Examiner

The Examiner is a resource person as well as an evaluator. Above all, the Examiner should be a trained instructor in the language at an accredited institution. The Examiner should also be sympathetic to and conversant with the goals of NASILP. He or she helps the Coordinator set the pace for the course, select materials, evaluate the Tutor, and answer questions which the Tutor cannot answer.

The Examiner test students individually during a 30 minutes oral interview, following the "prochievement" test format developed by NASILP: The test is conducted in the target language and is curriculum-based, i.e. an achievement test but using an oral proficiency format. The Examiner alone assigns final grades based on the student's achievement.

The Coordinator should provide the Examiner with copies of the NASILP videos and articles on prochievement testing available to all NASILP members. The Examiner, then, is the key to maintaining academic accountability in the program.

THE TESTING OF STUDENTS IN SELF-INSTRUCTIONAL LANGUAGE COURSES

Below, you will find guidelines for NASILP examiners which are grouped according to the five categories of oral interview testing: Grammar, Comprehension, Pronunciation, Vocabulary, and Language Utilization (Communicative Competence). In identifying a student's relative skill in comprehension and production of the target language, however, these five examination areas are not weighted evenly. While it is true that the inherent differences in the study of various languages (e.g., Spanish, say as opposed to Chinese) which will have some effect on the emphasis placed on each testing category by the examiner, the following percentages are suggested:

Grammar 35%

Pronunciation 25%

Comprehension 20-25%

Utilization 10-15%

Vocabulary 5%

Examiners of NASILP programs, especially those not well acquainted with the self-instructional approach to languages study, would benefit from viewing the NASILP video-tape, *What Did the Student Learn?*, which features examples of testing at various levels of achievement, and narrated by Professor Eleanor H. Jorden. Most NASILP member institutions should have a copy of this video-tape. Of particular interest is the illustration of testing formats, especially those based on "interpretation" and "question/response" (the latter based on either actual or created reality in the examination room).

For our purposes here, it might be more useful to identify those testing formats which are generally to be avoided:

Vocabulary test, examining lexical items in isolation;
Straight translation, except when the "interpretation" mode;
True-False or Multiple Choice; oral test rarely involve written responses;
Questions of a linguistic nature, including specific grammatical forms tested isolation;
Monologue format, based on pictures, etc.;
Straight repetition.

Since a NASILP end-of-term exam is primarily (often exclusively) oral, it is important to note that the examination is always individual--one student at a time--and is very seldom less than twenty minutes in duration. Indeed, tests of this type frequently require 30-40 minutes, particularly when examining students beyond the elementary level. The exam should be as natural as possible, involving real life situations as much as possible, while avoiding artificial contrivances often characteristics of such approaches as "total physical response" or the direct translation of written passages. The skilled examiner controls conversational management strategies so as to guarantee a high degree of diagnostic precision. With regard to the latter point, it is well worth noting that NASILP exams are, by the very nature of the instructional process, testing achievement (i.e., the exam is totally curriculum oriented, text-specific). Accordingly, since the examiner tests the degree of proficiency in controlling only the material for which the student is held responsible in his/her course of study, the test is specifically not designed as an evaluation of "performance" in any sense which transcends the specific requirements of the program of study.

Since it is important for NASILP examiners to be well acquainted with the methodology and tutorial techniques employed by the self-instructional approach to language study, the Association recommends that at least one of NASILP's video-tapes geared to this topic (e.g., T*ext, Tape & Tutor*, or *The Typical Tutorial Session*, etc.) be viewed at a NASILP school which owns such video materials. Study guides for various NASILP orientation video-tapes are available through either the NASILP Secretariat or please refer to the following link.

GRAMMAR

Grammatical control is, of course, to be checked only in terms of patterns that have been introduced in the instructional materials. There should be a thorough check on new patterns occurring for the first time in the lessons over which the student is specifically being examined, but grammatical errors in patterns previously introduced are also noted and counted negatively.

I. Unsatisfactory

Student has no apparent control of any new grammatical patterns. (In this category, control of previously introduced patterns has no bearing on the rating).

II. Poor

Student has at least limited control of a few fixed utterances that contain new patterns (for example, sentences from Basic Dialogues) but he/she may be unaware of the pattern as such, and may have no manipulative ability. Frequent errors in previously introduced grammatical patterns probably also occur. At this level, errors are rarely self-corrected even if brought to the attention of the student.

