

266-1

TESTING KIT

QUESTIONS FOR EXAMINERS

1. Are the first questions natural, friendly, easy to understand?
2. Are questions requiring only short answers avoided?
3. Are the topics varied? Is transition from one topic to another natural? Is the examinee given a chance to expand on one topic before another is introduced?
4. Are there too many vague questions? (e.g. "What do you think of the situation in the Congo?")
5. Is the examinee forced to express his opinion about U.S. Government Policy? (e.g. "If you were President, what would you do about Human Rights?") "How did you like the State-of-the-Union Message?")
6. Are the questions appropriate for the ability of the examinee? Is the S-2 asked easy enough questions? Is the S-4 asked hard enough questions? (Consider vocabulary, structure, subject matter.)
7. Is the examinee given the opportunity to talk sufficiently about the past? the future?
8. Is he given the opportunity (or forced, if necessary) to use the present subjunctive (including commands)? the past subjunctive? On the other hand, are there too many subjunctive questions?

0266-2

QUESTION TYPES IN RELATION TO CANDIDATE PERFORMANCE
(CAPSULE CHARACTERIZATION)

ACTFL/ETS
LEVEL

ILR
LEVEL

NOVICE 0 - 0+

CANDIDATE
SINGLE WORDS
MEMORIZED MATERIAL
RECYCLES MATERIAL FROM TESTERS
BAREST COMMUNICATION

INTERMEDIATE 1 - 1+

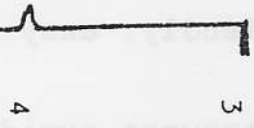
QUESTIONS & ANSWERS
PAINFUL PAUSES

ADVANCED 2 - 2+

QUESTIONS & ANSWERS
SOME DESCRIPTION
SOME NARRATION
PRODUCTIVE PAUSES
SOME POLITE GAP FILLERS

FACT QUESTIONS

SUPERIOR



OPINION QUESTIONS
QUESTIONS & ANSWERS
FULL DESCRIPTION
FULL NARRATION
CORE GRAMMAR BASICALLY CORRECT
SOME CIRCUMLOCUTION IN VOCABULARY
SOME SUPPORTED OPINION

QUESTIONS & ANSWERS
EXTENSIVE DESCRIPTION
EXTENSIVE NARRATION
PRECISE VOCABULARY & IDIOMS
FULL SUPPORTED OPINION

TECHNIQUE

- *PROPS
- **YES/NO QUESTIONS
- *CHOICE QUESTIONS

- PROPS
- *POLITE REQUEST
- *INFORMATION QUESTIONS
- *S-I SITUATIONS
- *CANDIDATE INTERVIEWS TESTERS
- *ASK & TELL

- INFORMATION QUESTIONS
- S-I SITUATIONS WITH COMPLICATIONS
- *REPHRASABLE QUESTIONS
- *(HYPOTHETICAL QUESTIONS)

- INFORMATION QUESTIONS
- REPHRASABLE QUESTIONS
- *UNFAMILIAR SITUATIONS
- *HYPOTHETICAL QUESTIONS
- *DESCRIPTIVE PRELUDE QUESTIONS
- INFO PASS
- INFORMATION QUESTIONS
- REPHRASABLE QUESTIONS
- UNFAMILIAR SITUATIONS CALLING FOR TAILORING LANGUAGE
- HYPOTHETICAL QUESTIONS
- DESCRIPTIVE PRELUDE QUESTIONS
- *CONVERSATIONAL PRELUDE QUESTIONS

*SIGNIFIES NEW QUESTION TYPE

() SIGNIFIES A TYPE WHICH MAY APPLY TO A GIVEN LEVEL DEFINING ON THE LANGUAGE

TESTING KIT

Suggested Topics For An Oral Test

Introductions and Greetings

Sample Opening Questions:
 Have you been waiting long?
 How did you get to FSI?
 Have you been in this building before?
 Did you have difficulty finding this office?

Topics useful for all levels:

Training and experience with the language
 Most recent assignment abroad

Type of work and responsibilities
 Problems on the job
 Problems of the country, its government, economy, etc.
 Living conditions, travel, recreation
 Earlier assignments (as above)
 Next assignment
 People and events in the news (descriptions, not opinions)

Topics for <i>Novice - Adv H</i> S-0+ to S-2+	Topics for <i>Adv - Sup</i> S-2 to S-4	Topics for <i>Sup</i> S-3+ to S-5
Family and House Date and Time Weather Giving Directions Situations: Getting a hotel room Buying a train ticket Changing money Taking a taxi	Explanation of American terms and culture (e.g. "red tape," "Buy American" act, U.S. system of education) Reasons for career choice Visa interview or other job situations	International politics Cultural differences Dictation of letter on assigned topic Translation from English

THREE PLANES:

PSYCHOLOGICAL:

LINGUISTIC:

LS HANDBOOK ON QUESTION TYPES

FSI LANGUAGE-SPECIFIC QUESTIONS

EVALUATIVE:

VERBAL REFLECTIONS

FOUR PHASES:

GENERAL STRUCTURE

WARM-UP

LEVEL CHECK

PROBES

WIND-UP

(Iterative process)

Puts candidate at ease.

Proves to candidate what he or she can do

Proves to candidate what he or she cannot do

Returns candidate to level at which he or she functions most accurately
Gives candidate feeling of accomplishment

Reacquaints candidate with language if necessary

Checks for functions and content which candidate performs with greatest accuracy

Checks for functions and content which candidate performs with least accuracy

(Chance to check that the iterative process is complete)

Gives testers preliminary indication of level of speech and understanding skills

Finds candidate's 5-level
Finds candidate's U-level

Finds level at which candidate can no longer speak accurately
Finds level at which candidate can no longer understand accurately

(Gives global rating)