

Role of the Examiner-Interlocutor



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14:00-14:45

DO's



- Nice, polite, pleasant, encouraging, attentive
- Keep the time limits
- Give opportunity to speak
- Maintain eye contact and remember student's name
- Speak clearly
- Receive mistakes and weaknesses without comments
- Use global and open questions
- Interrupt student's talk when and where necessary

General rules for the behaviour



- Use standardised wording
- Give instructions
- Provide transition from one part of the exam to another
- Intervene and round off the examination



Possible Problems

- Challenging “passive” students
- Helping anxious / embarrassed students?
- Avoid the need to ask further questions
- Difficulties to ask global questions only
- To stick to the exam frame only seems unnatural
- Adjustment to the role of the interlocutor
- Need to correct the student
- Keeping the time limit
- Students below the level
- Students lacking knowledge of the topic



Part 1 of the exam

- Immediate reaction to questions (guided interview)
- 6 open questions (the interlocutor chooses 3 – 5)
- interlocutor's assistance
- repeating a question
- rephrasing a word / a question
- asking additional questions



Part 2 of the exam

- Individual long turn
- Describe, compare (contrast), express and justify opinion, personal relation to the topic
- interlocutor's assistance
- asking additional questions; using additional prompts



Part 4 of the exam

- Interaction
- Start, maintain, (end) the interaction properly
- interlocutor's assistance
- interlocutor's contributions are not prescribed by the frame (elicit maximum L2 + I's contributions minimal)
- Z level (I starts, I doesn't argue with the S too much)
- V level (I asks for justifications, argues with the S, presents opposite views)



Part 3 of the exam

- Individual long turn / Interaction
- Different for each school

- interlocutor's assistance
- asking additional general questions; using additional prompts
- asking for specific information / knowledge



END

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