III. Good

Student demonstrates good control, even if not completely mastery, of a majority of the newly introduced structures. Other new patterns are either totally unfamiliar or, at best, very weakly controlled. Errors in previously introduced grammatical patterns may continue. At this level, errors are sometimes self-corrected, but usually only after having been brought to the student's attention.

IV. Very Good

Student has solid control, though not complete mastery, of all new grammatical patterns. He/she may attempt to use this patterns in inappropriate contexts. Control of previously introduced structures is also strong. At this level, errors are often self-corrected, particularly if brought to the students attention.

V. Excellent

Student demonstrates mastery of all new patterns and controls previously introduced patterns equally well. At this level, grammatical errors are extremely rare or non-existent.

PRONUNCIATION

To be test: Competence in the production of the following categories.

1. consonants and vowels (including sequences of consonants or vowels, consonant or vowel length, etc.);

2. stress, tone, or pitch according to the language;

3. intonation;

4. word-junction phenomena (elision, epenthesis, liaison, etc.)

5. sentence rhythm and tempo.

I. Unsatisfactory

No control of non-English consonants or vowels or other pronunciation categories.

II. Poor

Tentative control of consonants and vowels and imperfect control of stress (pitch/tone); no attempt at proper intonation.

III. Good

Fair control of consonants and vowels, stress (pitch/tone) and major intonational patterns; imperfect control of positional variants of consonants or vowel. Frequent errors in most categories.

IV. Very Good

General control of all consonants and vowels, stress (or pitch or tone) and intonation. Occasional errors in the various categories.

V. Excellent

Firm and comfortable control of all distinctive contrasts in vowels and consonants ("phonemas") including variations in pronunciation according to the environment ("allophones"), and of stress (or tone or pitch) and intonation. Includes awareness of word-juncture phenomena and sentence rhythm. Errors are sporadic or word-specific.

COMPREHENSION

The inability to comprehend utterances in the target language may result from insufficient control of phonology, grammatical structure, and/or vocabulary. It may be a simple failure to hear the phonemas, to understand certain grammatical structures, or to know lexical items or idioms.

A lack of comprehension, also, may be a much more complex inability to put meaning together with sequences of forms which the student can distinguish (and understand) individually.

In judging the proficiency of students, distinctions must be made on the basis of the length of the utterances, their complexity, the degree to which they coincide with memorized material from the text, and the necessity for repetition by the examiner.

I. Unsatisfactory

Understands only a few basic utterances in exactly the same form in which they originally occurred in the text, and often requires repetition even of these.

II. Poor

Understands most utterances in their original form without repetition. Can understand short new combinations, but often requiring repetition.

III. Good

Understands short new combinations without repetition, and longer new combinations with repetition and rephrasing.

IV. Very Good

Understands longer sequences based on instructional materials, but involving new combination of those materials. Need for repetition is rare, but may miss nuances or details.

V. Excellent

Understands everything immediately, as long as only familiar grammatical structures and vocabulary are included. Appears totally at ease when listening to the target language.

VOCABULARY

Although an indirect testing of the student's control of lexical items is inherent in the examination of all language features, it is nonetheless useful to evaluate vocabulary as one of the full set of features

around which the examination is structured. However, it is seldom appropriate to test for individual vocabulary items in isolation.

I. Unsatisfactory

Limited ability to use in familiar contexts even those items which are most heavily emphasized in the basic sentence patterns of the instructional materials.

II. Poor

Ability to use many newly introduced lexical items in the contexts provided in the instructional materials.

III. Good

Ability to use most newly introduced items in familiar contexts, and some items in new combinations. May require a brief reminder.

IV. Very Good

Ability to use most new (and previously introduce*) items in a range of appropriate contexts, with some difficulty evident in recall.

V. Excellent

Ability to use with facility all introduced lexical items in a range of appropriate contexts.

*Note: Knowledge of vocabulary from previously tested material does not raise a student's grade, but failure to recall such vocabulary can lower the grade (assessment of control of the required lexical items).

LANGUAGE UTLIZATION (COMMUNICATIVE COMPETENCE)

Utilization: This category establishes overt recognition of the fact that the entire goal of the student's self-study program is to learn to communicate in the language being studied and, furthermore, to do so at a speed and level of efficiency that allows attention to be focused upon content rather than language forms and structures *per se*. Since utilization may be an unfamilar testing category, even to those involved in self-study programs, we have itemized, below, a range of behaviours from the low to the high level of communicative competence.

