



### Instructions Oral Interview

#### **Role of Assessor:**

1. The main role of the Assessor is that of a sympathetic listener.
2. The tone, manner and body language of the Assessor should be relaxed, encouraging and pleasant. Care should be taken to make the candidates feel at ease.
3. Students must not be discouraged from making a fresh start in case they are unable to do so at the first attempt.
4. The Assessor needs to be flexible, sympathetic and reassuring in her/his demeanour.
5. The Assessor should also be a proficient user of the language in order to conduct the speaking test successfully. He/She should be specially skilled in Elicitation techniques. For e.g. Yes/No questions should generally be avoided except at very low levels.
6. Alternatively questions such as... Explain how/Why...Tell me what you think of.... are more conducive to making the students talk.
7. Ideally, the Assessor should award marks immediately after the interview has finished. If necessary, notes can be made discreetly to be recorded later in the scoring so that it does not make the candidates unduly tense and self-conscious.

#### **Parts of the Oral Interview:**

The OI is basically divided into four sections:

1. **Ice breaker:** Simple warm up questions based on the candidates' names, place of residence, leisure preferences etc are asked.
2. **Mini Presentation:** students present a topic they have prepared. This can be based on a novel, story, film or any other suitable content. It is of their free choice. At this point the students are encouraged to speak at length without interruption.
3. **Interaction:** the Assessor asks a few questions related to the topic the student has presented and then moves on to other questions selected from the Oral Interview cards that cover the Minimum Contents the students should be able to handle.
4. **Closing:** In case a student has not been able to speak at length due to nervousness, the dominance of another candidate or any other factor, then, the Assessor may use the closing to give a fresh opportunity to that student. Otherwise, it is a chance to thank the students and wish them all the best.

#### **Children:**

1. Call them in pairs or groups of three: make sure you identify exactly who's who so that you give them the right mark when the interview is finished.
2. Give them the mark right after they leave so that you don't forget.
3. Ask name, age and any other ice-breaker questions that might help put the kids at ease.
4. Use the oral cards to ask questions suitable to the contents they know. Of course, you are free to ask other questions (the ones in the cards are meant as a guideline), but check the Minimum Contents to make sure you are not using language above their level.

#### **Adolescents/Adults & Preadol:**

1. Up to Adol 3 and Preadol 4, you can call them in pairs. Other levels should be tested individually.
2. The contents for Adol 1 – 4 and Preadol 1 – 4 are the same, only the age and therefore maturity are different, so don't expect the same level of fluency and / or complexity in students' answers.



3. Start the interview with any ice-breaker questions you think appropriate.
4. Ask them if they have read a story, novel or prepared a special topic and make them talk about that first.
5. Move on to the questions in the oral interview cards to cover other contents they may not have used. You can use some of the pictures, if you wish, especially for the higher levels (adol 5, 6, 7)
6. The oral interview cards are exhaustive. Of course, you cannot possibly ask all the questions, so choose the ones that seem more relevant, or link more coherently with what the student has been talking about.
7. Please, read the cards and the Minimum Contents before the exam so that you know where you're standing.

**In all cases:**

- Remember that the interview is meant for the students to show what they have learnt and how much they have studied, so make it last a REASONABLE AMOUNT OF TIME (I count on your common sense. This means neither 3 nor 20 minutes, but whatever is necessary for them to demonstrate what they know. They shouldn't leave the interview with the feeling of "I studied so much and they didn't ask me practically anything", PLEASE!!!!)
- Especially at lower levels, remember to tone down your language so that the students don't feel intimidated. Remember Krashen's I+1 only!!!!

Any doubts or questions, please contact me at [infopaelv@gmail.com](mailto:infopaelv@gmail.com)

Silvia Stagnaro  
Directora Académica