

Reading assignment for Tutorial 6.19: from the *Culture Language Evaluation Handbook - 2013*; 'Evaluation Steps'.

## EVALUATION STEPS

### 1. Before Arrival

⇒ Before the evaluation, remind learners of the following:

- **Self-evaluation:** Before the evaluation, the learner should fill in the Self-evaluation from *BEC* (appropriate to the Level they have been working on).
- **Time-schedule:** The learner should make a note of their basic weekly schedule, including formal class time, time with specific language/culture coaches or helpers, regular activities, who they spend time with, when they do review etc.
- **Materials:** They should have any relevant learning materials to show you during the discussion time – recordings, planning notes, diary of activities, questions to self, culture notes or materials, photos, transcriptions, review schedule, etc.
- **Helpers and Timeframe:** Let them know that the evaluation will require a full day visit for each learner (husbands and wives could do the discussion time together) and that the general flow will be:
  - One to three hours in the morning for the Discussion.
  - Sometime during the day for a social activity - where you can spend some time with the learner in local contexts (visiting friends, going somewhere with a local friend, walking around the area and meeting people) so that you can see them interact,
  - Two hours in a quiet environment with the help of a native speaker - to do some role-plays and voice recording.

<i>Morning</i>	<i>Afternoon</i>	<i>Later</i>
Discussion <i>(1-3 hours)</i>	Communication Tasks <i>(2 hours)</i>	Evaluator prepares report <i>(2-4 hours)</i>
Social activity - sometime during the day as possible <i>(1-2 hours)</i>		Discussion of report with learner <i>(Skype or email)</i>

⇒ Before the evaluation, you should plan:

- Notes, checklists and a well thought-out list of Communication Tasks.
- Some free time after the evaluation (next day or so) for you to prepare an evaluation report. Plan to communicate with the learner about it later to see if they have any questions or thoughts.

### 2. Discussion

⇒ Plan to take 1 - 3 hours.

⇒ Make it a natural, relaxed conversation – listen to them, give them time to tell you about the detail of their life and learning. Don't give advice yet. Remember to take breaks.

### General areas to observe during the discussion:

- Are they generally moving toward the local people/culture or might they be building a 'safe-haven' around themselves (keeping the people/culture at a distance)?
- Are they following the *BEC* program (time schedule and learning activities)? Any diversions, and why? Are they able to adapt it to their specific context as necessary?
- Depending on their specific stage in *BEC*, ask about the particular learning activities used in that stage and how they are applying them. Give help as necessary.
- Do they have a good balance of time spent in the various activities – planning / participant observation / review?
- Are they working at their appropriate level - aiming too high or not pushing forward?
- Are they using the participant-observation time profitably - observing culture and life, noticing details, using the language they know, speaking, building friendships?
- Are they organized?
- Do they know what to do? Are they able to be creative in finding opportunities for community interaction or might they need specific ideas and help?
- What are their learning strengths and weaknesses?
- Are they making reasonable progress? If not, what could the reason/s be?
- Note specific things for later in which you could give encouragement, and specific challenges or possible adjustments that may be needed.

### Big Picture:

- Ask about their life here in general – work, family, living context, important responsibilities, challenges and leisure activities.
- Find out how the learning 'fits' for them – is it a part-time activity, an overall lifestyle of learning whenever they get a chance, an academic exercise, a social activity?
- Ask if they are encouraged with progress and enjoying the process of learning, feeling more a part of life here?
- What are the major challenges they are facing at the present time?

### Time Schedule:

- Ask about their weekly schedule in general. Make notes on a blank weekly schedule (or get a copy of their schedule) of the activities and people they spend time with each day of the week, plus any other regular responsibilities or commitments they have. Note any special events (not regular) that they mention.
- Now talk through their schedule with them in detail, discussing for each activity, what they do and who they spend time with. Make a note of the following:

- Have they used the time schedule for their level in the BEC as a guide for developing their own schedule?
- Which specific learning activities they are applying – Listen and point, Participant-observation, listening review, conversation practice...
- Which activities they enjoy or find profitable, which they find a struggle.
- Which time is planned vs. unplanned?
- Which time involves speaking vs. just observing/listening?
- How much they are introducing new material vs. working with familiar material.
- How much they are “studying” vs. taking part in community life.
- How much time is formal vs. informal learning. How does their review time look?
- Are they using the things they naturally enjoy in life, (sport, cooking...) or the things they have to do, (school, work...) as profitable learning activities?
- Find out how the time schedule is working for them – is it sustainable, is it helping them to progress, are they thinking of making changes or sensing the need for change?

