METHODS FOR THE FORMATION OF STUDENTS' SPEAKING SKILLS ON THE BASIS OF CEFR CRITERIA

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ABSTRACT

Speaking tests based on the CEFR may examine spoken interaction tasks like reserving a hotel as well as spoken production tasks like presentations. The use of more formalized speaking examinations or teacher evaluations of in-class communicative language activities can be used as assessment methods. The regular speaking exams are the main topic of this section. provides a broad summary of the problems with testing second or foreign-language proficiency.

KEYWORDS: Speaking, signing, and writing are all included in the production process.

INTRODUCTION

A "long turn" is what is used to describe oral production; it could be a brief description or tale or it could be a lengthier, more formal presentation. In many academic and professional disciplines, productive activities play a significant role (for instance, oral presentations, written studies, and reports - which may be sent in sign language) and are given particular social importance. Decisions are made about the linguistic quality of any written submissions or signed videos, as well as the fluency and clarity of real-time expression, particularly when addressing an audience. Ability in this more formal production is a result of literacy learned through school and experience rather than something that comes naturally. It entails becoming familiar with the norms and expectations of the relevant genre. To raise the quality of both informal and formal manufacturing, production techniques are used. Although "planning" is more frequently linked with formal genres, "monitoring and compensating" for lexical or terminological deficiencies are also semi-automated processes in the generation of natural language.

Production activities

Oral production

The categories for verbal generation are sorted out in terms of three macro-functions (interpersonal, value-based, evaluative), with two more particular sorts: "Addressing audiences" and "Public announcements". "Sustained

monolog: depicting experience" centers basically on portrayals and stories whereas "Sustained monolog: putting a case (e.g. in a debate)" depicts the capacity to maintain a contention, which can be made in a long turn within the setting of normal conversation and talk. "Sustained monolog: giving information" could be an unused 2018 scale, created by exchanging certain descriptors from the scale for "Information exchange" that inferred monolog instead of discourse.

Role Plays/Create Dialogues

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Role plays or encouraging students to construct a dialogue are two practical and efficient ways to get students speaking in a natural situation and are used in many language schools. For example, if I teach a class on illnesses and injuries, I can encourage the students to role-play a scene from a doctor's office using the language from the lesson. Make sure instructions and expectations are crystal clear for all students, but especially for lower-level ESL students. For instance, "Each student needs to talk five times and use a minimum of three vocabulary words." alternatively, "The customer must order a drink, a meal and a dessert." For students like them, we may make this a genuinely enjoyable experience by bringing in props or realia.

Information gap

Students are expected to work in pairs on this project. One student will know information that the other student in the partnership does not, and the partners will exchange information. Activities that fill in information gaps have a variety of uses, including information gathering and problem solving. Additionally, each partner is crucial to the task's success since without their cooperation, the other partners will not be able to finish it. Everyone has the chance to converse extensively in the target language during these events, which makes them effective.

Interviews

Students have the option of interviewing numerous people about particular themes. While it is a good idea for the teacher to give students a rubric so they are aware of the kinds of questions they can ask and the general direction to go, students can also prepare their own interview questions. Students have the opportunity to practice their public speaking skills outside of the classroom by conducting interviews with real individuals, which also helps them socialize. Each student has the opportunity to present their research to the class after interviews. Additionally, students can conduct interviews with one another and "introduce" their partners to the class.

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