(1) LOW: The student seems to approach each question of utterance of the examiner as puzzle, takes an inordinate amount of time and/or repetition to "figure it out," then slowly and laboriously constructs a response with a great amount of obvious conscious calculation.
(1) HIGH: The student immediately comprehends the examiner's utterances and responds to them appropriately perhaps with a degree of hesitation that is natural, but not with need for obvious and lengthy calculation and conscious effort.

(2) LOW: The student can only produce items in the context of reciting the dialog or drill in which the items were learned, as a memorized role exercise.
(2) HIGH: The student can produce the same times as appropriate responses to an interlocutor (the

examiner, in the case of the exam) and thus, for example, can answer a question when asked, or return a greeting when actually greeted).

(3) LOW: The student can produce only sentences memorized and no others, and thus, could say, for example, that the pen is *new* and the dictionary is *old* but could not say that the *dictionary is new*.
(3) HIGH: The student has learned to create novel meaningful utterances on the basis of the instructional materials and can produce sentences not actually memorized, yet does not produce impossible sequences through overgeneralization.

(4) LOW: The student is unable to make what he/she says correspond to the real situation, or to that created by visual aids, and thus, says that he/she has already studied it or that the books is thicker than the dictionary (when in fact it is thinner) or that he/she shut the door (when in fact the examiner did).
(4) HIGH: What the student says conforms to the real situation, or to that created by visual aids.

(5) LOW: The student has not learned the speech-act value of utterances, for example, reacting to a negative question in Japanese as a question rather than as an invitation when it is intended as the latter, or conversely, trying to invite someone by directly translating the English formula "do you want to . . ." or "would you like to . . ." rather than using a negative question as appropriate. If asked to do something, the student may be confused for example as to whether he/she was asked *to do* it or asked if he/she *was going to* do it.
(5) HIGH: The student immediately comprehends the speech-act value of utterances and readily responds appropriately, for example, by accepting or declining if invited, or by opening the door if asked to.

(6) LOW: The student responds, but not in a socially appropriate manner, using, for example, forms appropriate only for members of the opposite sex, or for people in social positions very unlike his/her own.
(6) HIGH: The student shows whatever control can be expected (given the instructional material) with respect to forms indicating social position, intimacy, and so on, of speaker and addresses, and would not, use forms expressing great intimacy to an examiner met for the first time only minutes ago.

(7) LOW: The student has learned nothing of cultural appropriateness of responses, and thus may agree with a compliment in Chinese instead of denying it, or may tell a Thai that he found Thai food inedible instead of wonderful.
(7) HIGH: The student has learned (at least to the extent made possible by the instructional material) to alter his/her substitute, instead, more appropriate ones as exemplified in dialogs or as explained in notes.

Utilization is a more general or global category than the others, so it may be more difficult to separate previously-covered material from newly-covered in this category. However, heavy weight should be given to naturalness of handling new items involving politeness, new speech-act values for previously learned patterns, and new greetings and other ritualistic exchanges. The students can be judged according to the following five levels.

Level I. The student is at the low end of the continuum on all/most of the points outlined above. He/she may be able to recite memorized material directly from the text, but is apparently unable to use it to respond to the examiner's utterances. Attempts to do so result in prolonged silences, numerous request in English for repetition, and obvious, lengthy mental calculation. The examiner is made to feel that he/she is watching a computational process rather than having a conversation. Undoubtedly only a fraction of the exam material will be covered in the allotted time in such instances.

Level II, between I and III.

Level III. The student is neither consistently at the low end of the continuum of the dimensions outlined above, nor consistently at the high end. He/she is capable of some conversation and verbal interaction centering around the covered evident. There is definitely, however, some ability to employ what has been learned as a *communicative device*. The examiner feels that he/she has engaged in conversation with the student, albeit a somewhat inefficient one.

Level IV, between III and V.

V. Student is at the high end of the continuum on most points most (but of course, not all) of the time. There are no grossly inappropriate responses, such as failure to return a greeting or outlandish misusages sociolinguistically, and relatively few awkward ones. The tone of the exam is smooth and conversation, and all material is covered in the allotted time. The examiner definitely feels that he/she has engaged in a conversational with the student Mental calculation on the part of the student is absent or, at most, occasional.