#### Personal involvement:

- How do they feel in general about living/working here, and about the community lifestyle and people they know?
- Find out about the people they are closest to, how they spend time together and how well they know them.
- How many other people do they know, and how well (neighbors, workmates, casual acquaintances, local business people, etc.)?
- Who do they speak the language with and how often? Do they have some sympathetic listeners who are helpful? What do they usually talk about?
- Have they had any ‘bad’ experiences with people - rejection, disappointment, misunderstandings?
- Who are the people they can ask for advice or ask questions of – culture, language, or regarding specific incidents?
- How (where and when) are there opportunities to initiate new contacts with people? Do they have any specific ideas of new activities to get involved in?
- Do they understand that the BEC is designed to gradually increase the number of people they know and the depth of those relationships? Ask what plans they have for increasing the number of people that they know and can spend time talking with.

#### Cultural understanding:

- Use the *Culture Questions for each Level* as a general guide for a discussion of their understanding of culture appropriate to the *BEC* Level they have been working at.
- If at all possible, ask a local person for help in this discussion:
  - look at the questions and pick some areas they feel are most relevant to discuss with the learner.
  - which are the most important areas of culture that an outsider should know about to understand life here?

- do they have any helpful advice based on other foreigners they might have observed?
- If the learner expresses an opinion or conclusion about an area, ask how they came to that conclusion (find out if they are basing their conclusions on a wide range of experience and discussions with people they know, or on one or two isolated incidents).
- Find out how they learn about culture – are they detailed observers, are they interested and curious? Do they typically ask local people to explain things, or usually come to conclusions on their own? Do they come to conclusions too early – do they understand how much they don't know?
- Ask which areas of culture they are most interested in finding out about next and how will they learn about those? Try to find out what their personal interests are (art, music, history, sport, literature, children's activities, sewing, cooking, politics...) and how they could incorporate them into learning and meeting people in this context.
- What are some areas they have noticed that local people talk about – things that are important to people? How could they become involved in related activities or gain a greater understanding of those areas?

#### Self-evaluation:

- Go through the self-evaluation they filled out and talk with them about it and about how they feel about their progress.
- Talk about how the *BEC* lessons are working for them, any questions about specifics or things that haven't gone well.
- Discuss some of the specific areas of proficiency mentioned in the evaluation and how they learned those things initially, how much they use them in daily life now, what other things they have learned, or what they would like to learn.

#### Recorded materials:

- Look at and discuss their recorded materials – audio recordings, videos, photos, planning notes, charts, questions to self, any other notes they use for questions, grammar notes, practical expressions, etc. Ask them how they use these for learning; are they being practical in the amount of data processed? Are they able to edit and make the audio/video recordings useable for learning? Are they sharing their information with others on the team? Are they overloaded on certain types of information/texts or aspects of the culture and missing others? Are they going beyond their level and therefore not profiting? Are they processing more for record keeping and analysis rather than for enhancing learning activities? Are they able to recognize and store texts for future levels?
- Find out how much time and energy they spend on processing their recorded materials and how profitable this is to them for learning.
- Ask about any other published helps or media they use (or could use) – dictionary, picture dictionary, class books, grammar outlines, cultural materials, books, TV shows, DVDs, etc. Ask them how they use these for learning.

