

Enabling interaction: A study of examiner behaviour in an interactive speaking test

A mixed methods study of the Trinity GESE Interactive Task

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Graded Examinations in Spoken English (GESE)

- One examiner, one candidate
- GESE Grades 7 and 8 – CEFR B2
- Three tasks
 - Topic Discussion
 - Interactive Task
 - Conversation
- Interactive task generates candidate-led interaction

Purpose of the study

- To investigate what strategies are used by examiners in the GESE Interactive Task
- To investigate whether the strategies found have an effect on objective measures of candidate performance

Corpus transcripts



- Complete transcriptions of Interactive Tasks extracted from the corpus
- Examined linguistic and para-linguistic behaviour of both examiners and candidates
- 54 transcripts
- 37 Interactive Prompts
- 10 nationalities

Methodology

- Examiners
 - Grounded theory developed a taxonomy of strategies that examiners use to allow candidates to take the lead in interaction
 - Identified 8 strategies
- Candidates
 - Quantitative analysis of the candidates' responses to the different strategies
 - Fluency
 - Lexis
 - Grammar

Examiner strategies

- ACCEPTING
- HOLDING
- INAUTHENTICITY
- PARSIMONY
- REFORMULATING
- REJECTING
- RESOLVING
- STEERING

Examiner strategies

- ACCEPTING
 - HOLDING
 - INAUTHENTICITY
 - PARSIMONY
 - REFORMULATING
 - REJECTING
 - RESOLVING
 - STEERING
- Behaviour such as
 - Clarifying
 - Confirming
 - Repeating
 - Restating the original dilemma

Example - REFORMULATING

My nephew wants to work in the music business when he leaves school, but his parents think he should go to university. I'm not sure I agree with them.

<S> and er if he er can find a good job to to go to live to live to have a good life why not? </u>

<E> but he </u>

<S> do you agree? </u>

<E> he doesn't want to go to university he wants to leave school at sixteen </u>

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 - REJECTING
 - RESOLVING
 - STEERING
- A neutral response that maintains the dialogue but doesn't appear to make demands upon its direction
 - May include information intended to add grist to the mill of the candidate's questioning

Examiner strategies

- ACCEPTING
 - HOLDING
 - INAUTHENTICITY
 - PARSIMONY
 - REFORMULATING
 - REJECTING
 - RESOLVING
 - STEERING
- Overtly asking for solutions
 - Overtly or more subtly steering a candidate towards an outcome apparently preferred by the examiner
 - Proffering own solutions
 - Raising the stakes
 - Pseudo-passivity

Example – HOLDING

My teenage nephew has decided that he wants to take up boxing as a way to get fit. I'm not sure it's such a great idea.

<E> I I don't know really I think erm perhaps he's got some new friends who are older than him and and they are really into boxing
</u>

<S> mm </u>

<E> and so maybe it's because of his friends you know </u>

<S> mm </u>

<E> and they're they're not nice boys they're bad boys you know </u>

Example – HOLDING

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<E> and so maybe it's because of his friends you know </u>

<S> mm </u>

<E> and they're they're not nice boys they're bad boys you know </u>

Example – STEERING

My teenage nephew has decided that he wants to take up boxing as a way to get fit. I'm not sure it's such a great idea.

<E> I I don't know really I think erm perhaps he's got some new friends who are older than him and and they are really into boxing </u>

<S> mm </u>

<E> and so maybe it's because of his friends you know </u>

<S> mm </u>

<E> and they're they're not nice boys they're bad boys you know </u>

Examiner strategies

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Examiner strategies

- ACCEPTING
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 - PARSIMONY
 - REFORMULATING
 - REJECTING
 - RESOLVING
 - STEERING
- Giving limited information in response to a request (in an apparently unforthcoming way)
 - Giving a minimal response to prompt the candidate to contribute / question more

Example - PARSIMONY

My nephew used to dress very well, but now he's totally changed his appearance and I'm not sure now what to think about it.

