

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT  
COMPANION VOLUME WITH NEW DESCRIPTORS

# TESTING MEDIATION?

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TEASIG WEBINAR  
9 September, 2020

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## Agenda:

1. **Construct Validity** and the CEFR
2. **Mediation** according to the CEFR-Companion Volume
3. **Two constructs** for testing mediation
4. **Suggested criteria, item types** and assessment

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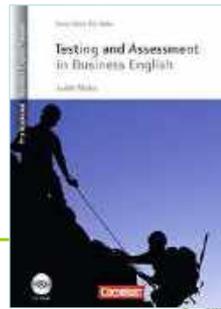
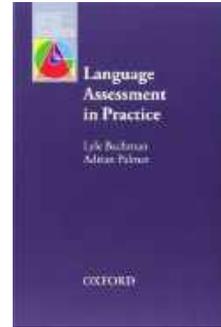
## 1. Construct Validity and the CEFR

(construct) Validity  
Reliability  
Authenticity

**VALIDITY !**

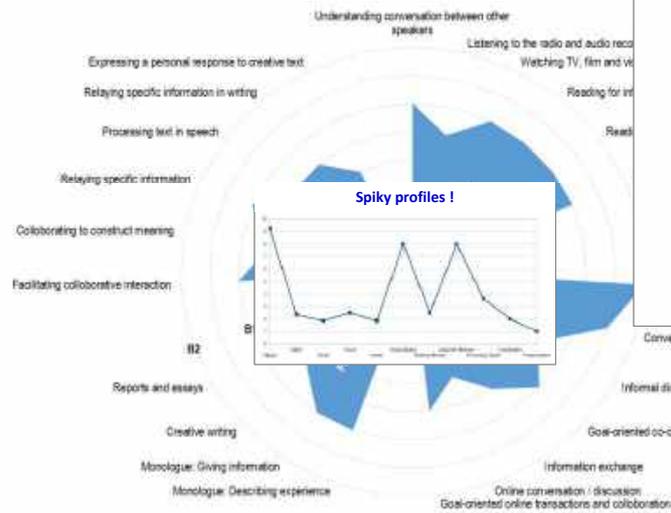
Impact  
Practica(bi)lity

Bachman & Palmer: Language Testing in Practice, OUP, 2010  
Judith Mader: Testing and Assessment in Business English, Cornelsen, 2011



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## 1. Construct Validity and the CEFR



COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
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COMPANION VOLUME  
WITH NEW DESCRIPTORS



CEFR-CV (2018), p.37: Figure 6 – A fictional profile of needs in an additional language – lower secondary CLIL (Content and Language Integrated Learning)

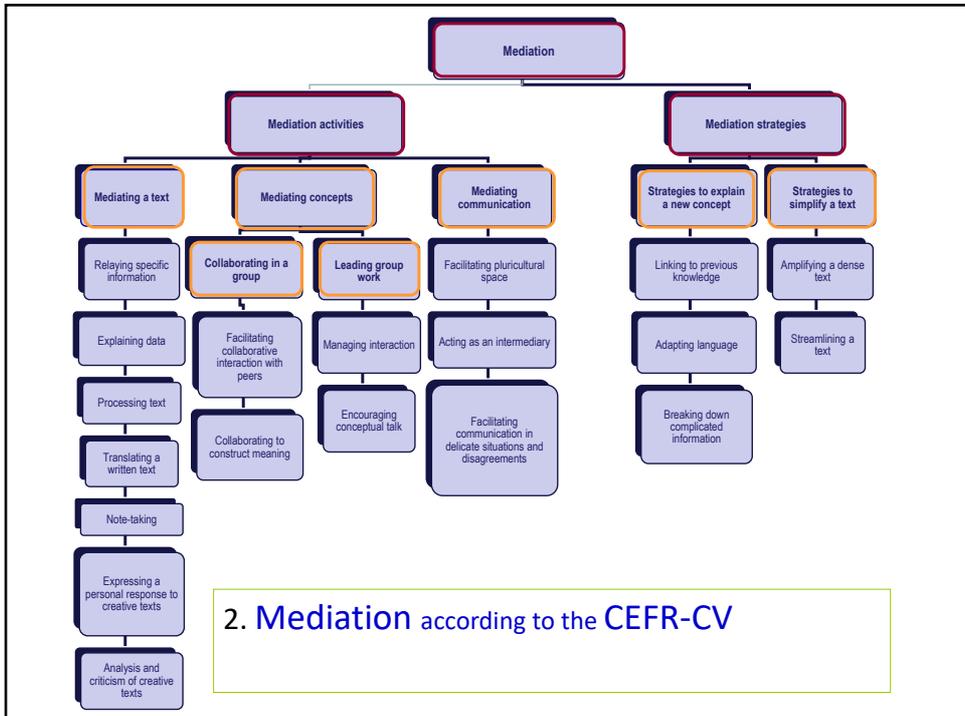


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2. Mediation according to the CEFR-CV

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2. Mediation according to the CEFR-CV

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chpt. 6.4 Mediation: From a static view of language to a dynamic view of (co-)construction of meaning

Brian  
CEBS

<https://www.youtube.com/watch?v=aVVQE6-FHOw&t=23s>

The Action-oriented Approach  
A Dynamic Vision of Language Education  
Loris Picardo

