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Pearson English International Certificate

Interlocutor Training

Training Agenda

1. Test Structure and Content
2. Oral Test Format
3. **General Dos and Don'ts**
4. Procedure for Recording and Timekeeping



International Certificate:

Product Features

Skills tested	4 skills: Reading, Writing, Listening, Speaking
Format	Paper (or computer)
Levels	6 (CEFR)
Number of Test Sessions/year	7
Number of papers	2
Results scale	CEFR - pass/merit/distinction
Certificate?	Yes and performance report

Exam Elements & Length

Level	Oral test	Written paper
A1	3.5 mins	75 mins
1	3.5 mins	95 mins
2	5.5 mins	95 mins
3	5.5 mins	120 mins
4	6 mins	150 mins
5	6 mins	175 mins

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Levels

PEIC level	Communication level	CEFR
Level A1	foundation	A1
Level 1	elementary	A2
Level 2	intermediate	B1
Level 3	upper intermediate	B2
Level 4	advanced	C1
Level 5	proficient	C2

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Written Paper



- Is taken on a pre-determined Saturday worldwide;
- Consists of:

Reading, Writing & Listening;

- All written elements are marked in the UK.

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Written Test Format

Sections	Skills	Task Types
1	Listening	3-option multiple choice
2	Listening and writing	Dictation
3	Listening	Text, note completion
4	Reading	Gap fill 3-option multiple choice
5	Reading	3-option multiple choice
6	Reading	Open-ended question
7	Reading	Text, note completion
8	Writing	Write correspondence
9	Writing	Write text

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Speaking



- Recorded and then marked in the UK;
- Can be taken up to 2 weeks prior to written exam;
- Test takers assessed individually
- 1 examiner (interlocutor)
- 2 or 3 sections.

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Overview of oral test

Sections	Levels	Task Types
Warm-up	All (optional)	General Conversation
10	2-5	Discussion
11	All	Describe picture
12	All	Role play

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Questions

- The equivalent of CEFR B2 level is International Certificate Level ____

3

- The section that is missing from the oral exam at level A1 and 1 is Section ____