"Testing for Prochievement" by Dr. Ronald Walton

Role of the Examiner in a NASILP program

The Examiner is the key to the success of the academic integrity accountability of any NASILP program. The Examiner is normally a trained teacher of a target language at an accredited institution and is familiar with the NASILP program and the procedure followed by NASILP. This Examiner administered what is termed a Prochievement test, which is actually an oral interview test based on the material that the student has covered up to the time of the exam. This Prochievement test is a test to be given in an oral proficiency format. This oral interview is given to each student, individually, at exam time and is normally conducted at the end of the semester, although it is highly recommended that a mid-term exam be given whenever possible. While the test is primarily an oral achievement test, it is quite common to test the student's control of the written language at the same time. It is important to remember that the Examiner alone, gives the course grade in the NASILP program based on the exam. Now that an effective examiner have given an appropriate exam it is absolutely impossible to ensure the academic rigor and integrity of the NASILP program. A few additional points, normally NASILP itself selects the material to be used and recommend the pacing however, the Examiner may suggest the use of these materials. And finally, the Examiner should make clear to the Program the goal of the test and of the testing procedure prior to the exam and after the exam should provide feedback, to the program, on how student's performance can be improved.

Now what precisely is a Prochievement test? It is an oral interview given in the target language and it's an achievement given test in a proficiency format. But exactly how is a student evaluated in terms of performances? We are testing for grammatical accuracy, vocabulary use and pronunciation, but most importantly for communicative competence which includes fluency, comprehension, and cultural appropriateness.

The Examination

Introduction

Greeting the student and putting the student at ease. At this point the examiner normally turn to the first portion of the exam, the drills. The whole introduction may be done in the target language, if the student is at an appropriate level.

Drills

Drills vary depending on the appropriate particulars of the target language studied by the student. Note the drill is served to warm up the student in the target language prior to a more extensive linguistic demands. They are also used to test key items of a particular language.

Conversational Interview

Conversational interview will depend on specific material being tested. Unlike the drills, which warms student up and test short term learned patterns and discrete items, the conversational interview tests the student's ability to communicate in a limited way. Examiner should check the student's ability to appropriately use the vocabulary and the grammatical structure and their ability with regard to comprehension and accurate pronunciation. Finally, the conversational interview permits the examiner to see if the student can communicate effectively with respect to cultural appropriateness and fluency without hesitation.

Interpretation

This part of the exam is designed to illicit from the student the total communicative oral act, that is to be able to interact with control of all grammatical structured learned, extensive application of learned vocabulary, accurate pronunciation, communicative competency, including the amount of time required to form utterances, fluency, cultural appropriateness and the like.

Reading (once student have control of the spoken language)

This test will depend on the difficulty and particular writing system of the language in question. The purpose here is to test the student's ability to vocalize the writing system in an acceptable way as well as to comprehend the message of the text in an appropriate level of difficulty.

Writing (once student have control of the spoken language)

Testing for writing production may not be necessary in languages with Roman alphabet writing system. But for languages with difficult orthography or writing system such as Chinese or Japanese such check out can be quite important.

Closing

This is simply the examiner closing the interview and saying good-bye to the student. At this point the examiner may include a bit of feedback concerning the student's performance with comments regarding strength, weaknesses and suggestion for further improvement. This will be quite short and will be done in English. There is no discussion at this point of the grade nor is this the opportunity for detail evaluation and feedback.

FAQs

1. Q. I am the Coordinator of a Self-Instructional Language Program at my institution. We are offering a new language this year and I have a new Examiner. How do I go about telling the new Examiner how to prepare for a Prochievement exam?

A. First, the new Examiner have to understand there is a considerable amount of work to be done. The very first thing you should have the new examiner do is to take a look at the videotape prepared specifically for this purpose called "What did the Student Learn?" prepared by NASILP. You should ask the new or potential examiner to study the videotape very closely, write down any questions they have and discuss it with the you. It will give them a clear idea of what is expected. In addition, there is a also a document produced by NASILP called "Testing the student in a Self-Instructional Language Programs" which is worth studying and discussing any questions the examiner may have over that document. Next, they should become familiar with the text and tapes used in your program. Ideally, if they have been using the same texts and tapes, we are in the best shape because they have actually been involved with the teaching of these particular materials. However, that's not always true, if not, they need to have a copy of the material and become familiar with it. They are going to have to pretend they are the student, go through the lessons, particularly the audio-tape components, making sure they agree with the text component. It is also very important that they understand what the student, who have been working on it, are being exposed to in order to prepare for the test because that test should be just another step to what the student have been doing on a weekly basis.