## Specific help for learners at each stage:

### Stage 1 BEC:

- **Scheduling and Planning** - One of the most significant problems faced by new learners is not having a schedule set up where they spend regular time with a number of people and can work through the learning activities and lesson plans. Some people are naturally better at this, but others will need more guidance and help to get moving. Encourage them that setting up their schedule, finding helpers and regular contacts, and making more contacts, is one of the most challenging aspects of learning and that they will need to put a lot of effort into it on a continuing basis.
- **Learning activities** -
  - Review *Participant Observation* (review the notes on this learning activity in the BEC). Ask them specifically how they go about it, what notes or recordings they take, how they plan where they will go and with whom.
  - Review *Listen and Point* activities. Go through the notes in BEC on these two activities. Make sure they know how to do the *Listen and Point* activity with a helper and have them run through one with you if it will help. Some common problems learners face with *Listen and Point* activities are:
    - Building too quickly - Since the vocabulary can be remembered easily in the short term, more items may be added before there has been enough repetition of the items being learned. Later then, there is difficulty recalling the items in review or in live settings. Building too quickly is a common problem in these exercises.
    - Trying to learn from the recording - Some learners try to use the recording as the learning tool. The learning actually takes place in the live exercise and the recording is for review only. If this is not happening adjustments need to be made to the technique.
    - Limiting the vocabulary - Some learners try to keep all vocabulary based on one cultural setting, which limits the amount of material they can learn. This is not necessary if all the vocabulary is based on settings that they have experienced during their participant observation times.
- **Being Overwhelmed with the Task** - One problem faced by learners, particularly when the language or the cultural context is particularly difficult, is a perception that CLA is going to be a life-time career. Learners need help to change their mindset and plan for shorter times in the early stages of learning and continuing encouragement through the whole process.

### Stage 2 BEC:

- **Scheduling and Planning** - Discuss specifically the number of people they need to connect with during Stage 2, and if they are finding regular people to spend time with on learning activities. If not, then help them to think through how they can find more people - neighbours, retired people, friends, etc..
- **Learning activities** -

- Review *Participant Observation* (review the notes on this learning activity in the BEC). Ask them specifically how they go about it now they are in Stage 2. Are they finding new activities to take part in? Are they returning to activities they have observed or taken part in before and trying to engage more now they can interact more with people? Help them to plan specific activities with places and people that they will attend.
- Review *Working with Daily Routines* (review the notes on this learning activity in the BEC). Ask them specifically for their list of daily routine activities they have planned to do for Stage 2. If they don't have a list, help them to brainstorm to come up with a list - there are ideas included in the BEC that will help to formulate one for their setting. Review the use of video for this activity, and if they need help, give them help in working through an activity so they know how to do it.
- **Review** - Discuss their review methods and their review schedule. What type of material are they reviewing? Is it profitable and how much time are they spending reviewing - are they following the BEC lesson plan for review times? Give help if needed.

#### Stage 3 BEC:

- **Scheduling and Planning** - Discuss specifically the number of people they need to connect with during Stage 3. At this stage, the necessity for spending a lot of time with people each day is critical. Do they have at least ten people they can spend time with regularly doing the *Sharing Life Stories* activity. If not, you will have to give them specific help in thinking through who they can meet with, where they might find people and how to go about asking them.
- **Learning activities** -
  - Review the *Sharing Life Stories* activity (review the notes on this learning activity in the BEC). Ask them how it is going and if they understand how the activity is supposed to be applied.

#### Stage 4 BEC:

- **Scheduling and Planning** - Discuss specifically the number of people they need to connect with during Stage 4. At this stage, the necessity for spending a lot of time talking with people each day is critical.
- **Learning activities** -
  - Review the *Lifeline Conversation* activity (review the notes on this learning activity in the BEC). Ask them how it is going and if they understand how the activity is supposed to be applied.
- **Final Learning activities** - For someone nearing the end of Stage 4, here are some extra learning activities they could do as a supplement to the *Lifeline conversation* activity:
  - **Record-for-correction:** The learner records himself giving a text on a topic. This can be used for various genres of texts. After a person has been listening to a certain type of text, they choose a topic without working through it and say it to their helper and record it. They can then transcribe it and later go through it with their helper and see what problems they had. The helper can also retell the text for a comparison. It

is good practice for the learner having their own voice recorded so it becomes normal.