<S> yes so er nowa= he has just changed or want to change </u>

<E> no he has changed </u>

<S> has changed </u>

<E> totally changed </u>

<S> totally changed </u>

<E> yeah his appearance yes </u>

<S> okay well it's a pity </u>

<E> mm </u>

<S> no </u>

<E> mm </u>

What follows the strategy? Performance

- Extracted all candidate responses that followed the strategies
- Across 8 strategies, 886 examples of performance
- Created three responses
 - Original response (backchannels removed)
 - Response with pauses removed
 - Pruned response (after Iwashita, Brown, McNamara & O'Hagan, 2008)

What follows the strategy? Performance

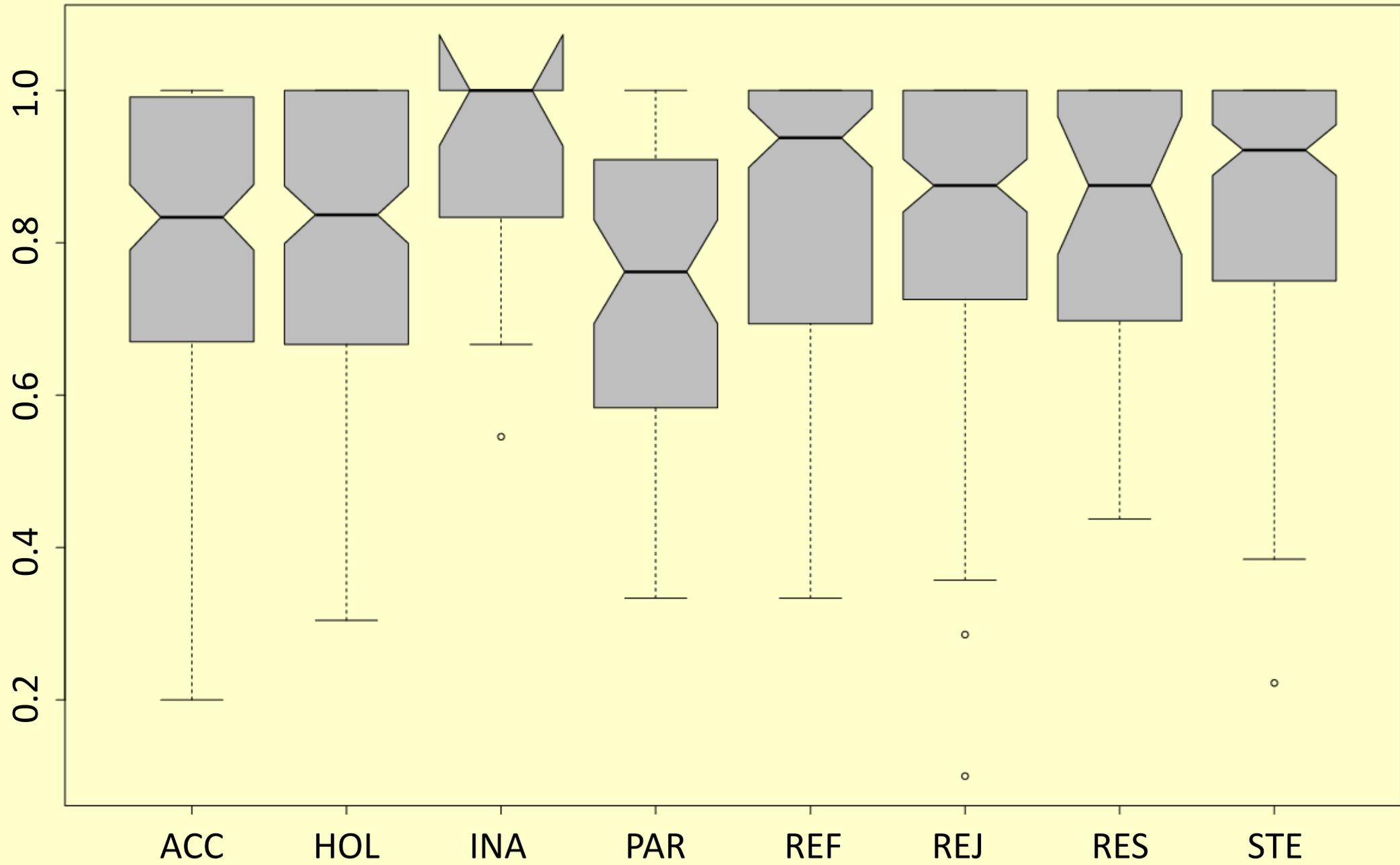
- Fluency
 - Length of response
 - Reformulation ratio
 - Pause ratio
- Lexis
 - TTR
 - COCA Range
 - COCA Frequency
- Grammar
 - Grammar errors
 - Complex t-unit ratio
 - Complex nominals per t-unit