2. Q. What is the test format like?

A. The test format can vary depending on the level the student is at, it might have a little bit to do with reading and writing at certain stages. Generally, we prefer a three section test. The first part are drills. These are very similar to drills you would do in a classroom. The second part is series of questions that the student is expected to answer. These first two parts are preparation for the most important part which is the actual the communication situation. We try to make that situation as real as possible. Let me make this clear, this is a Prochievement test not a proficiency test, so the achievement part of it definitely deals with the drills. In the drills, they serve as warm up and we are trying to test on three points. We are looking for grammatical accuracy, word usage, pronunciation. There is no pretense that this is realistic communication, this is previous to realistic communication, but it is definitely an achievement test. We are trying to find out "Do you control the material study up to this point but control it in a use format, not just knowing

about it, but knowing how to use it." Than the question move much closer to proficiency test in the Prochievement test, it is still based on the material but is more realistic we are asking the kinds of question that would come up in real life. And in the final part of the situation, that's the most realistic. We try to create with a situation and have the student play and switch the role played in that situation. Text is important, the closer the text is in line with what we are testing, the better off we are.

So, the examiner stimulate the student to speak by mainly asking questions?

Well, it's more complicated than that. The examiner tells the student what they will do next. For example, telling the students first, we are going to do drills than questions, so that they always know where they are. As we move through the sequence, we want to try to use as many visual aide, pieces of realia as we can to make whatever we are doing realistic.

3. Q. What kind of piece of reality do we use?

A. It depends on the situation but for example in the early stage, many sessions are teaching numbers through prices. What we might have is a situation for example where we are dealing with prices with items on the table and each of those items would have a price tag just as a store would. The dialogue between the examiner and the student might be confirming prices, asking prices for items you can't see which are in a book and you can't see until you open it up, but we are trying to get the student to use numbers in a realistic context. No test is ever realistic but we would like these visual aide to be used if we can to give it that added reality.

4. Q. How many students do I schedule in an hour to be tested?

A. It depends on the level of the students, on the number of lessons covered in this particular language. If you cover more materials than more time is needed for testing. For example student who are on the "less able end" of the scale often take longer because you want to be fair, you want to find out what they know and don't know and that takes a lot of repeating of exam questions, so that can take a long time. It's not true that students at the elementary level have shorter testing time and students at the advance level have more, it really depend on the student's performance and ability. But overall, it should take a minimum of least 15 minutes up to a maximum of 30 minutes. You must also consider how much time the examiner needs between each exam to go back and evaluate on the student's performance and also preparation for the next exam. You might be able to do two to four but it really depends on the student, the level they are in, and the lesson covered to determine how long the test will be. There's no rule, as the examiner become more experience, they are able to determine more how long this examine will take.

WRITING AND READING

1. Q. If the Prochievement exam NASILP exam is primarily speaking and understanding, do you ever test reading?

A. It depends on a number of things. It depends on the level a student have reached in a language, the difficulty of the language, the difficulty of the writing system in a language, what kind of role the writing system actually plays in the textbook of the language that's being studied. All of these things vary. For example, if you are dealing with a Roman alphabetic language like Portuguese, no one anticipate there is going to be huge problem in reading so it might be that the course has it usual emphasis on the oral ability, but somewhere along the line there might begin to be some checking out of reading comprehension ability, but is not really the real focus. More likely however, you might have a more focus on the written and reading, probably has more to do with languages like Arabic, Greek, Hebrew or Russian where the writing system itself is a challenge to match sound with symbol. And because this is a Prochievement testing we want to know if the student can indeed handle this orthography. For some textbook this is the only way into the spoken language through the writing system, they are not providing any other access other than through orthography. So the student would have to know that, so it is only fair to test students on that. Just as we would test on pieces of sound system, we test for pieces of orthography to see if the student has control it. So, reading yes. Examiner should ask the student, during a test, that some reading be allowed just to check on the correspondence between the sound and symbol. In a language like Chinese or Japanese however, here the sound, symbol relationship can be very difficult therefore it may make sense to delay getting into the native orthography. Most textbook do not require you to have control of the native orthography in order to do conversation. For instances, there are Romanization system that are used in Chinese and Japanese that allow use to prepare and work with oral material without having to recognize the native orthography. If you were to check reading ability you would have student read silently and you would ask them questions in English to see if they comprehend it.

2. Q. What about writing?

A. Again writing depends on the purpose, it's not the point of this course to teach composition but writing is an enabling skill for reading, so there might be a little testing in writing in the form of dictation. There may be testing in writing mainly to find out if they are making the sounds symbol correspondence, which is an indirect test of reading, which in itself is not really reading but more testing the sound symbols correspondence, so yes test in writing can be given.