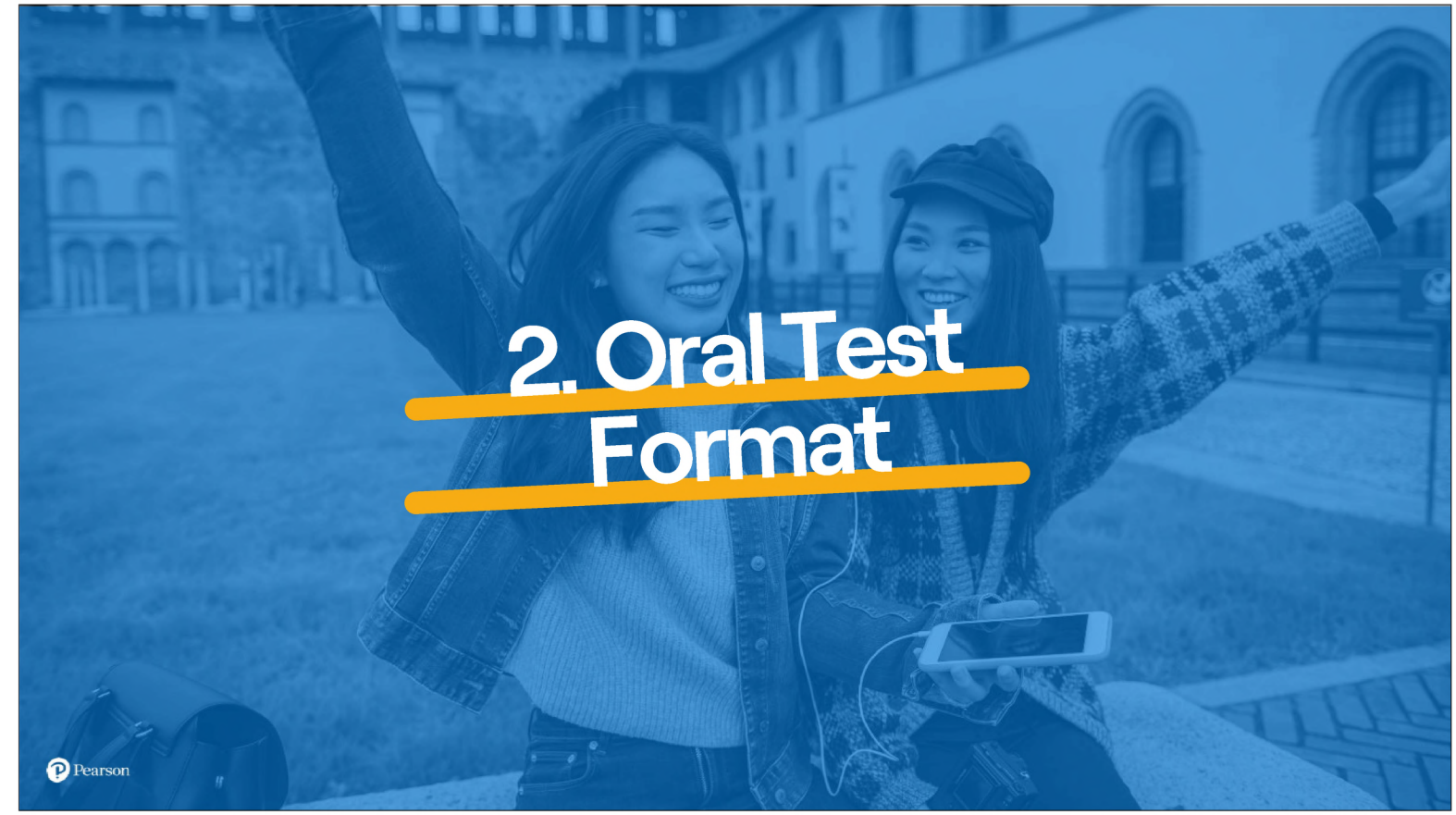
10

- There are ____ levels of Pearson English International Certificate.

6



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2. Oral Test Format

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Levels A1 and 1 (A1, A2)

3.5 minutes

2 sections:

- S11 Picture (2 minutes)
- S12 Role play (1.5 minutes)

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Levels 2 and 3 (B1, B2)

5.5 minutes

3 sections:

- S10 Discussion (2 minutes)
- S11 Picture (1.5 minutes)
- S12 Role play (2 minutes)

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Levels 4 and 5 (C1, C2)

6 minutes

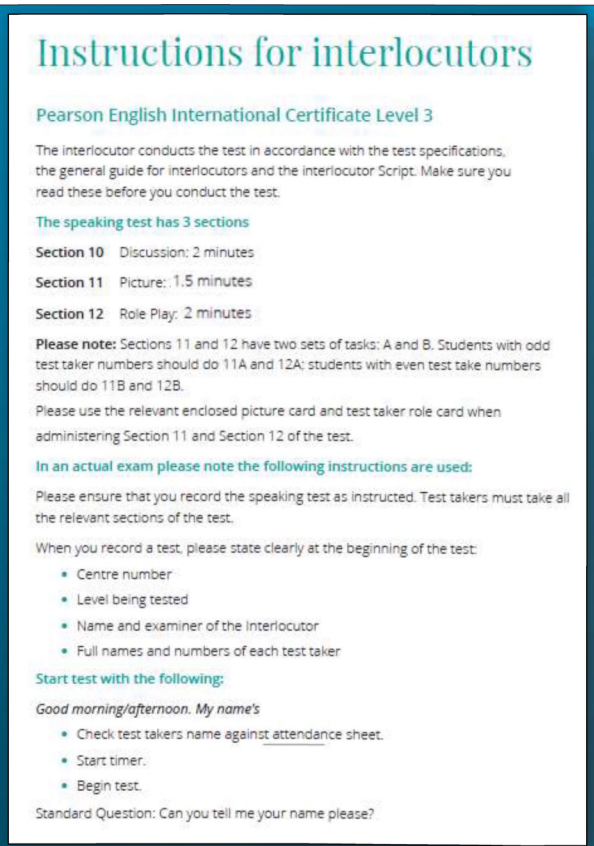
3 sections:

- S10 Discussion (2 minutes)
- S11 Picture (2 minutes)
- S12 Role play (2 minutes)

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An Exam Booklet





Instructions for interlocutors

Pearson English International Certificate Level 3

The interlocutor conducts the test in accordance with the test specifications, the general guide for interlocutors and the interlocutor Script. Make sure you read these before you conduct the test.

The speaking test has 3 sections

Section 10 Discussion: 2 minutes

Section 11 Picture: 1.5 minutes

Section 12 Role Play: 2 minutes

Please note: Sections 11 and 12 have two sets of tasks: A and B. Students with odd test taker numbers should do 11A and 12A; students with even test take numbers should do 11B and 12B.