- **On-the-spot-translation:** The learner takes a story or something that is not too technical and tries to translate it on the spot as he is reading it. This will show up a lot of areas of need and areas to work on. The helper can say it back for comparison, which will bring up discourse level issues.
- **Translation of materials,** such as a story or article. This would be done on a more thorough basis than on-the-spot oral translation, with a helper using principles of translation to produce a natural rendering in the target language. This would be reviewed for comprehension to see what shows up and needs work.
- **Practice teaching by presenting a subject,** such as how to do something or explaining a subject of interest, to a group or individual and asking questions for comprehension. This will show up areas of need and difficulties in giving an extended discourse.
- **Thoroughly reviewing the Listening Collection:** Spending a lot of time listening at this stage, will give learners an intuitive feel for the language, what sounds right, tone, stress and comprehension.
- **Summarizing texts:** Distilling a longer discourse into succinct points requires an understanding of discourse level features.

### 3. Social Activity

⇒ Plan to take 1-2 hours.

⇒ Make it a natural, relaxed time where you are doing something that is familiar to the learner (a setting, activity and people they know).

- Plan to spend time with the learner in their local context:
  - Visit friends in their home.
  - Go to a store or market or local community/meeting place with a local friend.
  - Walk around the local neighborhood area, meeting/talking with people on the street or in local stores and businesses.
  - Take public transport to an event or popular community or cultural place and back again.
  - Attend a normal activity with the learner – a class, social activity, volunteer work, group activity, restaurant, etc.
  - For learners in Capable level, ask them to perform specific communication tasks and record them if possible.
- Explain to the learner that this is **not a test** – that you would like them to have the opportunity to show you how they are able to function in the community in situations that are normal/usual for them. Tell them that you want them to have a chance to introduce you to some of the people they know, to show you what they can say in the language, how they are able to talk to and interact with people, and what they have learned about ‘acting like a local’. Mention that you are not trying to trip them up or find out what they don’t know. **It is all about showing you what they do know and how they normally function.**

### Notes for the evaluator (for the Social Activity time):

- Try to be encouraging, relaxed, interested and positive.
- Try to be in the background as much as possible, don't talk a lot yourself other than showing interest, appreciation, being friendly and asking a few guiding questions.
- Try to maximize the time by gently prompting the learner to use the things they have been learning; ask them to -
  - tell you about things they are seeing,
  - describe or talk about them in the local language if a helper is present,
  - introduce you to local people,
  - give directions or ask for directions,
  - ask questions of people they meet,
  - order food in a restaurant,
  - have conversations with people you meet or spend time with appropriate to their level (talk about what they did yesterday, ask about family, buy something at a store, discuss a relevant topic),
  - if possible explain to you what is going on under the surface, or why certain things are happening.
- Carefully observe and think about the areas of proficiency the learner is displaying as they talk, interact culturally and as they explain to you what is going on. Take notes only if needed.

## 4. Communication Tasks

- ⇒ Plan to take around 2 hours working with the learner and a helper - (first hour for doing and recording the tasks, second hour for listening to the recording and getting the helper's feedback).
- ⇒ For national language situations, seek to have the learner complete an ACTFL Oral Proficiency Interview (OPI) evaluation in the language if available. An OPI would replace this part of the evaluation.  
(For information on ACTFL speaking proficiency evaluations: [www.actfl.org](http://www.actfl.org)).

### For Learners in Basic Level

- For learners who are somewhere in Basic Level, do the communication tasks in a less formal way, during the social time, or during more casual visits with people in their homes or in the town/village, not necessarily during a specific formal time to record tasks.
- Try to be as encouraging as possible, giving them opportunity to show how much they can actually do and say already.

### What are Communication Tasks?

- Communication Tasks are separate specific socio-linguistic tasks;
  - designed to demonstrate a specific *function* (naming, greeting, telling time, describing, narrating, developing an argument, persuading, etc.),



- using an appropriate *discourse type* (isolated words and phrases, then full sentences at lower levels, and paragraph length speech using connectors and transitional phrases, and finally, extensive speaking in an organized and sequenced way at higher levels),
- within the framework of an appropriate *cultural context* (beginning with everyday life, then common social situations, and finally more complex abstract topics)
- Communication Tasks are organized according to the four levels of proficiency (see *Communication tasks for each level* in the Resources section of this handbook). Each list includes a description of cultural contexts that are appropriate for that level.