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Mediation

Mediation activities

Mediation strategies

*“In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional.”* CEFR-CV, p.103

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**Mediation**

**Mediation activities**



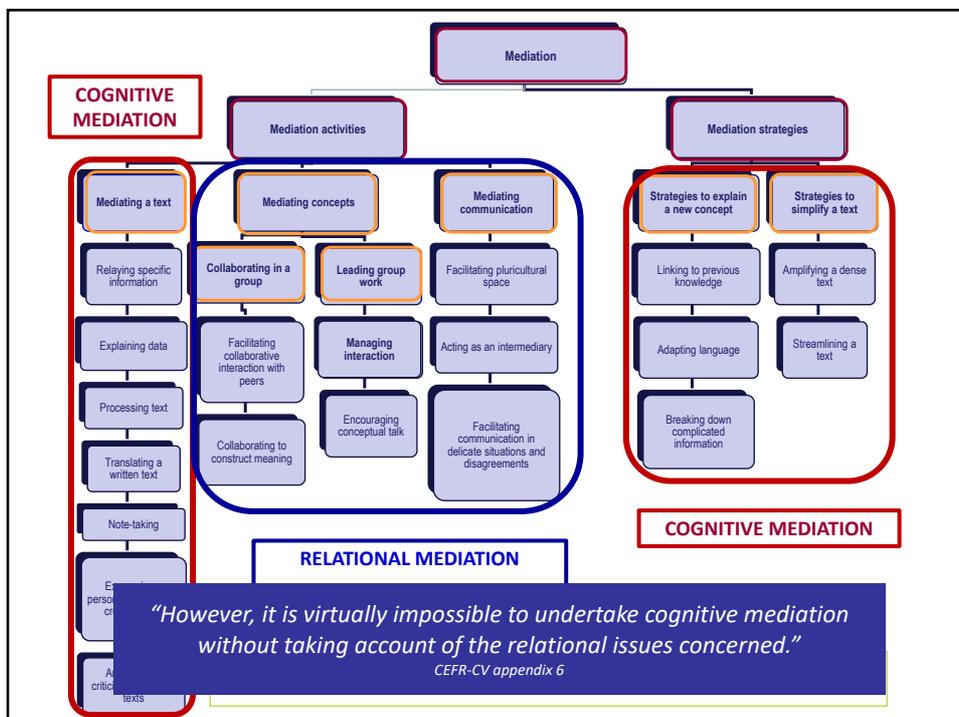
## Two types of mediation:

**Cognitive mediation:** the process of facilitating access to knowledge and concepts, particularly when an individual may be unable to access this directly on their own, due perhaps to the novelty and unfamiliarity of the concepts and/or to a linguistic or cultural barrier.

**Relational mediation:** the process of establishing and managing interpersonal relationships in order to create a positive, collaborative environment (for which six scales were developed).

**Analysis and (re)action of creative text**

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LEADING GROUP WORK	
<b>MANAGING INTERACTION</b>	
Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.	
C2	Can recognise undercurrents in interaction and take appropriate steps accordingly to <i>to confront disruptive behaviour.</i>
C1	Can organise and manage collaborative group work efficiently. Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation. Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.
B2	<b>B2</b> Can explain the different roles of participants in the collaborative process, giving clear instructions for group work. Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals. Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.
B1	Can allocate the turn in a discussion, inviting a participant to say something.
A2	necessary.
A1	No descriptors available
Pre-A1	No descriptors available

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**Contexts of cognitive & relational mediation:**  
social, pedagogic, cultural, linguistic or professional

in WRITING	in SPEECH
Summarizing & paraphrasing	Class presentation
University term paper	Company project report
Business correspondence	International business negotiations
Personal correspondence	Socialising
etc.	etc.

(1)

**Summarizing & paraphrasing**

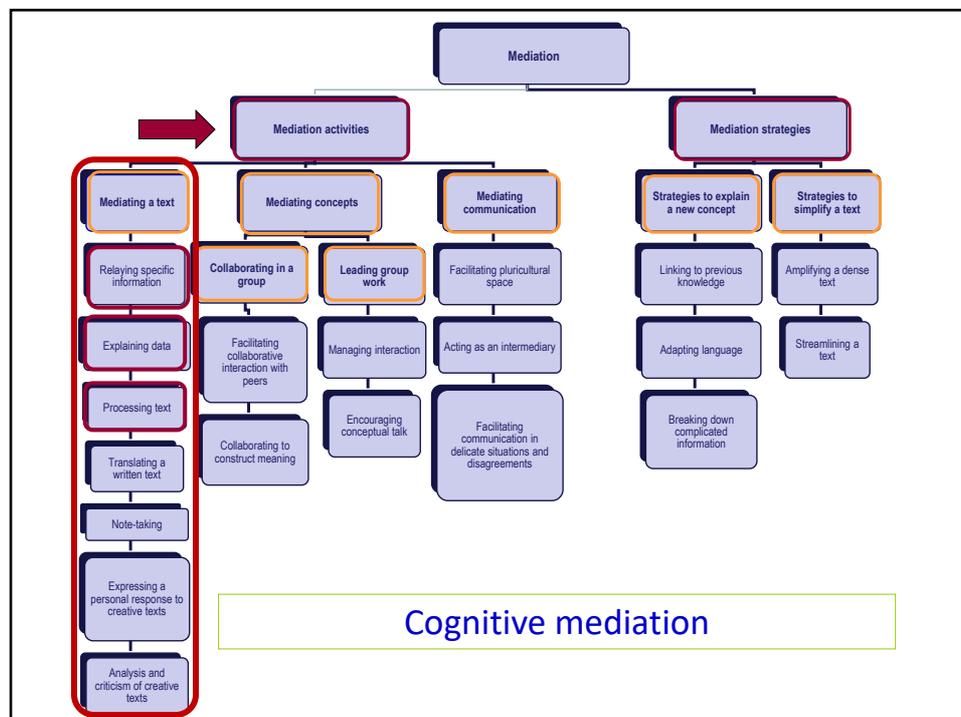
Format: Text with accompanying content questions

