

### Unsatisfactory Interlocution Feedback Form

<b>TEA Examiner:</b>	<b>TEA Examiner A</b>						
<b>TEA Centre:</b>	<b>Mayflower College</b>						
<b>Candidate Surname:</b>	-						
<b>Test Date:</b>	-						
Aspect of Interlocution	Intro	Part 1	Part 2A	Part 2B	Part 2C	Part 3A	Part 3B
<b>1.0: Procedures</b>							
1.1: Use of Materials							
1.2: Test Security	X 1						
1.3: Delivery of Instructions			X 4				
1.4: Delivery of Scripted Questions							
1.5: Prompting / Follow-up Questions		X 2				X 8	XX 9&10
1.6: Timing of Task						X 7	
<b>2.0: Behaviour / Manner</b>							
2.1: Responding to Candidate		X 3	X 5				
2.2: Pausing / Interrupting			X 5	X 6			
2.3: Assisting Candidate Unfairly							
<b>3.0: Language Use</b>							
3.1: Poor Control							
3.2: Non-standard Pronunciation							
3.3: Technical Terminology							
<p><b>An X in any box indicates unsatisfactory performance and must be corrected in future tests.</b></p> <p><b>Read <i>The Guide</i> below and listen back to this test to identify your mistakes.</b></p>							

## *A Guide to TEA Interlocution*

### **1.0 Procedures**

*TEA Interlocutors are expected to:*

- a) stick to the procedures;*
- b) be consistent;*
- c) elicit & record an appropriate language sample while adhering to points a) & b).*

*Every test should be conducted in the same, standardised way.*

*Interlocutors are constantly monitored and failure to adhere to these guidelines may result in a requirement to re-train and re-certify as a TEA Examiner.*

### **1.1 Use of Materials**

*It is essential to go through the test materials carefully in order to be completely familiar with them and to handle materials naturally and smoothly.*

*Choose test versions on the test day as you prepare for tests.*

*Vary sets and tasks as much as possible, using tasks within each section randomly - don't select or avoid.*

*Accurately record the version numbers (highlighted in blue) used during the test on the Candidate Mark Sheet.*

*In Part 1, ask one question set relevant to the candidate.*

*In Part 2, ensure that all 16 recordings of the chosen CD is played.*

*In Part 3, ensure you complete all the picture tasks as prescribed and lead a full discussion.*

*Make transitions between parts of the test, and between different sets of questions (where appropriate), clear to the candidate.*

### **1.2: Test Security**

*Record the introduction before the candidate enters the test room. Pause the recording and welcome them into the test room. Make sure they are comfortable before you recommence recording.*

***Check and ensure that there is no mobile phone or electronic device in the test room. MISTAKE 1: the candidate's mobile phone is switched off but in the test room. This would make the test invalid and the candidate would not receive a certificate.***

*Check the candidate's identity document carefully when they are in the room. If the ID number does not match that on the Candidate Mark Sheet, do not continue with the test (unless it is only a typing mistake by the Administrator).*

*Ensure the candidate clearly says his/her full name when asked.*

### **1.3: Delivery of Instructions**

*Interlocutors should be completely familiar with the Examiner Handbooks and handle materials naturally and smoothly.*

*Instructions should be delivered naturally, clearly and audibly. Stress the key words.*

*If the candidate expresses a lack of understanding of the instructions at any time, you should paraphrase the instructions briefly for them.*

**Do not skip any of the instructions, or change the wording. MISTAKE 4: examiner changes Part 2A instructions.**

*Clearly introduce each section of the test.*

### **1.4: Delivery of Scripted Questions**

*The scripted questions should be delivered naturally, clearly and audibly.*

*They should be delivered as they are written in the Handbook. They should only be adapted if it makes sense to change the tense or the wording to make it most suitable to a candidate's aviation role / context.*

*Ask all the questions, in order, carefully and clearly. Only omit a question if a candidate has answered it in an extended previous answer.*

*When introducing sub-sets of questions, do it clearly and emphasise the topic.*

*If a candidate asks you to repeat a question, repeat it clearly once.*

*If you suspect an answer is memorised, interrupt with **Thank you** and ask the next question.*

*Do not deviate from the script except to gloss - you may gloss (briefly paraphrase) individual words if the candidate asks for clarification, or paraphrase a question if the candidate specifically asks you to.*

*In Part 3, if the candidate's level is low and they do not understand a question, you are free to paraphrase it (without waiting for a clarification request).*

*In the Part 3 discussion, interlocutors should use the scripted questions to stage the discussion. To create a more natural interaction, simple follow-up questions should then be asked to extend the candidate's English as fully as possible. (Also see Prompting / Follow-up Questions below.)*

### **1.5: Prompting / Follow-up Questions**

**In Part 1 and Part 3, if a candidate gives a short answer and it is appropriate to do so, ask one of the follow-on questions: *Could you tell me more?* / *Why?* / *Why not?* / *How?*. MISTAKE 8: delivered too quickly – examiner should have prompted candidate to extend responses to questions about the pictures in 3A.**

*Do not ask questions which are off-topic, overly personal or inappropriately challenging.* **MISTAKE 2:** examiner asks inappropriate follow-up questions in Part 1 – “Can you tell me more about your dreams as a child?” is not relevant (off topic) and too personal, and “Don’t you think plain English is important?” is inappropriately challenging.

