



News of Science and Education

Sheffield
SCIENCE AND EDUCATION LTD
2015

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Date signed for printing, 29.12.2015
Publisher: Science and education LTD
Registered Number: 08878342

OFFICE 1, VELOCITY TOWER, 10 ST. MARY'S GATE, SHEFFIELD, S YORKSHIRE, ENGLAND, S1 4LR

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with communicative tasks in situations, which are close to the real, creatively to use of language tools to convey information.

Checking oral competence by using test-interview involves two interrelated processes – obtaining a representative sample of the speech of a test-taker and evaluation of this sample.

The test-interview is a conversation that takes place entirely in Russian, and can last from 10 to 30 minutes, depending on the level of a test-taker. The purpose of the conversation is to get a sample of speech, on the basis of which it is possible to assess the communicative competence of a test-taker. The conversation can be recorded on a tape recorder and then is evaluated.

Typically the procedure of such test is strictly standardized, and skill of the teacher who conducts a test is the ability to build a conversation so that it does not turn into an interrogation, that a test-taker feels at ease and easy to engage in conversation. To do this, the teacher should play the role of an interested interlocutor who doesn't interrupt and correct, teach, help, repeat a test-taker. Questions for an interview should be clearly stated. The teacher must encourage a test-taker by observations of the type: Very interesting! True? Really? Can't you tell me more? And then what happened? Etc.

The content of the test-interview depends on the answers of a test-taker, it is necessary to take into account not only the linguistic level, but also topics that may be of interest to a student. For example, if a test-taker is interested in sports, it is better to talk on the sports theme. Therefore, for a test-interview materials are prepared on a variety of topics: work, study, business, entertainment, music, etc. The logical sequence and natural conversations are based on the ability of the teacher to extract themes for discussions from answers of a test-taker.

The structure of a test-interview is usually divided into four mandatory phrases: introductory, setting, checking and conclusion. It is necessary to provide correlation of estimations and the stability of a test.

In the introductory phrase the teacher who conducts a test-interview, meets with a test-taker, communicates with the greetings and asks him/ her simple, routine questions to make a preliminary impression of the level of his/ her language training, as well as to provide a test-taker the opportunity to get used to this situation. Then a test-taker is asked a series of questions to establish the «floor», that is the level at which he/she communicates easily. When the examiner is satisfied that the «floor» is in the limit of his/her speech competence. Such tasks can lead to the «disintegration» – a test-taker begins to falter, makes more mistakes, gestures, and refuses to answer, and so on.

During the interview, questions directed at the definition of «floor» are usually alternated with questions, aimed at establishing a «ceiling». This alternation is repeated as long as a clear view of the lower and upper limits of communicative skills of a test-taker isn't created. After establishing the «floor» and «ceiling» a test-taker is offered the role task of an appropriate difficulty. For example, at the average level of communicative competence it can play a situation in the clinic (in the store, in the dean's office, etc.).

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ASSESSMENT OF THE COMMUNICATIVE COMPETENCE OF FOREIGN STUDENTS IN THE RESULT OF TESTING

In the article is discussed the question about the role of the entrance test to determine the level of language proficiency of foreign students and the factors that most contribute to the success in mastering the language.

In teaching Russian as a foreign language testing is used for a long time. Tests are used to meet the requirements of the language, to enroll in Higher Education Institutions, the distribution of students in groups, to clarify the courses of particular groups of students, to test the results of training, to enroll in postgraduate school, etc.

Mastering Russian as a foreign language, pupils should acquire practical language skills. In connection with this testing helps to identify the level of communicative competence, which is especially important in an advanced stage of language learning, as it is at this stage the teacher has to deal with students who have studied Russian in different groups or in different institutions, the level of language training is different.

The methods of teaching languages has long being used a pragmatic testing, developed by American scientists. One of the features that distinguish a pragmatic approach to testing, has been the central role of the ability to make creative use of language tools to communicate in Russian in various sociocultural contexts (rather than the ability to produce specific elements of the language).

Traditional discrete tests, the role of which doesn't beg in no way, evaluate the degree of possession of the individual components of speech – phonetics, grammar, vocabulary, have no predictive validity, that is obtained with their help data do not predict will a test-taker use of language means in communication purposes. Such tests do not allow to relate the language assessment, obtained in different institutions where teaching is conducted under different programs with a focus on the different requirements and approaches. All this has made it necessary to develop communicative competence tests, pragmatic tests, one of which is a test interview. Test interview is qualitatively different from other tests in that it does not focus on any program, the assessment does not take into account any conditions or duration of training or previous assessment of test-takers. The purpose of the test is to assess the ability actively to deal

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If a student is proficient in the language at the professional level it is offered more complicated situations that require detailed explanations and the abilities to convince or persuade the interlocutor. Game situations reveal the knowledge of the linguistic resources that are not always easy to check in question-answer form. These include, primarily, socio-linguistic and pragmatic skills.

In the conclusion part of the interview it is advisable to ask a number of questions at the «floor» to complete a test in a positive tone and to give an opportunity a test-taker to feel confidence in his/her ability to use language. Next, a test-taker is given an estimation, corresponding to a certain level that most accurately reflects his/her speech skills. The scale on which is derived estimation, is known in the methodology of language teaching for a long time (the system ASPIYA) and is a form of an inverted pyramid in which each level includes all the previous ones.

On ASPIYA system the assessment is given with the following criteria: the context, in which a test-taker may use the language, the content of which he/she could speak, the correctness with which he/she performs communicative tasks, and the text that he/she makes. Also the tasks and functions that a test-taker can perform, are taken into account.

For example, based on the goals of communication, at the beginner level a test-taker can describe his/her room, listing the items contained in it, in an advanced stage of learning the Russian language he/she can lead discussions on abstract topics, arguing his/her point of view. Contexts, in which the discussion is conducted, vary in degree of difficulty and determine the choice of speech means.

The simplest contexts are characterized by excessive linguistic and extra-linguistic information that allows the speaker to solve the communicative problems, based on the limited memorized material, more complex contexts require flexibility in the use of language means.

In assessing communicative competence is taken into account and correctness of a speech of a tester: compliance with phonetic, lexical, morphological, syntactic, sociolinguistic and pragmatic norms of the Russian language. And sociolinguistic norms and pragmatic skills play an important role.

Basing on the description of the levels, presented in the system ASPIYA, the department prepares interview tests in accordance with the goals and objectives of the testing. When working with foreign students, studying Russian language, a test-interview is used to assess the communicative competence of students of the second year of study. This is primarily an introductory testing, which will allow to provide the most appropriate group formation, to make adjustments to the curriculum. Repeated testing makes it possible not only to determine the degree of communicative skills, but also to obtain information that will allow later to answer the question: what factors in language training of students most contribute to the success in mastering the language.