher to develop a rubrics grid as much as close to the specific assignment or activity. In teaching, this helps to keep the rubrics in mind in designing the courses and formative assessments. For students, structural rubrics would develop analytical thinking, add confidence in scaffolding, enrich self- and peer assessment practices.

4. ASSESSING ORACY IN YOUNG ADULTS' VOCATIONAL TRAINING

21st century skills framework

The idea of necessity of including oracy in the higher education curriculum is gaining momentum in recent research. Oracy skills would contribute to the development of employability skills as well as to active learning, teaching approaches and communication (Heron, 2019). Communicative competence, a core skill in successful employability, increases confidence, targets operations, and completes tasks (Oliver et al., 2005). Critical thinking, advanced communication and negotiation skills are among the vital workplace skills critical for employability (Industrial Strategy Council, 2019). Oracy skills are critical not only for everyday modern society primarily dependable on the various interaction in the business and service field, but also a keystone for a competitive edge in employment (Bailey, 2010).

Peculiarities of vocational oracy assessment

Mercer et al. (2017) Oracy framework is fundamental in many research works and practices as a checklist for teaching and assessing oracy skills. It includes physical, linguistic, cognitive, and social and emotional skills. Each critical oracy skill covers a full range of social and disciplinary requirements vital in pedagogic practice or language education. The examples may be developed into any fit-for-purpose activity. This framework would contain detailed rubrics for assessing oracy within any specific context.

Assessing oracy for professional needs includes team collaboration as working with a group project, along with specific-industry content, problem-solving, active listening and conflict resolution (Doherty et al., 2011). The assessment criteria were professionalism and oracy performance depending on the explicit or implicit oracy demands. As Doherty's research states, the key results are inextricably bound up not in the integral role of talk per se, but they also depend on the student's awareness of the importance of vocational context and its relation to authentic needs. The other core factors are awareness of scaffolding and the demand and criteria of assessment.

Practice proves that the assessment of oral skills of just business presentations does not equip the students with the relevant communication skills. Instead, the workplace requires the speaker to arrange their arguments swiftly and express ideas fluently (Hill, 2021). The other side of the coin means active listener engagement and sophisticated and fruitful collaboration.

Students' equipment by only content lacks an essential factor in preparing a competitive professional. The teachers should furnish students with the skills and techniques necessary for critiquing and questioning the content, articulating their arguments, and forming conclusions (Hill, 2021).

Applying the Oracy Skills Framework to the development of oracy skills within the vocational context, the researchers gave great importance to the dimensions of this framework. The leading focus was the linguistic dimension, particularly subject-specific vocabulary, appropriate terminology, and genre. Physical dimensions, such as body language, and the socio-emotional dimension of confidence complete the professional portrait of a graduate. Along with these characteristics, the cognitive dimension in terms of the skill of reasoning was vital for being able to explain (Heron, 2019). Using functional language along with specific strategies focused on interaction is another feature of oracy within the specific context (van Batenburg et al., 2016). Oracy skills framework serves as rubrics in assessment and a road-map when designing a specific course or assignment. The core idea of using the Oracy Skills Framework in higher education is to highlight the needs of specific vocational purposes (Heron et al., 2021).

Moreover, Oracy Skills Framework can emphasise a talk in a dialogic context and the other four dimensions of oracy for effective communication in a variety of different contexts (Heron & Palfreyman, 2019), including the job-related one. Students, engaged in communication in the framework of the main work skills, should be able to

- explain;
- ask different types of questions;
- speculate and imagine;
- analyse and solve problems;
- explore and evaluate ideas;
- discuss;
- argue, reason and justify; and
- challenge (Heron & Palfreyman, 2019).

These skills are leading in the employability context, making graduates become more confident and competitive at the labour market.

Explicit development of oracy skills in higher education would increase collaboration through working in groups along with language and communication. This would result in more successful employments, enabling the graduates to complete high stakes tasks (Dippold et al., 2019). Focus on the essential skills would benefit future professional, high stakes in the employability field.

In the specific context, the oral-language assessment may encounter with the students' difficulties in "speech production or comprehension, including pronunciation difficulties, expressive language delays, specific language impairment that often affects grammatical abilities, and receptive language difficulties" (Bailey, 2010). Another issue in the specific oracy assessment is linked to L2 learners, as they may lack cultural knowledge, insufficient vocabulary content, development disorder, and nonstandard variety of the language (Bailey, 2010). Within the vocational context, the challenges may include specific vocabulary knowledge, sociocultural peculiarities of the job, individual specificity of place and people, and others.

5. CONCLUSION

This literature review sought current academic views regarding the research questions:
   1) What is oral competences/oracy/orality in vocational training?
   2) What does the research say about assessing orality/oral skills in young adults' vocational training?

To our knowledge, this literature review inflates modern research with another innovative facet that pertains to the assessment of oracy in a vocational context, contributing to assessment literature by brushing up the oracy definition, contextualizing frameworks for oracy assessment suggested in the modern research, and defining the intricacies of vocational load in assessing oracy.