3. Q. At what point is good to test reading?

A. It depends on the language. Languages with difficult orthography and if they have other transcription system that can be use to access spoken language, reading will probably come later in the program. Orthography that are easier to comprehend, you might start a little earlier.

4. Q. You mentioned Chinese and Japanese and that the student don't learn the writing system from beginning, why is that so?

A. In languages such as Chinese, Japanese, and Arabic, there is a difficult match between the writing system and sound system. In the beginning, when you learn a language, the spoken language is emphasized through speaking and listening and you learn to read and write later. In some sense, we want to make sure the student have some grasp of the language such as pronunciation, understanding the structure, able to use the structure, vocabulary and so forth. If you try to introduce the native orthography early in these courses, it will take away so much time away from the time you would have to practice the spoken language that you pulled the whole learning process down into a slope line. Therefore, we are suggesting that you start off with emphasis on the oral skill and as those begin to have control you phase in on the more difficult writing system step by step. And it might be deep into a program before reaching into the composition.

5. Q. How does an examiner evaluate and give grade to the student?

A. The main thing we are after is some sort of systematic process. First, the important thing to remember is that this a Prochievement exam based on the curriculum so it is what the student actually cover in set amount of material. So the examiner knows what they are looking suppose to be looking for based on the final amount of material. The examiner would again want to look over "What did the Student Learn" videotape to get some idea about how you can assign rating and evaluation of the student's performance. Second, the examiner must take a long look on the document for testing student in a self-instructional language courses. That document actually goes through quite a bit of detail on the category that are rated and some suggested scales. For instances, there's rating in certain category from poor to excellent given between grades. For the language competence portion, there are low rating and high ratings and some detail. There are lots of suggestive way to go about formulating this evaluation in a coherence manner.

6. Q. What kind of format does the examiner use to evaluate the student?

A. The document we have outline the evaluation and the type of rating, but the examiner have to create their own rating sheet that create some kind of form that they can use for each students. In a Prochievement test oral interview, there is going to be a certain number of exchanges, in a way you would like to have some kind of ratings for these exchanges. Sometime you might be rating comprehension, sometime you are rating production. We normally suggest examiners come up with some kind for rating sheet that is going to allow for all different utterances that you are going through and you need to make up some kind of scale and you will need to have categories. So, it would be typical to have a rating for pronunciation, a rating for vocabulary use, a rating for grammatical accuracy, rating for language use or communicative competency, that might include a

rating for fluency, how long it takes for a student to respond and so forth. This system should have as much detail as examiner want put into and keep up with. Some people like to use some sort of numerical scale so that as you go through exams you are able to assign some sort of numerical value quickly.

7. Q. Are there any special consideration for making up this evaluation sheet?

A. Absolutely. It have to be in some way light, transparent, and fast where you can go and write quick and easy comment. You don't want to be disrupting the student or making them feel uncomfortable by making all sort of detailed marks and you won't have time, these exams move fairly quickly, so you can't be pausing, stopping and figuring out some complicated chart. Again this up to the individual examiner and experience helps. We can give some idea on how to get started, but most examiners are going to have to go work on this on their own to find out what rating /evaluation sheet works best for them.

8. Q. What does an examiner do about a student who is clearly very nervous during such an exam?

A. We try to figure out what is the source of this nervousness. Now the first thing we try to do is a warm up. The purpose of a warm up is to put the student at ease. Most examiner would agree the key to the source of nervousness is that what's being done in the exam somehow does not match the kind of preparation and work that they have been doing in the course. Because ideally all that this exams should be doing is very much the same sort of thing have been going on in the classroom and even with the tapes. This should just be another day. When you find a very nervous student, it just means they were not preparing properly, they have not been taking the course properly, they have not been using the tapes, oral language, they have been doing a lot of eye work and suddenly they are being confronted with oral work. Given that this exam is 20-30 minutes long, given this amount of time there is a lot of settling down. If that nervousness persist throughout the whole exam, it is not nervousness, the student is really not prepared.

9. Q. Are there any consideration for students who performed unexpectedly poorly?

A. If the student perform unexpectedly poorly, the examiner is bound to give a poor grade. The examiner only know what the examiner see in a Prochievement test. But certainly after the exam, it is not untypical to sit down with the coordinator and try to figure out what went wrong. Is there some problem with the tutor, the course design, is there some problem with student not being able to understand some things. If there is a huge discrepancy between how a student performed on the exam and how the student seem to be performing in the course, this is what we would look into. It is not meant to change the grade but it is so that it can be prevented in the future.