Please use the relevant enclosed picture card and test taker role card when administering Section 11 and Section 12 of the test.

In an actual exam please note the following instructions are used:

Please ensure that you record the speaking test as instructed. Test takers must take all the relevant sections of the test.

When you record a test, please state clearly at the beginning of the test:

- Centre number
- Level being tested
- Name and examiner of the Interlocutor
- Full names and numbers of each test taker

Start test with the following:

Good morning/afternoon. My name's

- Check test takers name against attendance sheet.
- Start timer.
- Begin test.

Standard Question: Can you tell me your name please?

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Warm-up section

- Ask the TT:

Before we begin the test, would you like to do a warm-up with some non-test questions?

- Questions to establish rapport
- No topics from the paper
- Smile, encourage
- Under 1 minute

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Before we begin the test, would you like to do a warm-up with some non-test questions?

Give the candidate the option to participate or to begin the test questions right away.

Warm-up exercise:

- Ask some simple questions to establish rapport, such as:
  - How is your day going?
  - What do you think of the weather today?
  - Share something about yourself and ask them to tell you about themselves - where they work/go to school/how long they have been studying English.
- **Do not ask about any topics within the paper.**
- Smile and be encouraging.
- Keep the warm-up time under one minute so you do not get off schedule.

Clearly bring the warm-up to a close and state, ***'Thank you. Now we will begin the test.'***

Please note: The Warm-Up section is **not** scored but **must** be recorded to prevent malpractice and for quality assurance purposes.

Warm-up section

- After 1 minute say:

Thank you. Now we will begin the test

- You start:

Section 10 – with Levels 2-5

or

Section 11 – with Levels A1-1

- Remember: Warm-up must be recorded

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Before we begin the test, would you like to do a warm-up with some non-test questions?

Give the candidate the option to participate or to begin the test questions right away.

Warm-up exercise:

- Ask some simple questions to establish rapport, such as:
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- Smile and be encouraging.
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Clearly bring the warm-up to a close and state, ***'Thank you. Now we will begin the test.'***

Please note: The Warm-Up section is **not** scored but **must** be recorded to prevent malpractice and for quality assurance purposes.

S10 Discussion (L2-L5)

- Only at levels 2 – 5
- Based on a prompt put by the interlocutor.
- The interlocutor uses follow-up prompts to challenge TT.

Now, we are going to discuss something together. The question is: "Should young people be allowed to choose what they study at school themselves?" What do you think?

[Use the following arguments as appropriate to take an opposing view to that of the test taker.]

For

- Students are more motivated when studying something they like.
- Teachers find it easier to work with students who have self-selected a subject.
- It is important for students to specialize in a subject area as early as possible.
- Students work harder when they make decisions for themselves.

Against

- Taste changes. Young people could regret their decisions.
- Young people make bad decisions without understanding the demands of the workplace.
- It is important to have a broad education, whatever subjects you particularly like.
- Young people may not see the value in important subjects, such as foreign languages.

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S10 Discussion (L2-L5)

- Don't elicit – **CHALLENGE**
- Adopt position strongly
- Interrupt (3 exchanges)

Now, we are going to discuss something together. The question is: "Should young people be allowed to choose what they study at school themselves?" What do you think?

[Use the following arguments as appropriate to take an opposing view to that of the test taker.]

For

- Students are more motivated when studying something they like.
- Teachers find it easier to work with students who have self-selected a subject.
- It is important for students to specialize in a subject area as early as possible.
- Students work harder when they make decisions for themselves.

Against

- Taste changes. Young people could regret their decisions.
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- It is important to have a broad education, whatever subjects you particularly like.
- Young people may not see the value in important subjects, such as foreign languages.

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Video Sample



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S11 Picture (A1-L1)

- TT speaks about one picture.
- The interlocutor hands the picture asking the TT to describe it.
- The interlocutor uses prompts to sustain the interaction.

Now, here is a picture of some people on the beach. Please tell me what you can see and what is happening in the picture.

[Hand the picture to the test taker]



Alright? Begin now please.

[Allow the test taker to speak for about one minute.]

[If necessary, use the following prompts to sustain the discourse, pointing to the relevant part of the picture.]

- What is the weather like on the beach?
- How many people can you see in the picture?
- What are the two women doing? **[indicate women in boat]**
- Can you describe this man? **[indicate old man fishing]**
- Tell me about this boy. **[indicate boy who is drawing]**

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S11 Picture (A1-L1)

- 11A for "odd" TTs
- 11B for "even" TTs

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Now, here is a picture of some people on the beach. Please tell me what you can see and what is happening in the picture.

