Part 3: Supporting teachers to make assessments of intelligibility

Activity 3: Cert I, Module D LO2 ‘Can tell a short recount’ (DVD Sample 6)

The following assessment tool is designed to help teachers reflect upon:

• how much they understand
• how hard they have to work to understand a speaker
• what areas of pronunciation a learner needs to work on.

Watch DVD Sample 6 and use the assessment tool to assess this speaker.
3  Assessment tool

Use this tool to help you make judgements on learner intelligibility during a spoken assessment task.

1. Place a cross on the line to indicate how much you understood.

  Not enough                  Enough to complete the task/ transaction

If you put the cross in the shaded section then go to question 2.
If you put the cross in the unshaded section, then the learner has not achieved the intelligibility criterion. You should go to question 3 to give more information about the learner’s pronunciation to help inform future teaching.

2. Place a cross on the line to indicate how hard you had to work to understand the speaker.

  too much                   a lot                     some                  very little

If the cross is in the shaded section the learner has achieved the intelligibility assessment criterion. If the cross is in the unshaded section then the learner has not achieved this assessment criterion. If you had to work ‘too much’ to understand the learner, you should go on to question 3.
3. Tick the appropriate boxes to indicate where the learner had problems with intelligibility.

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sounds</td>
<td>eg.</td>
</tr>
<tr>
<td>Stress patterns</td>
<td>eg.</td>
</tr>
<tr>
<td>Making key words prominent</td>
<td>eg.</td>
</tr>
<tr>
<td>Chunking (pause groups)</td>
<td>eg.</td>
</tr>
<tr>
<td>Intonation</td>
<td>eg.</td>
</tr>
<tr>
<td>Other</td>
<td>eg.</td>
</tr>
</tbody>
</table>

Discussion points for Activity 3

- Compare your answers with those of your colleagues. How were they the same/different? Why?
- Do you think the shaded areas in each scale are in the right proportions? For example, should we be prepared to work as hard as is suggested by this scale in order to assess someone as intelligible?
- To what extent was the final section on identifying pronunciation problems helpful for identifying future teaching priorities for this speaker?
- How could it be used to give feedback to the students/teachers?