*If a candidate uses technical or operational language and they could explain themselves further, where appropriate ask **What do you mean by \_\_\_?** or **Could you explain \_\_\_ in plain English?***

*If a candidate asks you to repeat a question, repeat it clearly once.*

*In Part 2:*

- give the appropriate prompt – either **What was the message?**, **Ask Questions** or **Give Advice** – after each recording;
- if the candidate does not follow the instructions, politely but firmly repeat the prompt. If the candidate still does not understand, say **OK, thank you**, and continue.

*In Part 3, if the candidate’s level is low and they do not understand a question, you are free to paraphrase it (without waiting for a clarification request) in this section.*

*In the Part 3 discussion, interlocutors should listen to the candidate’s responses carefully and ask, simple, appropriate follow-up questions to extend the candidate’s English as fully as possible and to create a more natural interaction. Keep to the topic, but ask candidates to expand on opinions (e.g. **Why do you think that?**). If a candidate gives a one word answer, attempt to extend their English by asking **Could you tell me more?**, or by using **Why \_\_\_?**, **When \_\_\_?** or **How \_\_\_?** questions.* **MISTAKE 9:** inappropriate prompting in the discussion – the examiner says “Go on” after candidate has exhausted herself with thorough response (30 seconds). It is not a good follow-up question. [See the Appendix on Page 8 for more details and better examples.]

*Personal experience questions should not be used as follow-up questions.* **MISTAKE 10:** the examiner asks a personal experience question in the Part 3 discussion which causes the candidate to tell a difficult personal story creating a bad atmosphere. The discussion should be kept to broad aviation topics.

## **1.6 Timing of Task**

*Ensure you stick to the prescribed timings of each Part. Finish tasks as close to the maximum time limit as possible by firmly saying **Thank you**.* **MISTAKE 7:** timing of the picture A description – the candidate was allowed 1min 5secs where the stated limit is 40 seconds.

*In Part 2:*

- once the candidate has responded and the 20 second response-time has elapsed, say **Thank you** to indicate the end of a candidate turn before you play the next recording.
- allow the candidate 10 seconds to begin their response and a maximum of 20 seconds to respond. If they have already responded but would like to hear the recording again, asking for repetition within the 20 seconds, play the recording a second time.

## **2.0: Behaviour / Manner**

*Every test should be conducted in the same, standardised way. Interlocutors should be friendly, yet remain professional since TEA is a formal test.*

*Interlocutors should stick to neutral feedback, using either **Thank you** or **OK**.*

*Interlocutors should be able to play test recordings without technical problems.*

### **2.1: Responding to Candidate**

*Avoid non-neutral responses such as “Good”, “Excellent”, “Right” or “Well done”. **MISTAKE 3: examiner says “Good” which is an inappropriate comment.***

*If a candidate asks you for help and it is against the procedures to do so, say **I’m sorry I can’t help you** and repeat the task prompt.*

*Say **Thank you** after every candidate response in Part 2. It helps to signal the end of that item, is neutral and does not indicate whether a response was ‘good’ or ‘bad’. **MISTAKE 5 (1): inconsistent examiner behaviour in response to candidate responses in Part 2A (could be considered 2.1 and 2.2).***

### **2.2: Pausing / Interrupting**

*If a candidate is slow to respond, be silent for a few seconds to allow them a chance to start speaking.*

*If a candidate is responding at length, do not allow them to speak for more than 1 minute uninterrupted.*

*In Part 2A, do not pause for too long after candidate responses as it may suggest an incorrect answer. Say **Thank you** promptly. **MISTAKE 5 (2): inconsistent examiner behaviour in response to candidate responses in Part 2A (could be considered 2.1 and 2.2).***

*In Parts 2B and 2C, if the candidate only gives one response, pause for a few seconds to show they have time to give further responses. Allow them 20 seconds. **MISTAKE 6: examiner doesn’t wait for more responses – he should pause and elicit a larger language sample.***

### **2.3: Assisting Candidate Unfairly**

*Do not paraphrase Part 1 questions for candidates (unless they specifically ask you to).*

*Interlocutors should not help candidates to understand recordings in Part 2. This includes encouraging them to replay recordings either verbally, or through suggestive pausing.*

*Do not play a Part 2 recording twice unless the candidate specifically asks for repetition.*

*Note-taking is not permitted (by either the candidate or the interlocutor).*

### **3.0: Language Use**

Interlocutors should demonstrate appropriate language proficiency in order to adapt to the interaction as required.