[Hand the picture to the test taker]



Alright? Begin now please.

[Allow the test taker to speak for about one minute.]

[If necessary, use the following prompts to sustain the discourse, pointing to the relevant part of the picture.]

- What is the weather like on the beach?
- How many people can you see in the picture?
- What are the two women doing? **[indicate women in boat]**
- Can you describe this man? **[indicate old man fishing]**
- Tell me about this boy. **[indicate boy who is drawing]**

S11 Picture (L2-L5)

- TT speaks about one picture (L2) or two related pictures (L3-L5).
- two prompts
- always put the secondary prompt (justify a preference, consider the appropriateness of one of the pictures for some imagined purpose)

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Now, here are two pictures showing different types of vacation. Please tell me what you can see in the pictures.

[Hand the pictures to the test taker]





Alright? Begin now please.

[Allow the test taker to speak for about one minute, then ask this secondary prompt]

Tell me about the advantages and disadvantages of each type of vacation?

[Retrieve the pictures]

S11 Picture (L2-L5)

- 11A for "odd" TTs
- 11B for "even" TTs

Now, here are two pictures showing different types of vacation. Please tell me what you can see in the pictures.

[Hand the pictures to the test taker]





Alright? Begin now please.

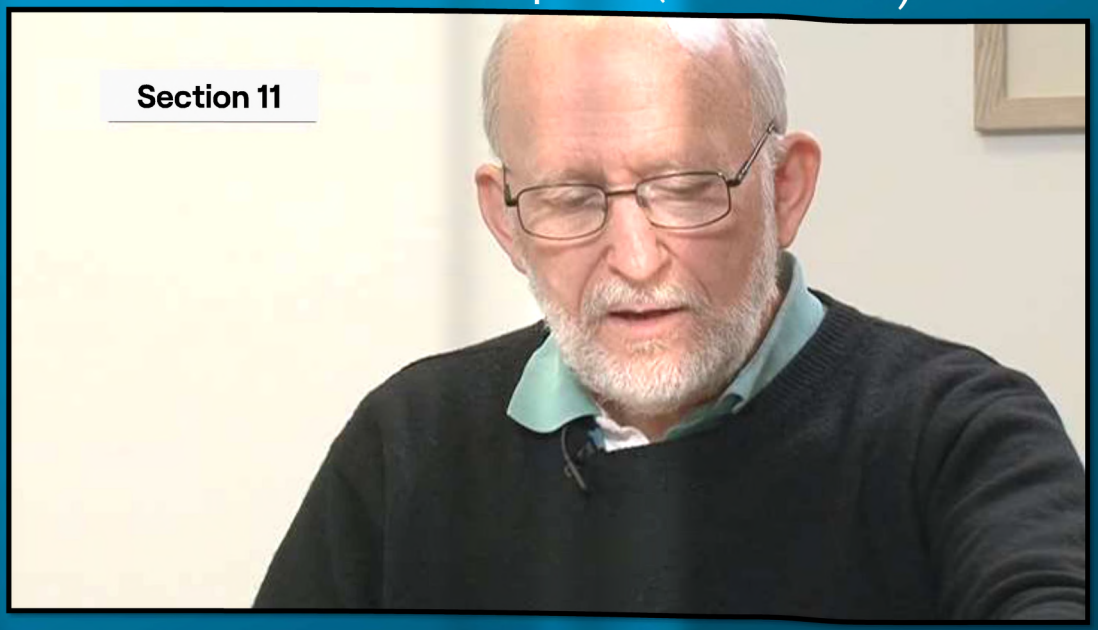
[Allow the test taker to speak for about one minute, then ask this secondary prompt]

Tell me about the advantages and disadvantages of each type of vacation?

[Retrieve the pictures]

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Video Sample (Level 3)



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S12 Role play (A1-L1)

- Role card for TT
- Given situation.
- Instructions for the interlocutor.

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Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.

[Hand the card to the test taker. Allow up to 15 seconds to study the card.]

Test taker's card

You are at the beach.
The examiner works at a shop on the beach.

- Ask what time the shop closes today
- Ask how much an ice-cream costs
- Ask for four ice-creams, for two adults and two children
- Ask to pay by card
- Thank the ticket seller

Interlocutor's script

I work in a shop on the beach. You want to buy some ice-creams. I sell ice-cream. We are at the shop now.

