

LANGUAGE TESTING AT SCHOOL

HEINOLA COURSE CENTRE, NOVEMBER 18. - 21. 1984

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LAPPEENRANTA UNIVERSITY OF TECHNOLOGY

ON TESTING ORAL SKILLS IN

A LEARNER-CENTERED WAY

(VIDEO DEMONSTRATION)

INSTRUCTIONS TO THE CANDIDATE

Part three of the Oral Sub-Test is a business interview exercise.

Situation:

You will remember that there was a fire at Bellcrest which destroyed part of the finished stock. Paul Malone gave Dennis Evans the job of writing the customers a letter explaining the extent of the damage and how Bellcrest was planning to meet the customers' orders in the immediate future. He also asked Dennis Evans to go to see all the important British customers personally in order to reassure them that orders would be met. You are Dennis Evans and you are on your tour to see important British customers. You have just come to Messrs. Black and White Ltd. and have been shown into the room of the technical manager, Mrs. Knark.

1. Introduce yourself and state your business briefly (remember she's had your letter).
 2. Ask whether you could explain about the fire in greater detail and tell her how you are planning to meet Bellcrest's orders.
 3. Then explain to her the system of distributing the existing stock and about the delays that are likely to take place. You will have to make up your own system and figures here. It will help you if you can remember what was decided in the role simulation exercise connected with this matter.
 4. Ask Mrs. Knark what her most urgent needs are and which are the orders that can be postponed. When you have had her answer, suggest a time-table for the deliveries of her orders. (You may take notes and ask questions here.)
 5. When Mrs. Knark is satisfied, end the interview by inviting her to have lunch with you. It is Bellcrest's way of showing its appreciation to such an understanding customer.
- NB. BE PREPARED TO ANSWER RATHER AWKWARD QUESTIONS ABOUT DELIVERY DATES, PREFERENTIAL CUSTOMERS, ETC.

INSTRUCTIONS TO THE EXAMINER

Tell the candidate that he is now Mr Evans who has just been shown into the room of Mrs Knark, the Technical Manager of Black and White Ltd. and that he should introduce himself and state his business.

Stage 1: (a) Respond appropriately to the introduction.
(b) Tell him you are really glad he has come because you are worried about your orders. Then ask the following question:

"How bad was the damage caused by the fire?"

Stage 2: While he is explaining about the damage caused by the fire, interrupt him at a suitable point and ask:

"What kind of insurance policy have you got? Will it cover all the damage caused by the fire?"

Stage 3: The candidate will then tell you about the arrangements made by Bellcrest for supplying the most urgent needs first and the probable delays in meeting other orders. Interrupt him again when you have heard part of his explanation and ask:

"What are your priorities? Are you going to give special priority to British or foreign customers?"

Stage 4: When he has finished his explanation, he will ask you what your most urgent and least urgent orders are. Tell him that

- (a) You must have, within three weeks, 1,500 RN1's of the 3,000 ordered
 - within a month, all 500 XZF2's ordered
 - within two months, 2,000 PRT5's of the 5,000 ordered and that
- (b) all 500 BSL's, 1,000 RN1's and 3,000 PRT's could be delivered after the New Year.

He will then tell you how he is going to arrange the deliveries of the components. Accept his plan and tell him how pleased you are with the arrangements.

Stage 5: He will then invite you to lunch with him. Accept the invitation gracefully.

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ASSESSMENT SHEET FOR CONVERSATION TESTS

LANGUAGE: ENGLISH

Name of candidate: CANDIDATE A

FRENCH

Language course attended: M1

GERMAN

Department: INDUSTRIAL ENGINEERING AND MANAGEMENT

PORTUGUESE

Date: 21st April 1983

RUSSIAN

Time: 15.20 - 15.30 (ENGLISH FOR BUSINESS:)

SPANISH

Topic of conversation: A VISIT TO A CUSTOMER AFTER THE FIRE

SWEDISH

Examiner: ENID BERGGREN

Assessor: OLA BERGGREN

Aspects to be assessed:	Auxiliary column	Score (0 - 5)
1. Pronunciation	4-+	4
2. Grammar and structure.....	4±	4
3. Vocabulary and idiom	4=3	3½
4. Understanding and reactions.....	5	5
5. Fluency	4±-	4-
TOTAL		20+
EXAMINER'S + or - points		
FINAL SCORE		

Comments: 1) VAs ; v/w ; d3 ; igsetsaretid
 2) It goes after six weeks ; is on the continent ; I'll come to talk with with our deliveries ; till we get to the UK customers it will take...
 3. catastrophe ; prior orders ; Satisfied solution
 4. Excellent reactions!

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ORAL SUB-TEST ALTERNATIVE A1

Candidate B did
this assignment

Part Three - 10 Marks

INSTRUCTIONS TO THE CANDIDATE

Part three of the Oral Sub-Test is a job interview exercise.