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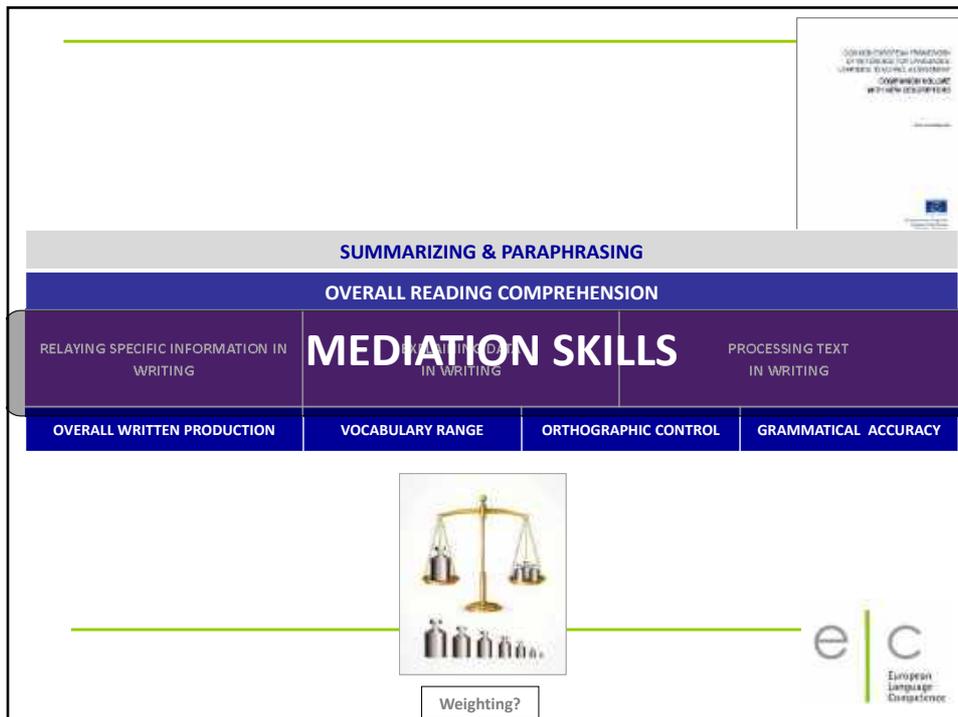
## Developing the test:

1. **Context:** university, written exam (Overall level <B2)
2. **Reading comprehension test:** Text with accompanying content questions requiring summarizing & paraphrasing
3. **Relevant descriptors:** select scales!
4. **Issues:** Full sentences? Length of answers? Appropriate rephrasing? Appropriate register?
5. **Criteria & weighting:** Linguistic accuracy vs. cognitive mediation
6. **Sample test:** choose text & questions!

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SUMMARIZING & PARAPHRASING	
OVERALL READING COMPREHENSION	
RELAYING SPECIFIC INFORMATION IN WRITING	EXPLAINING DATA IN WRITING
RELAYING SPECIFIC INFORMATION IN WRITING	PROCESSING TEXT IN WRITING
<b>REI</b>	<b>PROCESSING TEXT IN WRITING</b>
<b>C2</b>	Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm.
<b>C1</b>	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
<b>B2</b>	Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.
<b>B2</b>	Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.
<b>B2</b>	Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.
<b>B2</b>	Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.
<b>B2</b>	Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.
<b>B2</b>	Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.

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SUMMARIZING & PARAPHRASING			
OVERALL READING COMPREHENSION			
RELAYING SPECIFIC INFORMATION IN WRITING	EXPLAINING DATA IN WRITING	PROCESSING TEXT IN WRITING	
OVERALL WRITTEN PRODUCTION	VOCABULARY RANGE	ORTHOGRAPHIC CONTROL	GRAMMATICAL ACCURACY
<b>GRAMMATICAL ACCURACY</b>			<b>PROSIGN</b>
W	C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	
O	C1	Consistently maintains a high degree of grammatical accuracy, errors are rare and difficult to spot.	
C	C1	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	
C	B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.	
B	B1	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	
B	B1	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	
A	A2	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	
A	A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	
A	Pre-A1	Can employ very simple principles of word order in short statements.	

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CRITERIA FOR SCORING (e.g. 4 points for each question)	
Points	
4	Answer correct according to text, rephrased correctly (content, grammar, orthography...)
3	Answer correct according to text and rephrased correctly (content) but with mistakes (grammar, orthography...)
2	Answer correct according to text but copied from text
1	Answer correct according to text but copied from text and with mistakes (grammar, orthography...)
0	Wrong answer (content), no answer

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**ENGLISH 3 Examination Reading - Marking Criteria**  
There are 10 questions on 2 texts. Each question can get a maximum total of 3 points (a total of 30 points).

**3 points** are given for the correct answer to the question, i.e. correct information, completely understandable and in the student's own words, with only minor or no mistakes in language and style. The answer must be written in full sentences and in appropriate style. This includes:

- short answers with no or very few mistakes (and none affecting understanding) in which all the required information is given
- long answers with more than the required information, but possibly more mistakes, however none which affect understanding of the main message.

For an opinion question, the student's opinion must be clear and some information given which is just in the text.

• We can only expect paraphrasing where this is possible.

**2 points** are given for the correct answer to the question, i.e. correct information, all the important information understandable and in the student's own words but with a large number of language mistakes (some of which could affect understanding). For an opinion question, the student's opinion must be clear and some information given which is not in the text, but with a large number of language mistakes (some of which could affect understanding).

• Students should not be penalised severely if they have tried to use their own words but have used crucial collocations, a different style or have made mistakes through their attempts.

**1.5 points** are given for:

- answers where most of the information has been copied from the text and it would have been possible to use paraphrasing.
- only partly correct answers.
- only partly understandable answers, i.e. where it is not possible to recognise if the student has understood all the information in the relevant part of the text.
- answers with several serious mistakes which are basic and do affect understanding.

For an opinion question, the student's opinion must be clear, however information has been copied from the text or there are a large number of language mistakes which affect understanding.

**1 point** is given for:

- incomplete information, i.e. not all the information required
- only partly correct information
- answers with correct information but not in complete sentences, in note form or as single words.

For an opinion question, the student's opinion is not clear, incomplete or in note form.

**0 points** are given for:

- no answer at all
- missing answer or information
- answers which are not understandable at all as there are so many language mistakes.

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**ENGLISH 3 Examination Reading**

**Information for Students**

**Marking criteria**  
There are 10 questions on 2 texts. Each question can get a maximum total of 3 points. There is a total of 30 points.

**3 points** are given for:

- the correct answer to the question, i.e. correct information
- a completely understandable answer
- all answer in your own words, with only minor or no mistakes in language

The answer must be written in full sentences and in appropriate style.  
For an opinion question, your opinion is clear and some information given which is not in the text.

**2 points** are given for:

- the correct answer to the question, i.e. correct information
- a partly understandable answer in your own words
- still with a large number of language mistakes, some of which could affect understanding

For an opinion question, your opinion is clear and some information given which is not in the text, but with a large number of language mistakes or in inappropriate style.