Alright? You start.

Hello/Good morning/Good afternoon

Suggested prompts

- It closes at half past five
- A big one is £3 and a small one is £2
- Here you are. That's £10, please
- Of course. Please put the card here.
- No, thank you. Enjoy the ice-cream!

[Retrieve the card]

Thank you. That is the end of the test.

S12 Role play (A1-L1)

- Hand the card to the TT (15 seconds!)
- Start the role-play
- Keep to the script (sequence of conversational moves)

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Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.

[Hand the card to the test taker. Allow up to 15 seconds to study the card.]

Test taker's card

You are at the beach.
The examiner works at a shop on the beach.

- Ask what time the shop closes today
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Interlocutor's script

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Alright? You start.

Hello/Good morning/Good afternoon

Suggested prompts

- It closes at half past five
- A big one is £3 and a small one is £2
- Here you are. That's £10, please
- Of course. Please put the card here.
- No, thank you. Enjoy the ice-cream!

[Retrieve the card]

Thank you. That is the end of the test.

S12 Role play (L2-L5)

- Role card for TT
- Given situation.
- Instructions for the interlocutor.

Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.

[Hand the card to the test taker. Allow up to 15 seconds to study the card]

Test taker's card

The situation: The examiner is one of your parents. You want your parent to give you money to go on a week-long vacation in a foreign country.

Your goal: You Get your parent to give you money for your vacation to a foreign country

Interlocutor's script

I am your parent. You want me to give you money for a vacation in a foreign country.

Alright? You start.

Suggested prompts

- I'm not sure I can give you the money. What will you do on the holiday?
- Will it be an educational experience?
- Can't you do something like that in your own country?
- I see. Well, if I do give you the money, what will you do in return?
- Okay, that's agreed. I'll give you the money, as long as you...

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S12 Role play (L2-L5)

- Hand the card to the TT (15 seconds!)
- Start the role-play
- Use prompts selectively, sustain interaction.

Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.

[Hand the card to the test taker. Allow up to 15 seconds to study the card]

Test taker's card

The situation: The examiner is one of your parents. You want your parent to give you money to go on a week-long vacation in a foreign country.

Your goal: You Get your parent to give you money for your vacation to a foreign country

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Suggested prompts

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- Will it be an educational experience?
- Can't you do something like that in your own country?
- I see. Well, if I do give you the money, what will you do in return?
- Okay, that's agreed. I'll give you the money, as long as you...

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S12 Role play (A1-L5)

- Shift of tone/register
- CHALLENGE or COOPERATE
- Interrupt (if necessary)
- Alternate sets (odd/even)

Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.

[Hand the card to the test taker. Allow up to 15 seconds to study the card.]

Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.

[Hand the card to the test taker. Allow up to 15 seconds to study the card]

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- Okay, that's agreed. I'll give you the money, as long as you...

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Video Sample (Level 1)



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Questions

- In section 11 level A1 oral exam you use ____ picture(s).

1

- The most important task for the interlocutor in section 10 is to ____ the test-taker

"challenge"

- In section 12 the "A" set is given to a test-taker with an ____ number

odd



Overview of Marking Criteria

- Based on the CEF
- Marking scale of 1-5



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Marking criteria

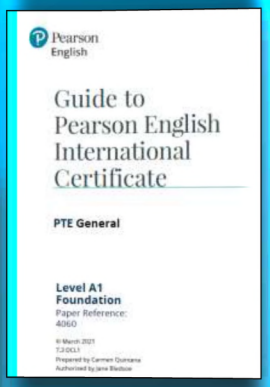
- Fluency
- Interaction
- Range
- Accuracy
- Phonological Control



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Marking Criteria Descriptors

Fluency	Can manage very short isolated, mainly pre-packaged utterances with much pausing to search for expressions, to articulate less familiar words and to repair communication
Interaction	Can ask and answer questions about personal details Can interact in a simple way, but communication is totally dependent on repetition and rephrasing by the interlocutor as well as repair by the test taker
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations
Accuracy	Shows only limited control of a few simple grammatical and lexical structures and sentence patterns in a memorized repertoire
Phonological control	Pronunciation is of a very limited repertoire of learnt words and phrases