Situation:

The examiner is a Mrs. James who has come to your firm (Bellcrest) to be interviewed for a job as Product Executive. You are the Marketing Manager in your firm and your Managing Director has asked you to interview the candidates for the job. You have been asked to meet Mrs. James on her arrival and to give her information about the vacant post. You are free to invent the facts about the job. You have seen from Mrs. James's letter of application that her experience and qualifications are excellent and you have almost decided to offer her the job. Your meeting with Mrs. James should take the following form:

- A. Welcome Mrs. James and introduce yourself.
 - B. Give Mrs. James as much information as you can about:
 - 1. Bellcrest and the product, (the SC1)
 - 2. The responsibilities she will have
 - 3. Salary
 - 4. Hours of work
 - 5. Holidays
 - C. Ask Mrs. James if she wants to ask you any questions connected with the post.
 - D. Tell Mrs. James that because of her qualifications and experience the firm is prepared to offer her the job. Ask her to let you know within a week at the very latest if she wants it.
 - E. Bring the interview to an end.
- NB. BE PREPARED TO ANSWER ANY QUESTIONS WHICH MRS. JAMES MAY PUT TO YOU!

INSTRUCTIONS TO THE EXAMINER

Tell the candidate that he is to treat you as a person coming to your firm to be interviewed for a job. Your name is Mrs James. Tell him that you have just arrived, and that he should now welcome you and give you as much information about the job as possible.

- Stage 1: (a) Respond in an appropriate way to his welcome and introduction of himself.
(b) After he has given you some of the information about the job, interrupt to ask the following question:

"It sounds a marvellous job but do you think I have any chance at all of getting it?"

- Stage 2: After he has replied he will go on to give you more information about the job. At a suitable moment, interrupt to ask:

"Excuse me, I'm terribly thirsty. Do you think I could possibly have a glass of water?"

- Stage 3: After he has replied to your question he will finish what he was telling you about the job. When he is finished, ask him the following question:

"Why do you need to employ a product executive at all? Couldn't your Marketing Department handle this product?"

- Stage 4: After he has replied and then asked if you have any questions to ask him, say:

"Well, if I were to be offered the job and accepted it, I'd have to move to Leicester, and that would cost a lot. To what extent could you help with the removal expenses?"

- Stage 5: After he has replied to your question he will go on to offer you the job and to ask you to let him know within a week if you are prepared to accept it or not. Say:

"Could I possibly let you know within 10 days instead of a week because I've also applied for a job at Barry's in Nottingham and they are not making their decision about who is to fill the post until next Thursday?"

The interview is concluded after the reply to the above question.

NB.

SEE THAT THERE IS A JUG OF WATER AND TWO GLASSES IN THE EXAMINATION ROOM!

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ASSESSMENT SHEET FOR CONVERSATION TESTS

LANGUAGE: ENGLISH
FRENCH
GERMAN
PORTUGUESE
RUSSIAN
SPANISH
SWEDISH

Name of candidate: CANDIDATE B

Language course attended: M1

Department: INDUSTRIAL ENGINEERING AND MANAGEMENT

Date: 21st April 1983

Time: 15.35 - 15.45 (ENGLISH FOR BUSINESS)

Topic of conversation: AN INTERVIEW FOR A JOB

Examiner: ENID BERGGREN

Assessor: OLA BERGGREN

Aspects to be assessed:	Auxiliary column	Score (0 - 5)
1. Pronunciation	3+	3+
2. Grammar and structure.....	4=	3+
3. Vocabulary and idiom	4+	4
4. Understanding and reactions.....	5-	5-
5. Fluency	4+	4+
TOTAL		19+
EXAMINER'S + or - points		+1
FINAL SCORE		20+

Comments: 1) /dʒ; θ; tʃ; stress patterns; s/z; proutsekt
 2) - whole amount; a lot of common articles; job we have talked -; we haven't thought that; prepositions;
 3) "Well" too often; "yes" too often; used for at the 20th apply the past; please (when offering water)
 4. Very natural approach; relaxed