### Preparation:

- **Location:** Ask the learner to find somewhere that is fairly quiet and where you won't be disturbed for a couple of hours.
- **Recorder:** Have a familiar, reliable voice recorder with you. Record each task in a separate file so you can find it easily later for playback of specific tasks.
- **Helper:** You will need the help of someone who is a native language speaker, who understands this is a time to help the learner to show the level of his or her communication skills and is willing to help for two hours. This person could be someone the learner has worked with and who is familiar with the importance of providing feedback and correction. You will need to be able to communicate with them in a shared language.
- **Task List:** Develop a detailed list of at least ten specific tasks for each learner you are going to evaluate.
  - Think of the general proficiency level that you expect the learner will be at – you should have a good idea of this general level based on the level they are working on in *BEC* and from their self-evaluation.
  - Choose a list of ten tasks from the lists of *Communication tasks for each level* - here is how to choose your ten tasks:
    1. *Opening Task* - a task that will be easy for the learner. Choose one of the easier tasks from the learner's level or a task from the level below.
    - 2, 3, 4. *Expected Level Tasks* - Three communication tasks at the learner's expected level - to give the learner opportunity to display his expected proficiency.
    - 5, 6. *Probing Tasks* - Two communication tasks at the level above the learner's expected level - with the purpose of probing up to the next highest level if the learner is able.
    - 7, 8, 9. *Establishing Tasks* - Three communication tasks at the level where the learner is expected to be.
    10. *Final Task* - A Communication Task that you know will be easy for the learner.
  - From this basic list of tasks you will have to develop each task to create specific situations/conversations that 'fit' the cultural context and the particular learner you are evaluating. (See examples of this below each list of communication tasks).

### Doing the tasks. (First hour)

- Explain to the helper (or have the learner explain to them) that:
  - you are planning to do a series of speaking tasks,

- you need their help in making the tasks as natural as possible – to imagine that they and the learner are actually in real life situations and are saying what local people would actually say in each situation,
- you will also need their help in the second hour when you will be listening to the recording,
- you would like them to help the learner to know if these things could have been said more naturally or even just differently.
- you appreciate their help.
- Work through each communication task as follows:
  1. Read the description of the task to the learner and the native speaker if there is a common language (if not, have the learner explain the task).
  2. Give further explanation of what the communication task is and make sure it is understood. The learner should be encouraged to give further explanation to the native speaker if they feel it is necessary - in the vernacular whenever possible.
  3. Explain to them that they should come up with an actual cultural scene that will allow the learner to demonstrate the task in a real conversation situation if possible. Give them some examples or ideas of appropriate cultural contexts.
  4. Allow them a reasonable amount of time to set the scene.
  5. Prompt the learner to begin. The learner should initiate the task and follow it through.
- Record each task in a separate file so you can choose particular ones for playback later on.
- Have a written list of the tasks and note the order in which you gave them so that you can refer to it later. Take notes of specific things that come up for a task as the learner completes it – make a note of which tasks you might like to focus on during the listening and feedback time.
- You may get through all of the tasks but you might not, depending on how things progress. Evaluate how things are going and be willing to adjust your planned task list.

### Notes for the Evaluator

- Encourage the helper and learner that you want to make the tasks as natural and culturally appropriate and authentic as possible. The learner should behave as they would naturally behave in that situation (not play a totally different “character” or act in a way they normally would not act). The role assigned to both the learner and helper should be appropriate to their age and gender
- The learner should be the one to do most of the talking.
- Guide the overall series of tasks through various levels, beginning with basic tasks and moving to those that are challenging, so that the learner’s level of ability can be clearly established.
- Evaluate and take notes on the following areas: Relationship between Learner and Native speaker, Learner’s cultural awareness - (socio-linguistic cues, non-verbal cues, cultural sensitivity, etc.), pronunciation, fluency, vocabulary and grammar.
- Your goal isn’t to push the learner way above where they function normally

or to test them, but to allow them to function and to demonstrate their best communication at their current level.