Marking Scale

Task Engagement: No = 0

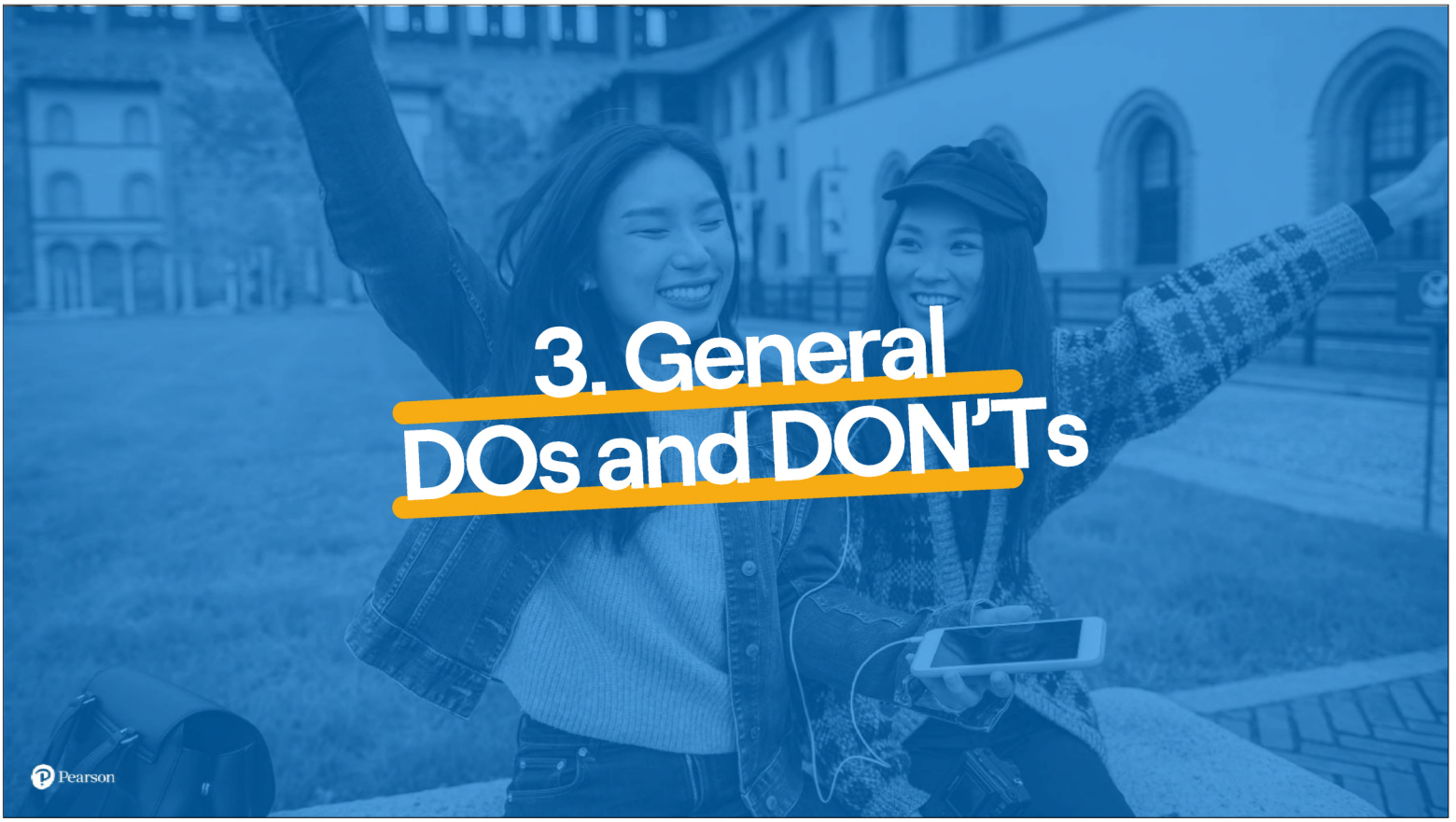
1 = below the level

2 = just at level

3 = at level

4 = almost at the level of the next CEF descriptor

5 = above level



DOs

BE prepared

- Read through the paper
- Make sure about the time limits
- Remind yourself of the marking criteria
- **Think how to deal with ''hedging'' test**-takers
- Rehearse mentally what you will say in the role play.

DO keep to the time limits

- Sufficient sample for the assessor
- Fair judgement
- Schedule.

DO keep to the script as far as possible

- Exact wording (script designed for the level)
- Discussion - exception
- Role-play – exception.

DO let the test taker do the talking as much as possible

- The less you intervene the more test taker talking time there will be.