**1.5 points** are given for answers:

- where the information has been copied from the text and it would have been possible to use paraphrasing
- only partly understandable answers, i.e. where it is not possible to recognise if you have understood all the information in the relevant part of the text
- answers with several mistakes which affect understanding
- only partly correct answers

For an opinion question, your opinion must be clear, but information has been copied from the text or there are a large number of language mistakes which affect understanding.

**1 point** is given for:

- incomplete information, i.e. not all the information required
- only partly correct information
- answers with correct information but not in complete sentences, in note form or as single words

For an opinion question, your opinion is not clear, incomplete or in note form.

**0 points** are given for:

- no answer at all
- missing answer
- answers which are not understandable at all as there are so many language mistakes.

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## Contexts of cognitive & relational mediation:

social, pedagogic, cultural, linguistic or professional

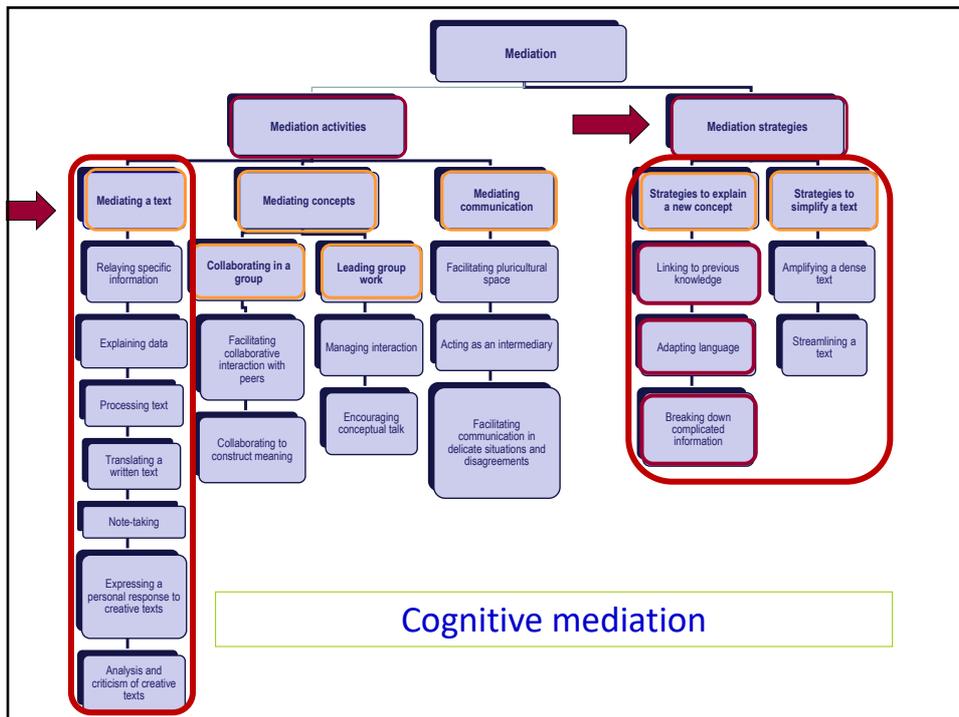
in WRITING	in SPEECH
Summarizing & paraphrasing	Class presentation
University term paper	Company project report
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etc.	etc.

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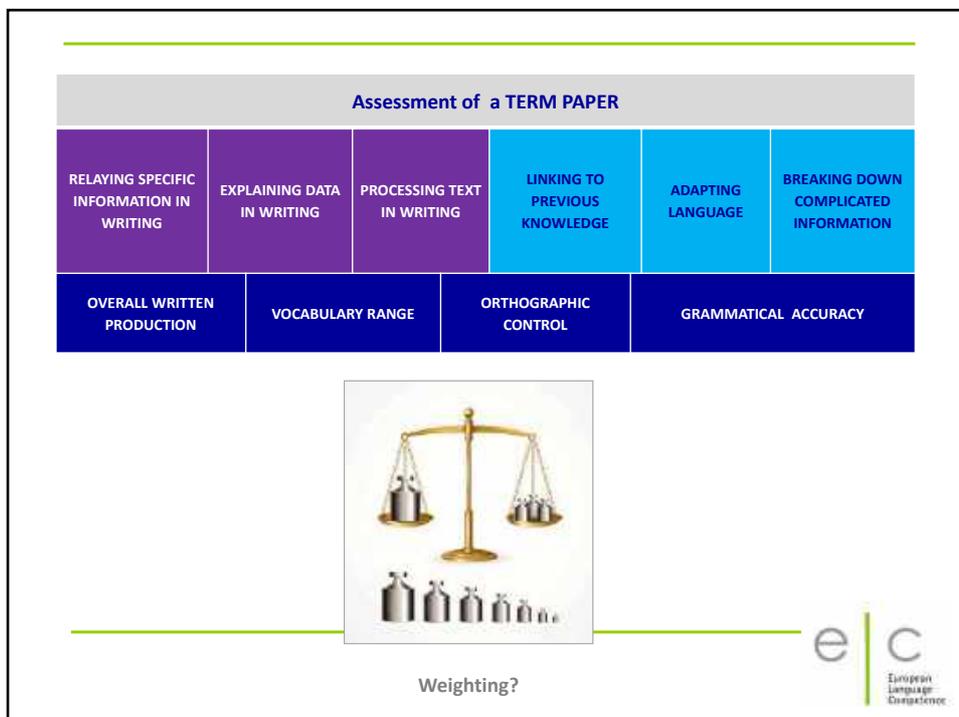
Assessment of a Term Paper