(after Iwashita et al., 2008)

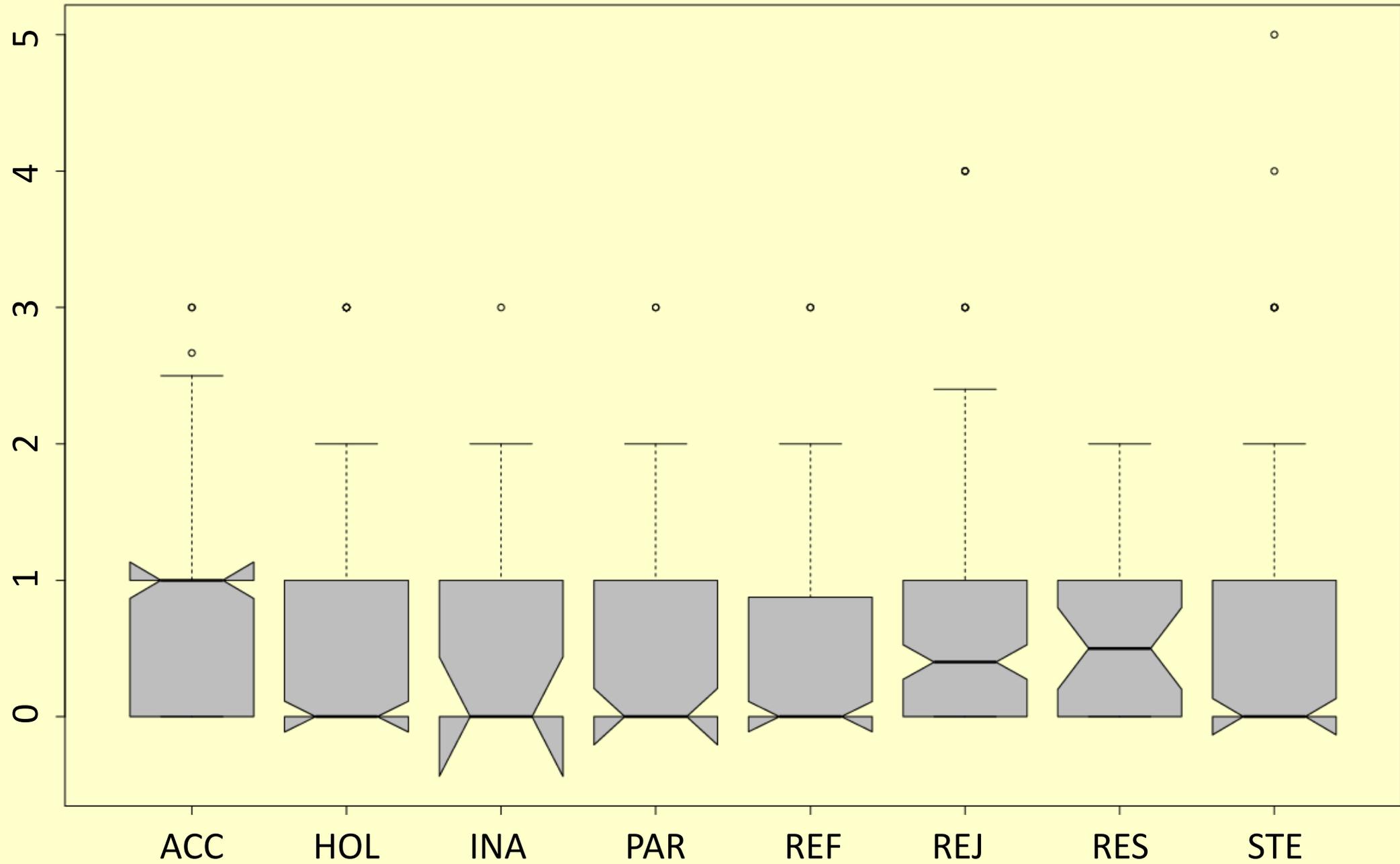
The logo for SiNLP is a rounded rectangular button with a gradient from dark orange to light orange, featuring the text "SiNLP" in white.The logo for TAASSC is a blue rounded rectangular button with a slight shadow, featuring the text "TAASSC" in orange.The logo for GAMET is a purple rounded rectangular button with a slight shadow, featuring the text "GAMET" in orange.The logo for TAALES is a green rounded rectangular button with a slight shadow, featuring the text "TAALES" in grey.