DO use appropriate language and delivery

- Levels A1 and 1 - speak slowly and clearly in short sentences emphasizing key words
- Levels 2 and 3 - speak clearly at natural speed (as if to a stranger who may not speak your language fluently)
- Levels 4 and 5 - speak in a completely natural way.

DO backchannel

- **Acknowledge the test taker's contributions**
- Use nods and affirmative gestures
- **Use ''OK'',''Thank you''**
- Show that you are listening.

DO repeat if the test taker does not understand a prompt

- Once only. Verbatim (exactly the same wording)
- **If they still don't understand –** reformulate (make it easier)

eg.

- Level 3: In what ways is your language different from English

Is your language different from English? How?

DO maintain a relaxed posture

- Test taker does not feel rushed
- Make atmosphere neutrally friendly.

DON'Ts

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DON'T be a teacher – be an examiner

- No correcting mistakes
- No suggesting answers
- No providing vocabulary
- No finishing sentences
- **No reinforcing messages (''excellent'', ''great'').**

DON'T interrupt

- Exceptions:
- Time
- Topic
- Discussion (section 10)
- Picture (section 11)
- Role-play (section 12).

DON'T try to compensate if you overrun a section

- Every test taker should be given the same amount of time in each section.

Questions

- You should speak clearly, at natural speed (as if to a stranger who may not speak your language fluently) at Level ____.

2 and 3

- You are allowed to "go off" the script in section ____.

10, 12

- You are allowed to use language below the level **when the TT hasn't understood the prompt for the** _____ time.

second



4. Procedure for Recording and Timekeeping

Recording procedure

- **All candidates' speaking examinations must be** recorded.
- The recording must be digitally sent to Pearson
- Record in MP3 format
- **Keep a 'back-up' copy (test centre)**
- Make sure to provide good recording conditions.

Before the interview

- Prepare a digital recording device and a time-keeping device (NOTE: airplane mode, screensaver, charging)
- Get your examiner number and test centre number ready.

During the interview 1

- **Check test taker's full name and number against the** attendance register.
- Start the recording device
- State clearly into the device:
  - Centre number
  - Level being tested
  - Name and examiner number of the interlocutor
  - Full name and number of the test taker

During the interview 2

- Say: **''Good morning/afternoon. My name is.....''**
- Ask: **''Can you tell me your name please?''**
- Timing begins now
- Begin with Warm-up (optional) and proceed to Section 10 or 11.

During the interview 3

- Continue the exam – stick to the correct timing
- DO NOT stop the recording at any time
- When you finish, state: **''Thank you. That's the end of the test.''**
- Stop the recording device
- The test taker may leave the room.

After the interview 1

- Label the recorded file in the correct format:

54321_June2023_4062_0225_976383

CENTRE NUMBER

TEST DATE

TEST LEVEL

4060 = Level A1
4061 = Level 1
4062 = Level 2
4063 = Level 3
4064 = Level 4
4065 = Level 5

TEST TAKER'S NUMBER

INTERLOCUTOR'S NUMBER

Questions

- The accepted file format for the recordings is ____.