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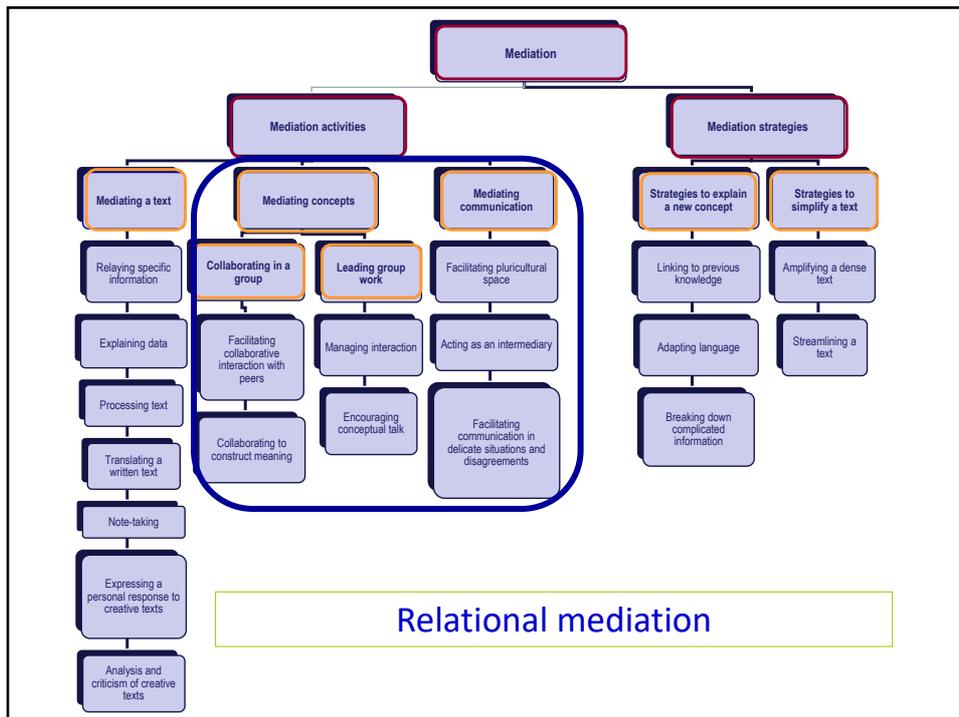
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Assessment of a TERM PAPER					
RELAYING SPECIFIC INFORMATION IN WRITING	EXPLAINING DATA IN WRITING	PROCESSING TEXT IN WRITING	LINKING TO PREVIOUS KNOWLEDGE	ADAPTING LANGUAGE	BREAKING DOWN COMPLICATED INFORMATION
LINKING TO PREVIOUS KNOWLEDGE			ADAPTING LANGUAGE		
C2	Can introduce complex concepts (e.g. scientific) providing extended definitions and explain assumed previous knowledge.	Can adapt the presentation of the information and detail appropriate to the audience.	BREAKING DOWN COMPLICATED INFORMATION		
C1	Can spontaneously pose a series of questions to think about their prior knowledge of an issue and then establish a link to what is going to be discussed.	Can explain complex information in a way that is accessible to a specialist audience.	Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.		
	Can clearly explain the connections between the session and the personal or professional life of the participant(s).	Can adapt his/her presentation in order to make it more accessible to those who are not specialists.	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.		
B2	Can formulate questions and give feedback that make connections to previous knowledge.	Can paraphrase information in a suitably non-specialist way.	Can make a complicated issue easier to understand by presenting the components of the argument separately.		
	Can explain a new concept or procedure contrasting it to one that people are already familiar with.	Can explain technical language in a way that is accessible to a non-specialist audience.	Can make a complicated process easier to understand by breaking it down into a series of smaller steps.		

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<b>Essay Marking Criteria</b> Half points may be given even though these are not specified.	
<b>Topic and relevance of content:</b>	
4	The essay is the right length and the topic is addressed appropriately throughout.
3	The topic is generally addressed appropriately but there is some irrelevant content.
2	The topic is not clearly addressed.
1-0	The essay is too long and/or has a great deal of irrelevant content or it is too short.
<b>Structure and paragraphing:</b>	
4-0	There is an appropriate introduction and conclusion and the purpose of each part of the essay is easy to read and understand in all places. No re-reading is necessary to see the structure.
3-0	The essay is easy to read and understand in all places. No re-reading is necessary to see the structure, but an introduction or conclusion is missing or inappropriate.
2-0	The reader can gain a reasonable impression of the topic but a structure is lacking in paragraphs.
1-0	Several parts of the essay are incomprehensible.
0	There is no recognisable structure or much of the essay is incomprehensible.
<b>Range of language:</b>	
<b>Linking</b>	
4	All parts are linked using appropriate language and a range of different linking words.
3-2	All parts are linked but the same words and expressions are used several times.
1-0	There is no evidence of linking; there is no use of linking words or only very basic use.
<b>Vocabulary</b>	
4-0	A wide range of appropriate vocabulary is used.
3-4	There is some good vocabulary but several mistakes in choice of words.
2-2	The range of vocabulary used is acceptable but sometimes basic. Words or expressions are repeated.
1-0	Only a very basic range of vocabulary is used and sometimes inappropriately or wrongly.
<b>Correctness of language (grammar, vocabulary, spelling, punctuation)</b>	
10-4	There are no or extremely few mistakes in language.
7	There are only few or very few small mistakes in language (more than 4), all of which can be easily corrected.
6	There are several mistakes in language but none are basic; all can be corrected and none lead to misunderstanding.
5-4	There are a large number of mistakes, including basic mistakes and some may lead to misunderstanding.
3-2	There are so many mistakes in language, including very basic mistakes, that the meaning is not always clear and the essay would have to be heavily edited and corrected.
1-0	The number of mistakes in language makes the essay unacceptable.
<b>Style (contractions, slang, subjective language, clichés, ...)</b>	
4	The style is appropriate in all or most respects.
3	The style is inappropriate in several places.
2-1	The style is inappropriate in so many places that the essay would have to be heavily edited and corrected.
0	The style of the essay is unacceptable.
<b>Guide to overall score</b>	
40-35	Needs no or only minimal editing and provides a clear outline of the topic.
34-30	Needs some editing but no checking questions are necessary.
29-20	Clarification of some parts is necessary and/or important information is missing or incomprehensible.
19-0	The essay is unacceptable in several respects.
Only give the highest score in each case if the criteria are fulfilled.	
	

