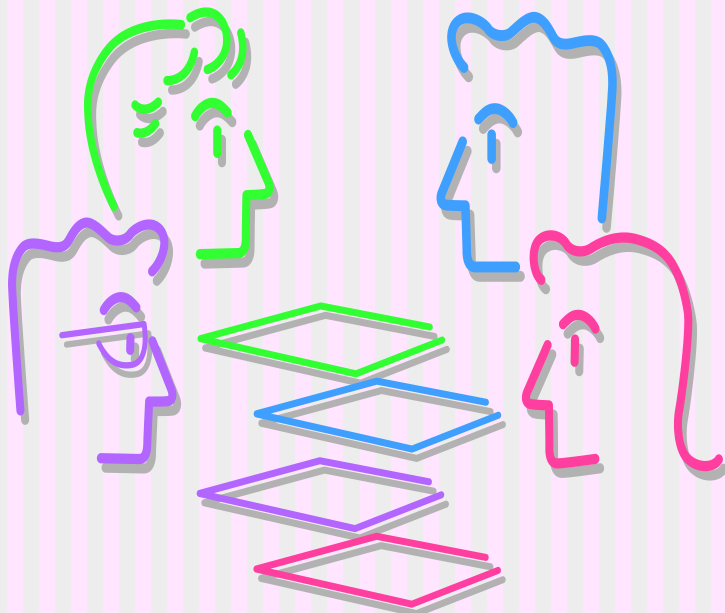


Applying “Understandability” to EFL evaluation:

Toward a communication-oriented
and student-centered assessment

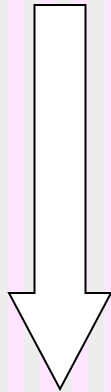


Kansai University of
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1. Outline

Understandability



Audience analysis



Peer-assessment

2. Understandability

■ Definition

A scale to indicate how well a speaker's intention is construed by the audience.

■ Feature

Highly understandable utterance requires that **the speaker** and **the audience** share

{ the **linguistic knowledge**
and
the **background information**

2 (1) Linguistic knowledge

1) He is a chatterbox.

2) *He talk a lot. →See p.3.

■ A good speaker

- knows the audience's linguistic ability
- adjusts the way of speech to the audience

2 (2) Background information

3) I went to Kochi this summer.

→ "How was your grandma?"

→ "Who was your coordinator?"

→ "What is Kochi?"

■ A good speaker

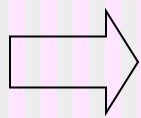
{ knows the audience's background

{ determines the amount of information to give

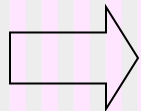
2. Understandability

An indicator of communication between

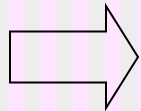
{ the **speaker**
and
the **audience**



How can we apply the notion of understandability into practice?



Audience analysis



Peer-evaluation

3. Peer-assessment

■ Advantage

Cooperative learning

Critical ability

Confidence

Independence

Ownership

Motivation

Autonomous learning

Transferable skills

■ Fear

Unreliable

Demanding of students

Time consuming

Criteria setting

Over marking

A lack of differentiation

Noisiest gets the highest

Piggy back

(Brown
1998)

3 (1) Purpose and Procedure

- Formative

 - (to help students improve the understandability of their speech)

- Seven 5-minute-speeches
(every other week)

- 5-level-scale (⇒ See p.5)

- Notes on the contents of the speech

3 (2) Findings

(a) Linguistic knowledge

- Yugo's case ⇒ See p.4.
- Taka's case

(b) Background information

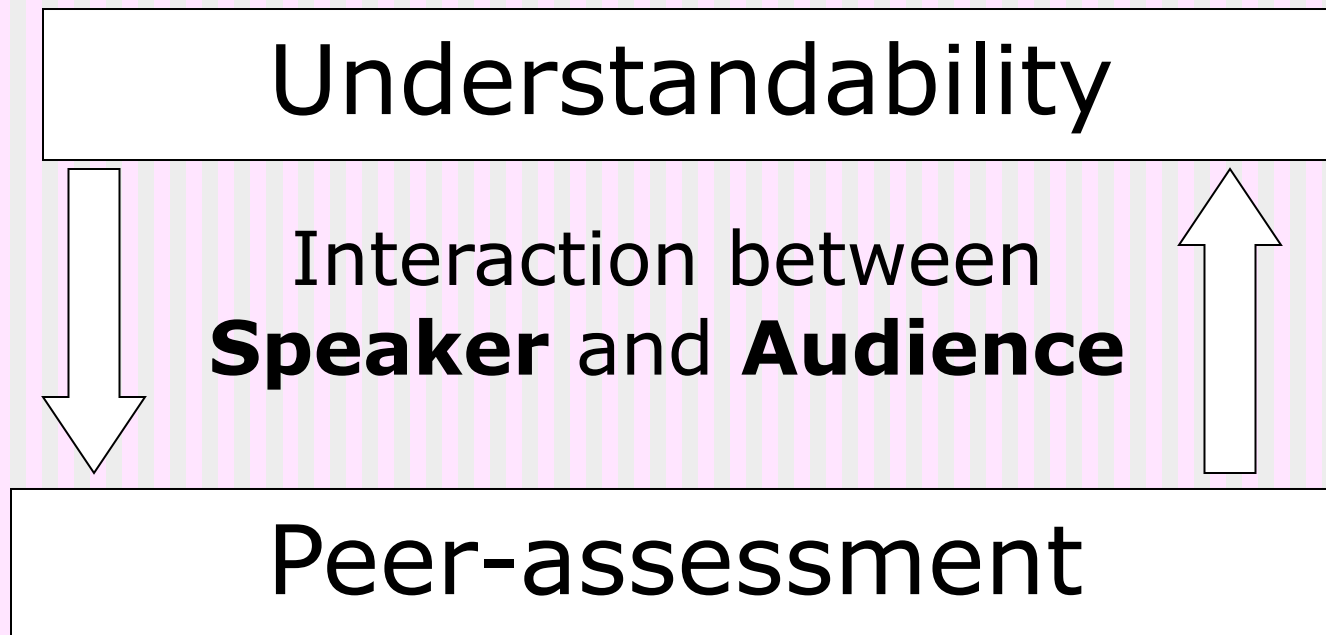
- Junya's case
- Hiroki's case

A good speaker must know the audience.

3 (3) Limitations

- Helping each other?
(Over marking)
- Interference errors
 - “What kind of arbeit do you do?”
 - “May I have your sign, sir?”
- Reliability

4. Conclusion



- ⇒ Communication-oriented and
 - ⇒ Student-centered
- English learning / teaching

Thank you for your attention.
Please turn in
the evaluation sheet.

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