#### **3.1: Poor Control**

*Be as clear as you can - you may need to speak more slowly than your natural tempo of speech since lower level candidates will have problems understanding the instructions & questions.*

*When asking follow-up questions, avoid using complex structures. Simple questions like **Why do you think that?**, **What do you mean by \_\_\_\_?** and **Could you tell me more?** are simple and effective.*

*In Parts 1 and 3, you may gloss (briefly paraphrase) individual words if the candidate asks for clarification, or paraphrase a question if the candidate specifically asks you to. When paraphrasing, ensure the language you use is not more complicated or more unusual than the item itself.*

#### **3.2: Non-standard Pronunciation**

‘Standard English’ pronunciation may be based on British or American English. If you use non-standard pronunciation it may cause difficulties for candidates and unfairly affect their performance.

#### **3.3: Technical Terminology**

*It is imperative you familiarise yourself with any technical terms used in the test. Clearly, it is not possible to predict everything that a candidate might say.*

*In Part 1 and Part 3, if a candidate uses technical or operational language and they could explain themselves further, where appropriate ask **What do you mean by \_\_\_\_?** or **Could you explain \_\_\_\_ in plain English?**. You should do this even if you yourself know the terminology.*

## **APPENDIX – The Part 3 Discussion**

The aims of the discussion in Part 3 are:

1. to encourage the candidate to fully explore a broader, less familiar, aviation-related topic;
2. to allow opportunities for both spontaneous interaction and speaking at length.

### **The Role of the Examiner**

A question and answer test will not easily elicit the candidate's best language performance, and it is therefore important that the examiner stands back a little, allowing the candidate to display his interactive fluency skills. Where candidates offer short or open-ended responses, or assertions without explanation, the interlocutor should challenge the candidate to explain, elaborate or describe further by using simple follow-up questions.

### **Example Discussion**

In the following example of a discussion, the examiner (Ex) asks scripted and follow-up questions to generate a natural discussion with the Candidate (C), a pilot. The **follow-up questions** are asked because the candidate states things that could be explained further.

Ex: *Now I'd like to discuss some more general questions related to emergencies and safety. Lets consider first of all, 'emergency situations'. When is a situation an emergency situation?*

C: *When?*

Ex: *Yes, when.*

C: *When it's not a routine action umm and when happens something that you have to - to do something umm in a umm right now, you can't wait. The solution will not go alone.*

Ex: ***Why can't you wait in those situations?***

C: *Because it might be dangerous for passengers, for crew, for other planes...*

Ex: ***So is a non routine situation always an emergency situation?***

C: *All emergency situation are non routine situation and erm umm many - very often an emergency situation is a result of something wrong. I mean we didn't follow the procedure as instructed or umm due to condition outside like weather - bad weather conditions. And umm we are trained for that err situation, for most of them but of course not for every kind of emergency situation.*

Ex: *OK, and which emergency situations should passengers be most worried about?*

C: *I think err connected with err not technical. I mean in my opinion the worst situation is an hijack where there is – where you have to - to discuss with a person that you know what - what how he is and what are err the intention and erm its much more easier for me for my - in my opinion to resolve a technical emergency - emergency -situation.*

Ex: **Why do you say that?**

C: Well, because I understand plane mechanics and erm I have technical assistance. Together we should understand the problem. With an hijack, I cannot predict anything.

Ex: People hear a lot more about emergency situations on television these days. What would you say to people who are worried about flying?

C: Erm this the emergency situation in general?

Ex: Yes

C: What to say to the people?...

Ex: To people who are worried about flying.

C: That anyway I think flying is the safer way to travel if they had - if they must travel there's no other mean safer as the aircraft. So in any case if err I think it's much more safer than travel by car by train by ship by all other kind of travel if they must travel.

Ex: **Why do you say it is safer?**

C: Well, I think that statistics show air travel is safer. We should give passengers statistics.

Ex: OK, thank you. Now let's talk about depressurisation. What can cause depressurisation?

C: Erm a technical problem of the air conditioning system or a leak in the fuselage or impact caused by a bird.

Ex: **How would a bird cause that situation?**

C: Well it's very unusually really yeh. I had a bird strike but first of all it's not at an altitude where you need pressure, usually its about 10 thousand feet no higher. I know that erm I read I don't remember where that happens a bird strike at erm about erm 25 - 24 thousand feet and it could be dangerous at that altitude for pressurisation because at that altitude the aeroplane is pressurised.

Ex: **So what can a pilot do in that case?**

C: The plane should make emergency descent, in order to balance the pressure between outside and inside. A pilot he doesn't need a clearance from the controller. He takes immediate action. Immediate action is to descend immediately.

Ex: **Why doesn't he need clearance?**

C: He doesn't have the time. Maybe if he has time he will squawk to inform them that they have emergency. And then he will start descent. And when emergency – when is over – then he will inform controller about what happened.

Ex: OK, thank you very much, that's the end of the test.