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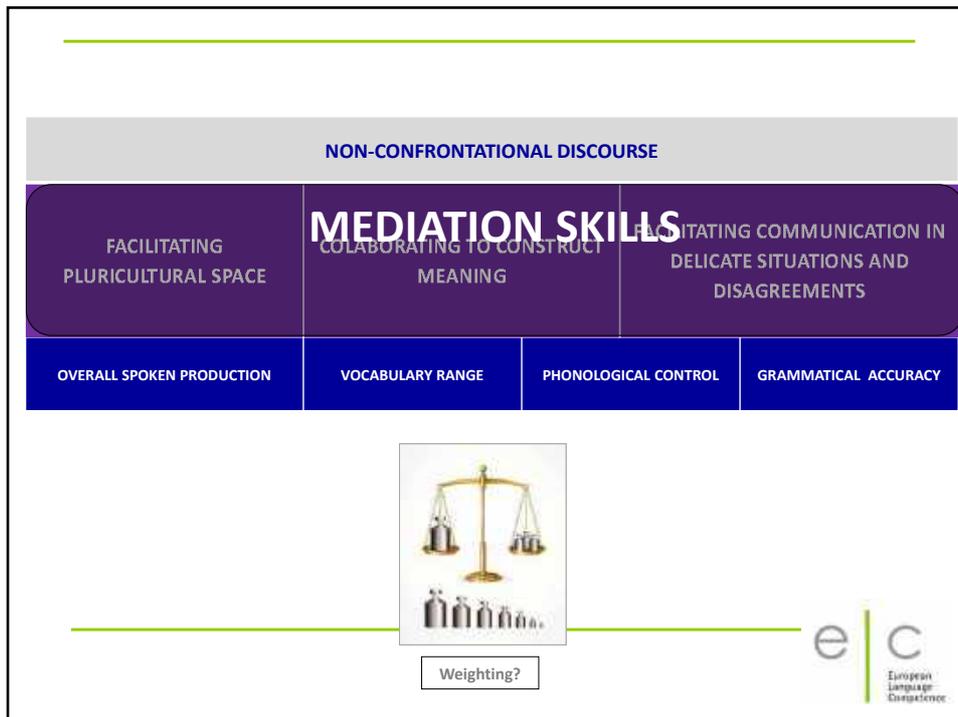
**Contexts:** social, pedagogic, cultural, linguistic or professional

in WRITING	in SPEECH
University term paper	Class presentation
Doctoral thesis	Company project report
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Personal correspondence	Socialising
etc.	etc.

(3)  
**Formative Assessment of Negotiation Skills**  
 Format: Non-confrontational discourse

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FACILITATING PLURICULTURAL SPACE	
<b>C2</b>	Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences. Can guide a sensitive discussion effectively, identifying nuances and undercurrents.
<b>C1</b>	Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings. Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.
<b>B2</b>	Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward. Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives. Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.
<b>B1</b>	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group. Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.
<b>A2</b>	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.
<b>A1</b>	Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.

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Collaborating to construct meaning	
C2	Can summarise, evaluate and link the various contributions in order to facilitate agreement on a solution or a way forward. Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.
C1	Can evaluate problems, challenges and proposals in a collaborative discussion in order to
Collaborating to construct meaning	
A2	Can ensure that the person they are addressing understands what they mean by asking appropriate questions. Can make simple remarks and pose occasional questions to indicate that they are following. Can make suggestions in a simple way.
B	Can express an idea and ask what others think, using very simple words/signs and phrases provided they can prepare in advance.
No descriptors available	
Can use questions, comments and simple reformulations to maintain the focus of a discussion.	
B1	Can ask a group member to give the reason(s) for their views. Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.

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FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS	
C2	Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions. Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.
C1	Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement. Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances. Can use persuasive language to suggest that parties in disagreement shift towards a new position. Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-
B2	Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals. Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties. Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions. Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.
B1	Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly. Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.
A2	Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.
A1	Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?") to indicate sympathy.
Pre-A1	No descriptors available

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**FORMATIVE (PEER-) ASSESSMENT:**  
**NON-CONFRONTATIONAL DISCOURSE**



**Practice video:**  
 "Vegetarian food"

**Rating Criteria:**

**Polite discourse** throughout ?  
 active face-saving, non-verbal & body language

**Co-operation ?**  
 contributing, helping, mediating, ...

**POINTS AWARDED**

**0      3      5**

**0      3      5**



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**FORMATIVE ASSESSMENT:**

**NON-CONFRONTATIONAL DISCOURSE**



**FORMAT:**  
**American Debate:**  
 1 Pro / 1 Contra / 1 Rater

**SAMPLE TOPIC:**

***"There should be a quota for women in top positions."***



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FORMATIVE (PEER-) ASSESSMENT:

## NON-CONFRONTATIONAL DISCOURSE



FORMAT:

**American Debate:**

1 Pro / 1 Contra / 1 Rater

### Rater's assessment:

**Polite discourse** throughout ?  
active face-saving, non-verbal & body language

**Co-operation ?**  
contributing, helping, mediating, ...

### POINTS AWARDED

0      3      5

0      3      5



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## Relationship and/or accuracy?



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## Example of a HIGH-STAKES ORAL TEST:

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**Testing, Evaluation & Assessment Today**  
Issue 1  
SEPTEMBER 2018

**ASSESSING LANGUAGE ABILITY AND CLINICAL COMMUNICATION ON THE OCCUPATIONAL ENGLISH TEST**

One of the occupational domains that has been experiencing a steady growth in the number of applicants is that of healthcare, where various language proficiency measures have been implemented to evaluate an individual's ability to practice safely and effectively in a healthcare environment. One of these measures is language performance tasks aimed at simulating real-world, authentic scenarios, which raises an important question of the extent to which linguistic and professional skills can be combined and assessed as part of a candidate's performance. Another important

patient's symptoms and concerns, explaining the cause of various symptoms, recommending and negotiating different treatment options, and reassuring the patient. Role-play cards are profession-specific; an example of the general medicine candidate's role-play card is given in Figure 1.

**CANDIDATE CARD NO. 2**    **OET Practice Test**    **MEDICINE**

**SETTING**    Reception Clinic

**SECTION**    You have a new patient named Ibrahim who will require some (ongoing or short-term) ongoing medical care. You have to give him advice on symptoms of a particular condition, discuss the care and that also discuss the condition with your doctor.

