

Criteria for university students' intercourse assessment

The most striking assumption made by scholars is that teaching oral intercourse should begin with dialogue though it is unpredictable because of being formed in the process of communication and not planned beforehand. Dialogical speech can also be characterized as changing the roles of a listener and a speaker by turns, where the utterances are connected consistently and successively. But while teaching oral intercourse we should be aware of our students' progress.

The goal of this paper is to try and determine the criteria for students' intercourse assessment. To evaluate the skills of intercourse a teacher offers two students to think over and then to act out a dialogue. Each student gets a mark according to some definite scale.

Evaluated are the following skills: 1) to demonstrate the proper level of knowledge of the topic, to stick to the topic; 2) to act out the dialogue according to the suggested situation and the communicative task; 3) to know and use the dialogic units to stimulate the talk, to keep and finish it; 4) to be able to give reasons, to be understood, be a convincing interlocutor, to understand the possibility of different points of view; 5) to follow the rules of intercourse (not to interrupt the interlocutor, to encourage him to express his point of view, to listen to him attentively, to be able to express disagreement without hurting the interlocutor, etc.); 6) to stick to the language rules (grammar, lexical, stylistic) of modern English.

It is important to know objective and adequate criteria of intercourse assessment for a teacher to successfully monitor the process of its formation. The intercourse skills assessment has four levels. Each level is differentiated depending on such criteria as the content of the dialogue, language competence and following the rules of communication.