- The learner will naturally move to the level they are able to function if you give them opportunity to do so. Try to give them opportunity to show their highest level of ability by giving them a few tasks that might stretch their ability.
- If they are struggling considerably or unable to continue with a task, then leave it and move on to another one. (Sometimes this can be due to not knowing specific vocabulary – allow them to ask the helper for specific terminology and then use it). Some signs that learners are probably struggling with this level of task and need to step down to an easier level:
  - Obvious loss of fluency.
  - Frequent pauses where the learner is ‘searching’ for language.
  - Loss of eye contact between learner and native speaker.
  - Signs of discomfort or increase in nervous behaviour.
  - Signs of frustration in learner.
  - Signs of difficulty of comprehension in either learner or native speaker.
  - Phrases or clauses left incomplete.
  - Learner switching from the vernacular to national language to clarify or facilitate communication.
  - The native speaker prompting or filling in gaps for the learner.
- Try to be encouraging and relaxed.

### Listening to the recording. (Second hour)

- Have a short break before listening to the recording.
- Choose five or six of the tasks to listen to that you feel will best demonstrate the learner’s level of proficiency or some other area you would specifically like to encourage or help them with. (Your goal is to listen to enough of the recording so that you have evidence from the recording to establish where the learner is able to communicate all of the time - the actual level of their ability - and also show them the areas in the level above this where they are not able to effectively communicate and why).
- For each task;
  1. Listen to it once all the way through without stopping.
  2. Ask the helper for a big picture outline of what was said.
  3. Ask the helper a specific question to get an idea how the learner communicated. E.g., “Do you think he gave clear directions to get you to his house?” or, “How do you think he did in explaining the difficulty with the tickets”, etc. Ask him for any thoughts he might have at this point.
  4. Start at the beginning of the task again, with the learner stopping the recording to break it down into clauses or sentences. (Focus is on what the learner said, not the helper). The learner should:
    - encourage the native speaker to correct, to give help or direction as to how the learner could have said it better, or ask how they would have said it in the same situation,
    - have the native speaker explain if something was natural culturally or not, or if they were confused by the learner’s communication (if they sense that).

5. Ask for the helper's input as you go. Focus on anything significant in the communication that took place – areas of misunderstanding, places where the helper seems like they want to comment, discussing any linguistic or cultural areas that come up.
6. If you feel it would be profitable, ask the learner and helper to 'swap roles' in the task and record it for the learner to use later for further learning.
7. You don't have to 'legalistically' listen to every line of a text if there is nothing helpful to note, just skip forward to the things that will be profitable for the learner.

### Notes for Evaluators

- Remember that "completion" of a specific task itself is not an indication that the learner is at the level of that task. The important thing is *how the learner actually functions* as they complete the task. (i.e.; what level of communication are they using, if they know specific or only general vocabulary, if they are showing cultural understanding and appropriateness, how is their pronunciation, are they monitoring the helper's reactions and how did they handle the specific linguistic challenges of the task?)
- As the learner completes the tasks, there is no 'pass or fail'. Remember your goal is to find out how learners are functioning in terms of proficiency in their functional communicative ability and to help them to continue to grow in this ability (by giving encouragement as well as pinpointing any cultural or linguistic areas they could focus learning.)
- Don't put a heavy emphasis on the language issues, but help them to see that the important thing is communicating with people in a natural way.
- At Capable level and above, the tasks will need to be much more specific and focused on particular proficiency functions, (see examples below the list of Capable and Proficient Level Communication Tasks) and you will need more time to listen to and evaluate the recording in detail.
- For a national language situation, it can be helpful to have example recordings of native speakers doing particular communication tasks that display specific discourse/communication features, particularly those that have proven to be difficult for learners to master. Provide transcriptions with notes describing the particular features and giving other examples. Have the learner do these particular tasks, then use the example recording and transcription as a learning tool for them later on.
- The recordings of tasks can be used later to provide examples when you discuss with the learner or include in your report, areas of grammar, syntax, and discourse. This gives a platform for directing the learner for further focus in these areas.
- Beginning in Stage 2, then into Stage 3 and beyond, you should use the recording of the tasks to prompt the learner to focus on and think about:
  - *Purpose*: Expecting a certain response from the hearer. Are they using the correct form to get the correct response for the correct social setting? Communicative purpose and communicative response - do they match up? If the native speaker doesn't understand at first, can the learner restate it?
  - *Hierarchy*: If the native speaker is having trouble understanding,

could it be because there is not enough background information? Did the learner not repeat it enough, not use the correct connection of ideas to fit it into the larger scheme of things, or give the correct clues?

