



Teachers'
Assessment
Literacy
Enhancement

TALE

Taster 2

2ND MULTIPLIER EVENT OF THE TALE PROJECT

NOVEMBER 24TH, 2017



UNIVERSITY *of*
DEBRECEN



Erasmus+

Tasting ...

Assessing

- ❖ Reading
- ❖ Listening
- ❖ Speaking



Reading



Task 1

What kind of issues do you think a teacher needs to keep in mind when assessing the reading skills?

Read the statements on your handout and by drawing on your teaching experience decide whether they are

- TRUE (T),
- FALSE (F) or
- IT DEPENDS ON THE CONTEXT (D).

Reading: Answer Key (Task 1)



1. T

2. F

3. D →

4. F

5. T

6. T

7. T

8. D →

9. T

10. T

if the purpose of assessment is gist reading, readers can succeed in the task even if the text contains a good number of unfamiliar words for them. However, detailed understanding of a text would require familiarity with the great majority of words in a given passage, thus unknown words should be less than 20% (5-10%).

Multiple-choice questions, for example, represent a typical test task that people never do in non-test situations, still large-scale tests prefer to use them as the answers can be scored by machine. In other contexts, multiple-choice questions would be rejected, and other task options would be chosen that resemble more closely what people do when they have read texts (e.g. write a letter or a summary).

Reading



Task 2

Watch **a short video** (supported by the British Council) that gives an overview of assessing reading.

After the video, fill in the missing words on your handout.



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Reading: Answer Key (Task 2)



1.j 2.a 3.b 4.h 5.e 6.c 7.g & i 8.f & d

Listening



When you read, you can easily check the meaning of unknown words in a dictionary. When you listen, you **may not be able to match the sounds you hear to any word** that you can look up.

Even if you can pick out and spell a word, if you look it up in a dictionary, you'll miss the next part of the message.

Words have a fixed shape on the written page, but when you listen, it's impossible to hear where **onewordendsandthenextbegins**.

Listening



Task 1.

Several factors can make it easier or more difficult to understand speech. For example, it is more difficult to understand a speaker in a crowded room where other people are also speaking.

Can you think of another three factors that make it harder to listen and understand?

1.

2.

3.

Listening: Factors that Add Difficulty



Makes listening easier		Makes listening more difficult
	← →	
	← →	
	← →	
	← →	
	← →	
	← →	
	← →	
	← →	
	← →	

Speaking



Task 1.

What characterises speaking performances?

Do a simple quiz in which you can consider and/or revise what characterises speaking performances.

Answer Key (Task 1)