<https://www.linguisticanalysisistools.org/tools.html>

Reformulation Ratio



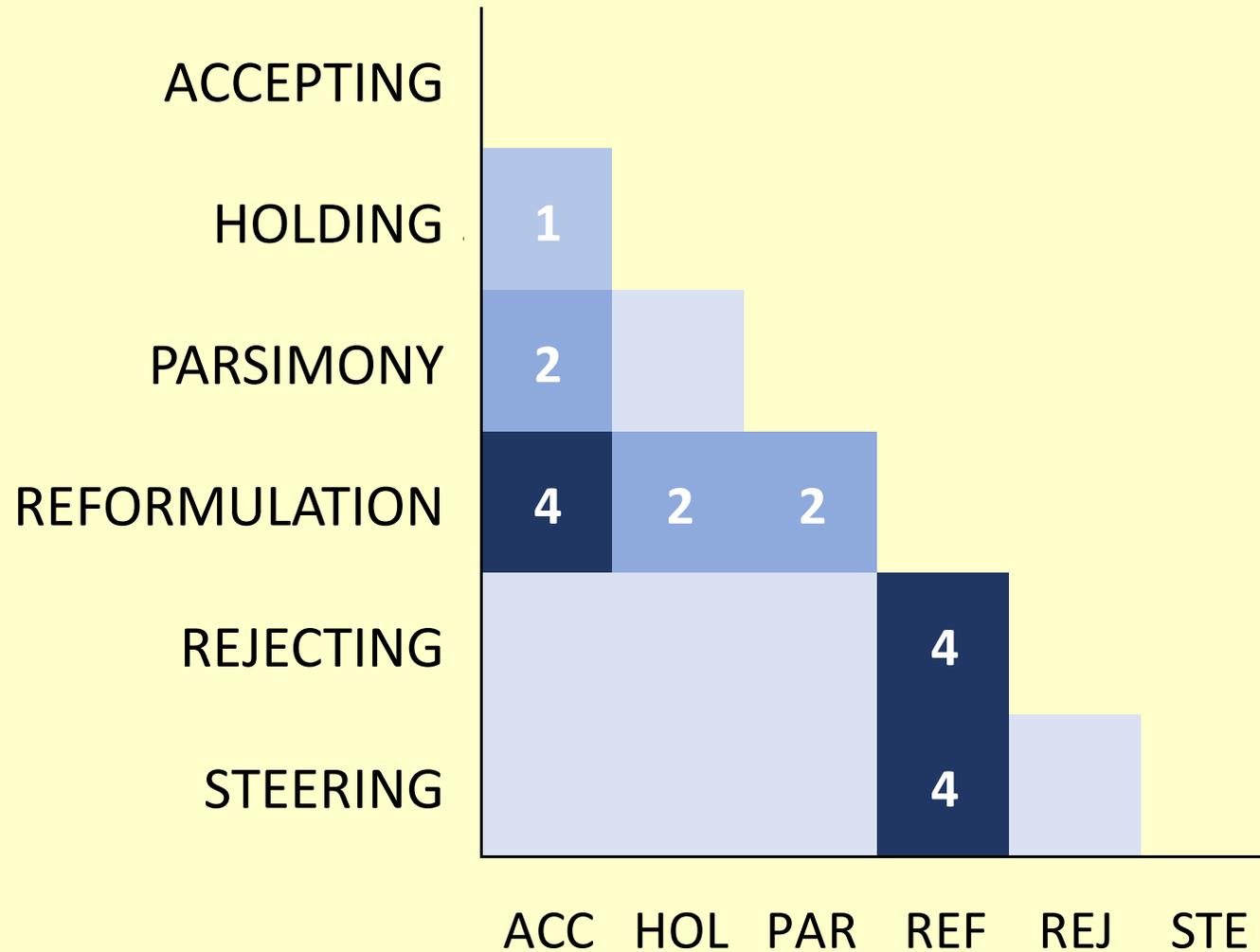
Complex Nominals per T-Unit



Omnibus Kruskal-Wallis H Tests

	χ^2	<i>d.f.</i>	<i>n</i>	<i>p-value</i>	Significant Pairwise Comparisons						
Length	34.458	5	508	0.000 (sig.)		REF-HOL	REF-STE	REF-REJ	REF-ACC		
Reform Ratio	26.465	5	508	0.000 (sig.)	PAR-REF	HOL-REF					
Pause Ratio	18.784	5	508	0.002 (sig.)	PAR-REF		STE-REF				
TTR	28.591	5	508	0.000 (sig.)				REJ-REF	ACC-REF		
COCA Range	7.239	5	508	0.203 (n.s.)							
COCA Freq	8.763	5	508	0.119 (n.s.)							
Error	11.295	5	508	0.046 (sig.)							
Complex T	34.101	5	508	0.000 (sig.)			REF-STE	REF-REJ	REF-ACC	HOL-ACC	PAR-ACC
Complex Nom	23.693	5	508	0.000 (sig.)			REF-STE	REF-REJ	REF-ACC		PAR-ACC

Significant Pairwise Comparisons



Post-hoc Mann-Whitney U Tests with mean ranks and effect sizes

Measure	Strategy 1	Mean rank	Strategy 2	Mean rank	Z	n	p	r	Effect size	
									R ²	(Cohen, 1988)
Length	REF	102.88	HOL	78.12	-3.199	180	0.001	0.24	0.06	small
Length	REF	79.53	STE	101.47	-2.842	180	0.004	0.21	0.04	small
Length	REF	72.58	REJ	108.42	-4.631	180	0.000	0.35	0.12	medium
Length	REF	70.32	ACC	110.68	-5.213	180	0.000	0.39	0.15	medium
Reform Ratio	PAR	57.78	REF	85.27	-3.990	148	0.000	0.33	0.11	medium
Reform Ratio	HOL	75.73	REF	105.27	-3.950	180	0.000	0.29	0.09	small
Pause Ratio	PAR	59.46	REF	84.19	-3.654	148	0.000	0.30	0.09	medium
Pause Ratio	STE	78.98	REF	102.02	-3.165	180	0.002	0.24	0.06	small
TTR	REJ	75.41	REF	105.59	-4.608	180	0.000	0.34	0.12	medium
TTR	ACC	76.28	REF	104.72	-4.343	180	0.000	0.32	0.10	medium
Complex T	REF	80.12	STE	100.88	-3.400	180	0.001	0.25	0.06	small
Complex T	REF	77.79	REJ	103.21	-4.028	180	0.000	0.30	0.09	medium