- *Monitoring the hearer*: Is the learner aware of the native speaker's understanding? Are they being sensitive to the hearer and monitoring the hearer's reaction? Is he constantly concerned with how he is getting the message across? Ask the learner about these things during the evaluation of the recording. Did the learner provide the correct frame or give enough foreground information? Ask the learner what the language uses to slow down the information rate, what are some of the devices used to adjust the message. Do they know the signposts for changing information in the language? Are they able to slow down, give more signposts?
- *Talking in Chunks*: Unity and diversity, cohesion and progression, continuity and discontinuity, joining thoughts together and points of separation. Is the information packaged in the right way? Does the learner know what kinds of boundary markers there are and do they use them?
- *Coherence & Cohesion*: Is the learner aware of the glue that holds thoughts together? What are the gaps in understanding, what doesn't make sense? Can the native speaker paraphrase what the speaker said?
- *Prominence*: Making sure that what is really important is given more significance in the message so it is not distorted. Does the learner know the specific devices for prominence in the language?
- The learner should be encouraged as part of their ongoing CLA, to listen to the recorded texts and also to carry out similar tasks with other speakers as a learning exercise.

## 5. Report and Discussion

- ⇒ Plan to take 2 - 4 hours to write up your report. (see *BEC Report Template*)
- ⇒ Send the report to the learner. Make sure they understand your recommendations, suggestions and evaluation of their progress.
- Write a thorough report of all the activities and specifics of what took place during the evaluation. Describe in detail how you could see the learner is doing with learning. Mention specific areas where the learner is doing well.
- Evaluate the learner's level according to the Proficiency Descriptions using the evidence of their demonstrated ability during the evaluation time.
  - There is an Evaluation Checklist for Proficiency (under Resources in this handbook), it might help you as you evaluate the learner's level and fill out your report.
  - Base your estimation of levels on the whole picture of the learner's proficiency in each area according to their evaluation and observations.
  - If necessary, re-read the descriptions of the areas of proficiency (detailed descriptions are included in the Resources of this handbook).
  - Remember that the proficiency descriptions for each level describe a learner who is at the Low level of proficiency for that level. In other words, the Basic level proficiency description describes a learner who is

at Basic-low proficiency. The Progressing level description describes a learner who is at Progressing-low, and so on. A learner who is consistently demonstrating the features of a particular level is said to be at the low sublevel.

- **Low** - A learner is consistently able to fulfill the minimal basic proficiency requirements of the level.
- **Mid** - A learner adequately meets the basic proficiency requirements of the level, and exhibits a few of the proficiency requirements of the next higher level.
- **High** - A learner demonstrates the required proficiencies of the level, but also functions almost all of the time at the next higher level, with occasional slips back to the lower level. For example, a learner who was able to exhibit all the proficiencies of Progressing Level and also inconsistently demonstrates most, but not all, of the Capable level proficiencies, would be evaluated as being at Progressing-high.

So, a learner who demonstrates functional ability most of the time at Proficient level but occasionally slips back into Capable level is said to be at Capable-high proficiency.

- Give recommendations of specific recommendations you have:
  - changes to their time schedule,
  - ideas for different techniques or activities,
  - adjustments in any area,
  - encouragement in particular areas,
  - specific ideas to try.
- Your report should be a reflection of how important all the areas of the learner's life are to them learning to function and communicate in this community. Avoid the tendency to value one area of proficiency over another in your report (i.e. – only going into detail in the linguistic areas).
- The report should be based on actual evidence that you observed or heard during the evaluation time or that the learner themselves shared with you.
- Plan to spend time with the learner discussing the evaluation if possible, and your report and recommendations. (This will vary a lot depending on the individual learner and their situation, personality, learning challenges, etc.). Often it is helpful to simply read through your report and explain further any areas you or the learner would like to talk through.
- Give learners extra help and resources as relevant, and ongoing contact with you to follow up on specifics of their situation.