mp3

- When can you stop the recording during the exam? _____

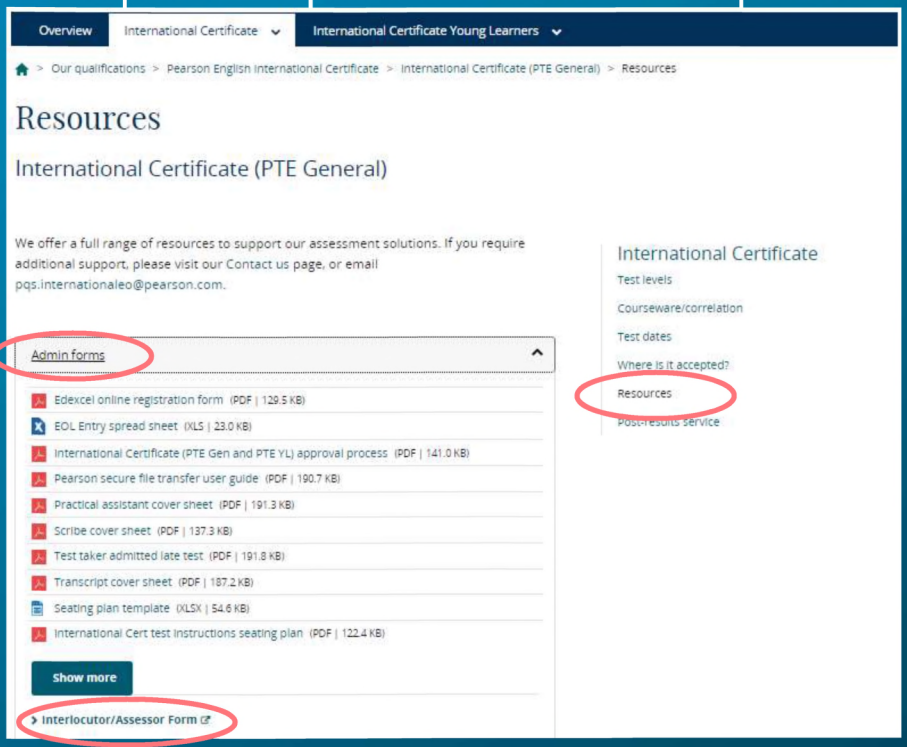
Never

- At the beginning of the test you state clearly centre **number, interlocutor's name and number, TT's name** and number, and the _____.

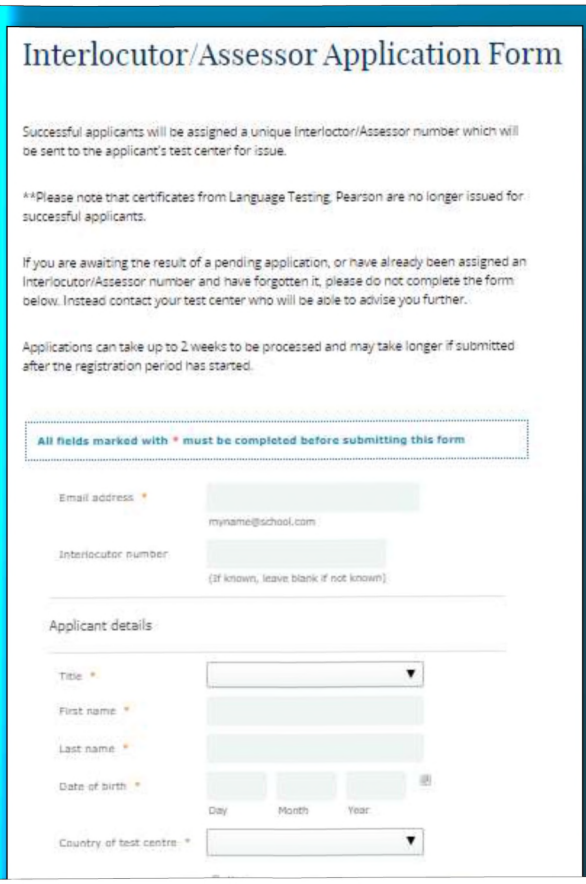
level



https://qualifications.pearson.com



Application Form



Interlocutor Training

Training resources

Interlocutor training

- Oral Exam Guidance v2.1 (PDF | 182.3 KB)
- The Role of the Interlocutor v2.0 (PDF | 119.5 KB)

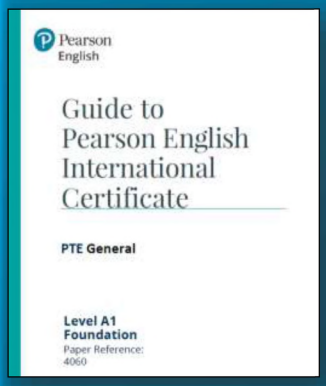
› View our International Certificate Interlocutor Training video

- Interlocutor Training Module 1 (April 2021) (16:31 mins)
- Interlocutor Training Module 2 (April 2021) (31:35 mins)
- Interlocutor Training Module 3 (April 2021) (43:30 mins)

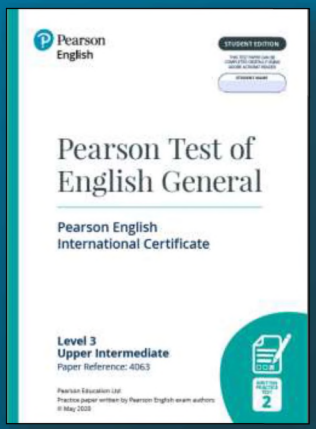
Test specification

https://qualifications.pearson.com

Guides to PTE General: The Guides to PTE General provide an overview of the test at each level.



Practice Tests: Three practice tests at most levels with audio, transcripts and answer keys are available to download for free.



Test Centre Handbook: The Test Centre Handbook guides test centres through the process of registering for and administering the test.



petryk.kamil@gmail.com

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Thank you

For further details
please contact:
malgorzata.rozpara@pearson.com