Complex T	REF	74.48	ACC	106.52	-4.925	180	0.000	0.37	0.13	medium
Complex T	HOL	77.87	ACC	103.13	-3.767	180	0.000	0.28	0.08	small
Complex T	PAR	63.85	ACC	81.36	-2.743	148	0.006	0.23	0.05	small
Complex Nom	REF	80.29	STE	100.71	-2.968	180	0.003	0.22	0.05	small
Complex Nom	REF	79.21	REJ	101.79	-3.241	180	0.001	0.24	0.06	small
Complex Nom	REF	74.53	ACC	106.47	-4.484	180	0.000	0.33	0.11	medium
Complex Nom	PAR	63.05	ACC	81.88	-2.787	148	0.005	0.23	0.05	small

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Discussion

- HOLDING, PARSIMONY and STEERING elicit **less fluent responses** than REFORMULATING.
 - The goal of reformulating is to remove uncertainty
 - Holding increases cognitive load
 - Parsimony introduces uncertainty in an interactional context
 - Steering may introduce tension

Discussion

- ACCEPTING, REJECTING and STEERING elicit **responses of greater grammatical complexity** than REFORMULATING and PARSIMONY (as measured by complex nominals per t-unit).
 - Accepting, rejecting and steering generate the need for justification, questioning, or elaboration on the part of the candidate.
 - Parsimony is intended to leave space for candidates' contributions.
 - Space is not what is expected in an interactional context.

Summary

- Grounded theory to explore spoken interaction
- Empirical quantitative analysis of candidate performance
- Examiner behaviour has an effect on candidate performance
- Improved understanding of the scope of the effect in an interactional context
- “The world cannot be understood without numbers, and it cannot be understood with numbers alone. Love numbers for what they tell you about real lives.” – Hans Rosling

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Questions?

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