Recent research on the assessment of oracy skills in the vocational context has provided a more complete understanding of the physiological processes occurring in speaking and listening interaction. Current findings revealed the essence of oral skills through the various range of definitions and descriptions of the processes pertaining to the specific communicative situation. Consistent with recent research advocating the definition of oracy (Bailey, 2010; Hill, 2021; Kaldahl, 2019; Wilkinson, 1965), our findings in this literature review indicate that oracy is an essential part of developing communication in an educational, academic, and vocational setting. Being another component in building literacy (Pollard-Durodola et al., 2006; Bailey, 2010), oracy is vital in growing the professionals at the employability market complying with the highest standards of the 21st century essential skills. Oracy assessment has been argued to be provided within various dimensions, such as context, purpose, message, functions, mode (Ferst, 1999), grammatical imitation task, authentic interaction, referential communication tasks (Bailey, 2010), physical skills, linguistic skills, cognitive skills, social emotional skills (Mercer, 2017); delivery, language, content, audience engagement (Palmour & Doubleday, 2020). These models can sustain the educators' practice in assessment of oral skills suggesting ideas for developing rubrics, designing the courses and lessons, elaborating the formative assessment assignments and tests. From the other side, students can benefit from these models in developing their analytical thinking, gaining more confidence in scaffolding, enriching self- and peer assessment practices. As the context of preparing graduates for the future job becomes more oriented to the labour market, assessment of oracy becomes an increasingly important component in forming communicative competence as an essential skill. The strong relationship between communicative competence and disciplinary oracy is strongly linked to the challenges in vocational training.

This literature review has found that a range of factors may complicate the vocational oracy assessment according to the developed oracy assessment frameworks, particularly those intertwined with the specific relationship with physical, linguistic, cognitive, and social and emotional skills. However, the distinguished peculiarity of a vocational training oracy assessment is that the assessment grid and system should always keep the fit-for-purpose encompassing theme (van Batenburg et al., 2016). In addition to such peculiarities in assessing oracy for professional needs as team collaboration, working with a group project, along with specific-industry content, problem-solving, active listening, and conflict resolution (Doherty et al., 2011), other taunts to bear in mind are linguistic dimension, particularly subject-specific vocabulary, appropriate terminology, and genre (Heron, 2019). The key transformation of assessing oracy in the general context into the vocational can be related to specific job-oriented tasks, such as situational body positions and body language in specific situations (Heron, 2019; Svenkerud et al., 2013).

With respect to investigated literature, the found high-ranked studies demonstrated the absence of exact cases of assessing oracy within the vocational context and a lack in the specifically related grids and practices in vocational training. This literature review would be more pragmatic if there were more studies with practical experience in training and assessing oracy and the challenges pertaining to this. Nevertheless, the detailed research works on assessing oracy in young learners enrich the assessment of the oracy field with

the specific load, such as individual cognitive abilities, specific context, and factor of inclusiveness (Mercer, 2017). As a result, in each vocational case, the highstakers should realise the purpose of oral practice, taking into account the components of oracy described as the dimensions in the oracy assessment frameworks.

Implications

This clearly identifies the implications of this literature review. Today, educators, as well as academics, recognize the importance of communicative competence, particularly oracy, as an essential characteristic of a successful professional. Bearing in mind the demands which current employability market generates, educators and practitioners should be professionally creative in attaining fit-for-purpose goals through the multidimensional grid of components of oracy. Knowing possible challenges in each component and making the goals meet, teachers can be flexible in creating individually designed grids for assessment and disciplinary cases.

Consequently, the students may use this knowledge in building self and peer assessment in acquiring oracy, dwelling on the dimensions of the frameworks, and developing individually fit strategies.

In addition, the research suggests a roadmap to acquiring skills in assessing oracy, such as definitions of oracy, frameworks of oracy assessment, and specificity of vocational oracy assessment, which can serve various specialisms adapting the components to the specific vocational context.

Limitations and directions for future research

The findings of this literature review contribute to the academic understanding of vocational oracy assessment. However, the limitations of this literature review might be related to collecting data and interpreting results. The first limitation might be pertained to a bias of the authors' personal view in designing the research framework. There are loads of possible flows of viewpoints in the ground scaffolding for making the review grid. Another potential shortcoming is gaps in literature searching which can lead to missing relevant research. Selecting studies only from peer-reviewed journals decreased the range of works on the topic from other sources. A third potential limitation is related to the components of vocational oracy or oral competence, which can be analysed in searching for possible constraints in assessing exactly vocational oracy. This review has defined the oracy framework dimensions assuming that each of them may be relevant to the specific context of vocational training. The true meaning of vocational oracy may be partially interpreted and based on a personal viewpoint.

Opportunities for future research should develop a further framework for empirical research on the assessment of the factors influencing the increasing vocational oracy level. More than that, this review may be useful in building or testing the theoretical framework for assessing any special oracy. Also, it can help develop a further theory with new or other components regarding assessment oracy in the specific context.

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