**ROLE**    A Public Health Officer in the reception clinic (see the role-play card for more information).  
 • Encourage the patient to see you for a follow-up appointment or contact you again if they still have symptoms or need more help.  
 • Explain the condition and the care that will be provided.  
 • Answer questions about symptoms of the condition and symptoms that the patient may not mention.  
 • Explain that you will provide ongoing support for the patient, including medication, counselling, and other services.

Figure 1: OET Speaking role-play card for general medicine candidates (2018)

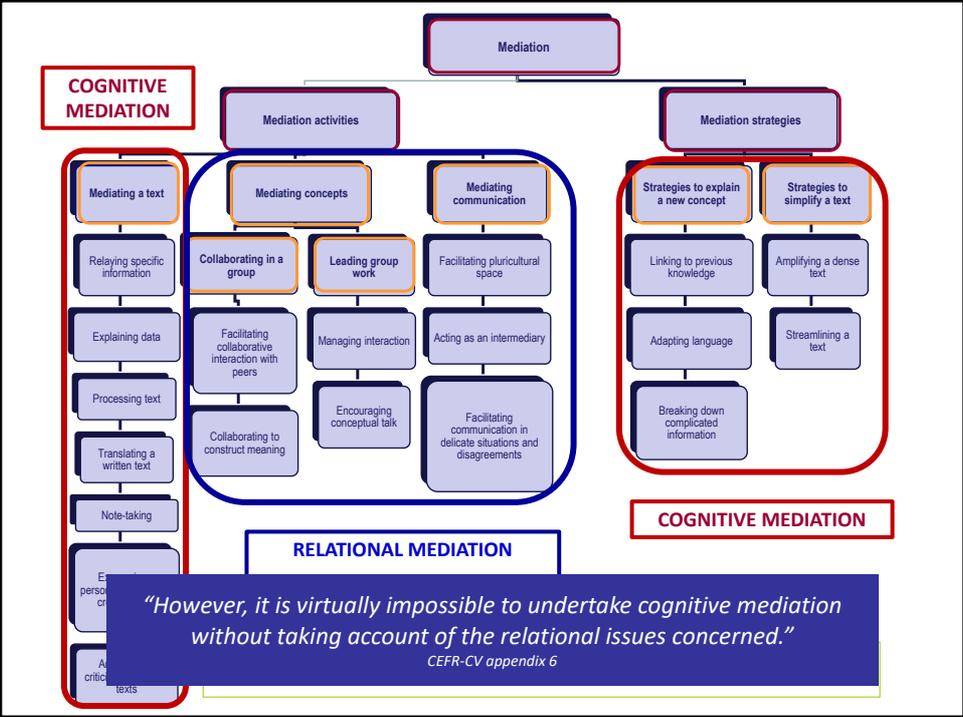
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outcomes overall. While there has been some debate about the extent to which empathy can be taught, according to Silverman (2016: 74), many of the core skills of clinical communication such as attentive listening, facilitating the patient's narrative, and picking up cues demonstrate to patients a genuine interest in hearing about their thoughts. By employing these

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I Linguistic Criteria

Band	Intelligibility	Fluency	Appropriateness of Language	Resources of Grammar and Expression
6	<ul style="list-style-type: none"> <li>Pronunciation is easily understood and prosodic features (stress, intonation, rhythm) are used effectively.</li> <li>L1 accent has no effect on intelligibility.</li> </ul>	<ul style="list-style-type: none"> <li>Completely fluent speech at normal speed.</li> <li>Any hesitation is appropriate and not a sign of searching for words or structures.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely appropriate register, tone and lexis for the context.</li> <li>No difficulty at all in exploring technical matters in lay terms.</li> </ul>	<ul style="list-style-type: none"> <li>Rich and flexible.</li> <li>Wide range of grammar and vocabulary used accurately and flexibly.</li> <li>Confident use of idiomatic speech.</li> </ul>
5	<ul style="list-style-type: none"> <li>Easily understood.</li> <li>Communication is not impeded by a few pronunciation or prosodic errors and/or noticeable L1 accent.</li> <li>Minimal strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Fluent speech at normal speed, with only occasional repetition or self-correction.</li> <li>Hesitation may occasionally indicate searching for words or structures, but is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate register, tone and lexis for the context.</li> <li>Occasional lapses are not intrusive.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of grammar and vocabulary generally used accurately and flexibly.</li> <li>Occasional errors in grammar or vocabulary are not intrusive.</li> </ul>
4	<ul style="list-style-type: none"> <li>Easily understood most of the time.</li> <li>Pronunciation or prosodic errors and/or L1 accent at times cause strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Unravelled flow, with some repetition, especially in longer utterances.</li> <li>Some evidence of searching for words, which does not cause serious strain.</li> <li>Delivery may be staccato or too fast/slow.</li> </ul>	<ul style="list-style-type: none"> <li>Generally appropriate register, tone and lexis for the context, but somewhat restricted and lacking in complexity.</li> <li>Lapses are noticeable and at times reflect limited resources of grammar and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient resources to maintain the interaction.</li> <li>Inaccuracies in vocabulary and grammar, particularly in more complex sentences, are sometimes intrusive.</li> <li>Meaning is generally clear.</li> </ul>
3	<ul style="list-style-type: none"> <li>Produces some acceptable features of spoken English.</li> <li>Difficult to understand because errors in pronunciation/stress/intonation and/or L1 accent cause serious strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Very uneven.</li> <li>Frequent pauses and repetitions indicate searching for words or structures.</li> <li>Excessive use of fillers and difficulty sustaining longer utterances cause serious strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of appropriate register, tone and lexis, but lapses are frequent and intrusive, reflecting inadequate resources of grammar and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary and control of grammatical structures, except very simple sentences.</li> <li>Persistent inaccuracies are intrusive.</li> </ul>
2	<ul style="list-style-type: none"> <li>Often unintelligible.</li> <li>Frequent errors in pronunciation/stress/intonation and/or L1 accent cause severe strain for the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Extremely uneven.</li> <li>Long pauses, numerous repetition and self-corrections make speech difficult to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly inappropriate register, tone and lexis for the context.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited resources of vocabulary and grammar, even in simple sentences.</li> <li>Numerous errors in word choice.</li> </ul>
1	<ul style="list-style-type: none"> <li>Almost entirely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Impossible to follow, consisting of isolated words and phrases and self-corrections, separated by long pauses.</li> </ul>	<ul style="list-style-type: none"> <li>Entirely inappropriate register, tone and lexis for the context.</li> </ul>	<ul style="list-style-type: none"> <li>Limited in all respects.</li> </ul>
0	<ul style="list-style-type: none"> <li>Candidate does not provide any response.</li> </ul>			

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II. Clinical Communication Criteria

In the roleplay, there is evidence of the test taker ...

