

Unsatisfactory Interlocution Feedback Form

TEA Examiner:	TEA Examiner A						
TEA Centre:	Mayflower College						
Candidate Surname:	-						
Test Date:	-						
Aspect of Interlocution	Intro	Part 1	Part 2A	Part 2B	Part 2C	Part 3A	Part 3B
1.0: Procedures							
1.1: Use of Materials							
1.2: Test Security							
1.3: Delivery of Instructions							
1.4: Delivery of Scripted Questions							
1.5: Prompting / Follow-up Questions							
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2.0: Behaviour / Manner							
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3.0: Language Use							
3.1: Poor Control							
3.2: Non-standard Pronunciation							
3.3: Technical Terminology							

An X in any box indicates unsatisfactory performance and must be corrected in future tests.

Read *The Guide* below and listen back to this test to identify your mistakes.

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.

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.
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?*.

Do not ask questions which are off-topic, overly personal or 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.

Personal experience questions should not be used as follow-up questions.

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*.

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”.

*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’.*

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.*

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.

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.*