CRITERIA FOR ORAL TESTS ENGLISH VERSION

	PRONUNCIATION	GRAMMAR & STRUCTURE	VOCABULARY AND IDIOM
1	<ul style="list-style-type: none"> - Mistakes in pronunciation make understanding difficult and listening tiresome - Sounds more like Finnish than English - Key words and ordinary words often mispronounced - Stress, rhythm and intonation purely Finnish 	<ul style="list-style-type: none"> - Mistakes hamper understanding continually - Examiner asks for repetition - Incomplete sentences due to no mastery of structures - A great number of mistakes in basic structures - Uses only a limited number of structures making constant mistakes 	<ul style="list-style-type: none"> - Extremely limited - "Searches" for words continuously - Knows none of the terminology connected with the topic - Uses words in the wrong meaning continuously - Examiner misunderstands because of lexical errors
2	<ul style="list-style-type: none"> - Some incomprehensible words mar understanding - Repeated mistakes in the basic sounds of English - Clear Finnish stress, rhythm and intonation patterns - Some ordinary words mispronounced - Key words also mispronounced 	<ul style="list-style-type: none"> - A few misunderstandings because of structural errors - Examiner must ask to repeat a few times - Syntax very simple - Many mistakes in basic structures - Can only express simple ideas understandably 	<ul style="list-style-type: none"> - Limited vocabulary - Cannot always find the words needed - Uses words incorrectly - Knows only a few of the essential terms connected with the topic - Some misunderstandings due to misuse of lexis
3	<ul style="list-style-type: none"> - Mistakes in pronunciation do not hamper understanding - Some mistakes in the difficult sounds of English - Tries to produce English word and sentence stress patterns - Key words correctly pronounced 	<ul style="list-style-type: none"> - Mistakes of grammar do not cause misunderstandings - Examiner needs not ask for repetitions - Uses simple structures quite correctly and attempts more complex ones - Can express more complicated ideas understandably 	<ul style="list-style-type: none"> - A fairly big vocabulary - Need not "search" for words - Masters the central terminology connected with the topic - Occasionally uses words in wrong contexts - No misunderstanding due to use of lexis
4	<ul style="list-style-type: none"> - Pleasant to listen to and easy to understand - Very few mistakes in the difficult sounds - Stress, rhythm and intonation quite natural - Even difficult words usually correctly pronounced 	<ul style="list-style-type: none"> - Use of most structures quite accurate - Uses sophisticated structures intelligibly - Inadequate mastery of structures does not stop the expression of complex thoughts 	<ul style="list-style-type: none"> - A quite extensive vocabulary - Knows the terminology pertaining to the topic well - Is sensitive to the collocations of words - Almost no errors in the meaning of words
5	<ul style="list-style-type: none"> - Very pleasant to listen to because sounds so natural - Only very few slips of the tongue - Stress, rhythm and intonation almost native - Even the most difficult words usually correctly pronounced 	<ul style="list-style-type: none"> - Only very few slips in the use of structures - Uses the full range of the structures of the language and is able to express very complex ideas almost faultlessly 	<ul style="list-style-type: none"> - Very extensive vocabulary - Has a full mastery of the terminology needed to discuss the topic - Uses words very accurately and appropriately - Knows the connotations of the words he/she uses
	FLUENCY	UNDERSTANDING AND REACTIONS	SUBJECT MATTER
1	<ul style="list-style-type: none"> - Speaks a word at a time - Very exhausting to listen to - Slowness impedes understanding - Long misplaced pauses - Complete absence of sentence rhythm 	<ul style="list-style-type: none"> - Does not seem to understand ordinary speech - Many questions have to be repeated and reworded - Pause between question and answer painfully long - Reactions consist of one or two words and are often inappropriate 	<ul style="list-style-type: none"> - Says "I don't know or I haven't heard/read" several times - All answers very superficial based on "common knowledge" - Very inadequate answers - A great number of factual mistakes and obscurities
2	<ul style="list-style-type: none"> - Speaks three of four words a time - Tiring to listen to - Rather difficult to understand because of slowness - Rather long pauses in unwarranted places - Thinks too long before speaking 	<ul style="list-style-type: none"> - Some difficulties in understanding the examiner - Some questions must be repeated and reworded - Pause between question and answer unnaturally long - Short and rather inadequate reactions 	<ul style="list-style-type: none"> - Has to admit a couple of times that he/she does not know - Answers show considerable ignorance of the topic - Very short answers - Some factual mistakes - Tends to digress from the subject at hand
3	<ul style="list-style-type: none"> - Speaks rather naturally sentence by sentence - No difficulties in understanding - Not tiring to listen to - Some "unwarranted" pauses - Thinks for a while before answering 	<ul style="list-style-type: none"> - Few difficulties in understanding the examiner - Very little need for repeating or rewording questions - Almost immediate reactions - Answers short but adequate 	<ul style="list-style-type: none"> - Seems to know something about most aspects of the subject at hand - Factual knowledge of the topics limited but mostly accurate - Shortish but adequate answers - Does not digress very much from the subject at hand
4	<ul style="list-style-type: none"> - Natural speech rhythm - Pleasant and easy to listen to - Pauses mostly "natural" - Speaks most of the time without undue cerebration 	<ul style="list-style-type: none"> - Understands even the most complicated questions - There is no need to repeat or reword anything - Speedy, accurate and appropriate reactions 	<ul style="list-style-type: none"> - Well informed about the various aspects of the subject at hand - All factual information adequate and correct - Answers suitably long - No digression from the topic at hand
5	<ul style="list-style-type: none"> - Fully natural speech rhythm - Very pleasant to listen to - Pauses short and natural, no unwarranted pauses 	<ul style="list-style-type: none"> - Understands fully everything that has been said - Reactions very quick and suitably long - Gives an impression of taking part in an ordinary natural conversation 	<ul style="list-style-type: none"> - Shows full mastery of all aspects of the subject at hand - Has extensive and accurate factual knowledge pertaining on the topics discussed - Gives exhaustive answers - Keeps strictly to the point

12 - 14 = 1
15 - 17 = 2

18 - 21 = 3
22 - 25 = 4

26 - 30 = 5