1. A

2. C

3. B

4. A

5. B

6. B

7. A

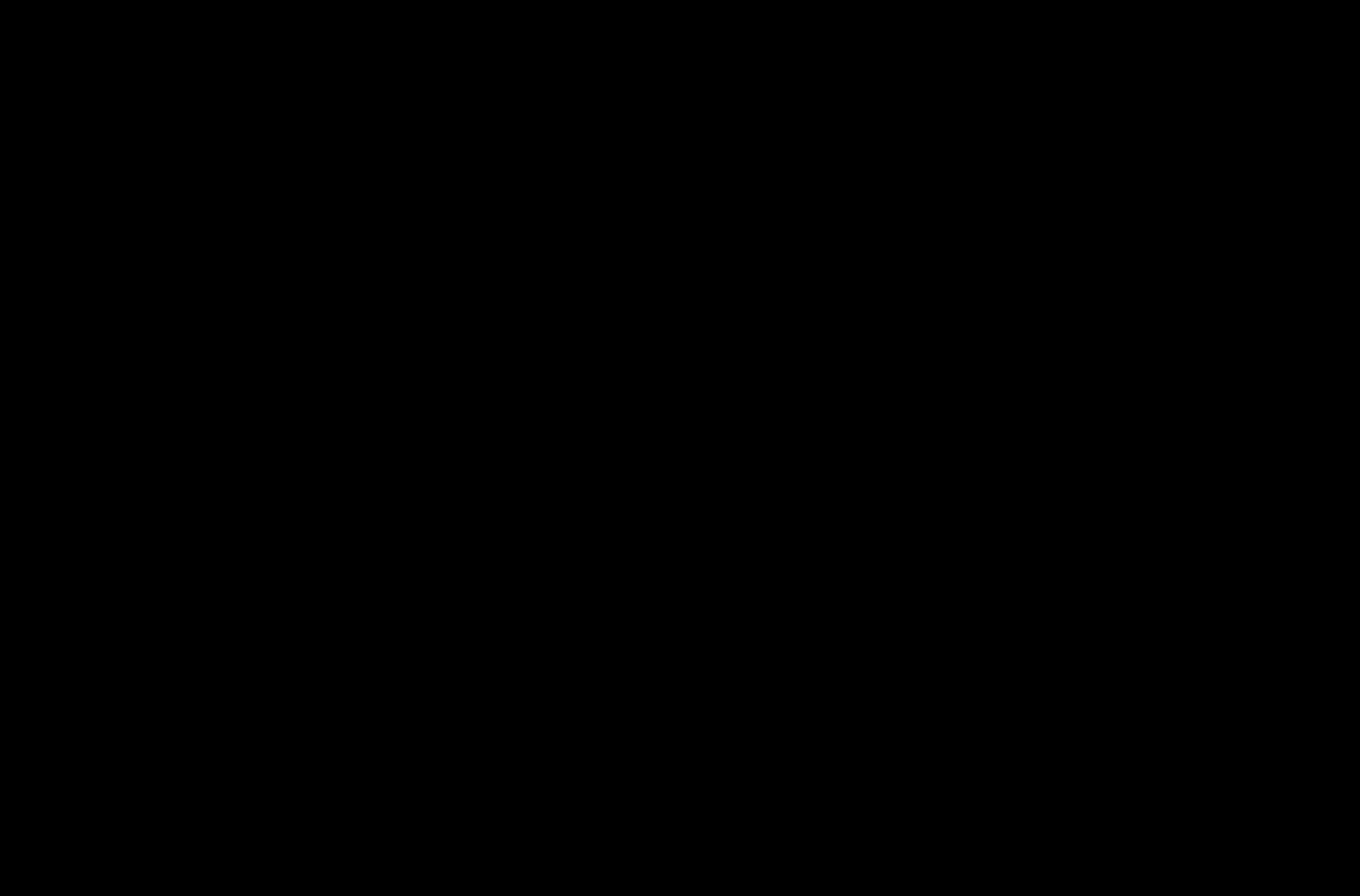
Speaking



Task 2.

Watch **an interview** and take notes on the following:

- Does the interlocutor use **paraphrasing**?
- Does the interlocutor use **display questions**?
- **Who talks more:** the interlocutor or the learner?
- Do the interlocutor 's questions always **help** the learner to perform?
If no, why?
- Does the interlocutor make **unnecessary comments**?



Speaking: Indicative Answers (Task 2)



The examiner **often paraphrases** his own questions and sometimes the paraphrased questions do not help the learner at all (e.g. What can you do? What's good in Sándorfalva? What do you do at home in the evenings?). Because of the interlocutor's personal interest in the topic of football, the **questions become highly specific** and therefore the learner (Zoltán) has only limited scope for producing an extended response (e.g. Which league does your football team play in?; How many matches did the team win?; Who is number one?), and some of the **questions focus on the knowledge of specific vocabulary items** (e.g. Where do you play?; What position do you play?). In order to keep the conversation going, the **interlocutor makes unnecessary comments** (e.g. We're going to talk a bit; So you have to work hard) and uses display questions as well (e.g. It's a village, isn't it?).

Speaking



Recommendations made for interlocutors when asking questions to a learner:

- Use global questions for elicitation.
- Use wh-questions instead of yes/no questions whenever possible.
- Never ask more than one question at a time.
- Do not talk more than necessary: refrain from making unnecessary comments.
- Do not interrupt or finish what the learner wants to say.
- Do not ask questions that require special background knowledge.
- Avoid ambiguous and embarrassing questions.
- Use genuine questions and avoid display questions.
- Maintain eye contact with the learner when talking to him/her.