<p><b>A. Indicators of relationship building</b></p> <p>A1 initiating the interaction appropriately (greeting, introductions, nature of interview)</p> <p>A2 demonstrating an attentive and respectful attitude</p> <p>A3 adopting a non-judgemental approach</p> <p>A4 showing empathy for feelings/preconceptions/emotional state</p>	<p><b>A: Relationship building</b></p> <p>3 – Adapt use</p> <p>2 – Competent use</p> <p>1 – Partially effective use</p> <p>0 – Ineffective use</p>
<p><b>B. Indicators of understanding &amp; incorporating the patient's perspective</b></p> <p>B1 eliciting and exploring the patient's ideas/concerns/expectations</p> <p>B2 picking up the patient's cues</p> <p>B3 relating explanations to elicited ideas/concerns/expectations</p>	<p><b>B: Understanding &amp; incorporating the patient's perspective</b></p> <p>3 – Adapt use</p> <p>2 – Competent use</p> <p>1 – Partially effective use</p> <p>0 – Ineffective use</p>
<p><b>C. Indicators of providing structure</b></p> <p>C1 sequencing the interview purposefully and logically</p> <p>C2 signposting changes in topic</p> <p>C3 using organising techniques in explanations</p>	<p><b>C: Providing structure</b></p> <p>3 – Adapt use</p> <p>2 – Competent use</p> <p>1 – Partially effective use</p> <p>0 – Ineffective use</p>
<p><b>D. Indicators for information gathering</b></p> <p>D1 facilitating the patient's narrative with active listening techniques, minimising interruption</p> <p>D2 using initially open questions, appropriately moving to closed questions</p> <p>D3 NOT using compound questions/leading questions</p> <p>D4 clarifying statements which are vague or need amplification</p> <p>D5 summarising information to encourage correction/invoke further information</p>	<p><b>D: Information gathering</b></p> <p>3 – Adapt use</p> <p>2 – Competent use</p> <p>1 – Partially effective use</p> <p>0 – Ineffective use</p>
<p><b>E. Indicators for information giving</b></p> <p>E1 establishing initially what the patient already knows</p> <p>E2 pausing periodically when giving information, using the response to guide next steps</p> <p>E3 encouraging the patient to contribute reactions/feelings</p> <p>E4 checking whether the patient has understood information</p> <p>E5 discovering what further information the patient needs</p>	<p><b>E: Information giving</b></p> <p>3 – Adapt use</p> <p>2 – Competent use</p> <p>1 – Partially effective use</p> <p>0 – Ineffective use</p>

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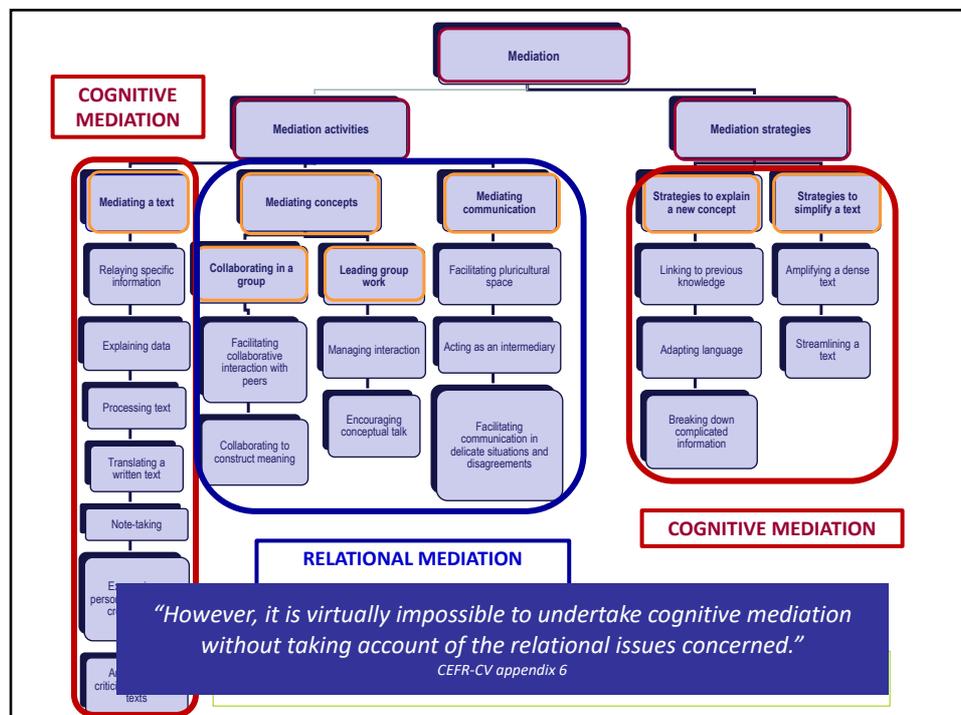


OET Speaking Role Play : Nursing (FULL SUB-TEST)

[https://www.youtube.com/watch?v=5EBaXOcquok&list=PLppcHUiUqIgrJuiQ-Dxmd3G1WN-gyGxQ\\_&index=5](https://www.youtube.com/watch?v=5EBaXOcquok&list=PLppcHUiUqIgrJuiQ-Dxmd3G1WN-gyGxQ_&index=5)



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**THANK YOU!**

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