

## INTRODUCTION TO THE LANGUAGE TEACHER

This book is meant to be a supplementary volume to *Preparation for Theolinguia – Level B2*, and provides practice for the four types of written exam tasks of the same ESP (English for Specific Purposes) language exam. It contains seven complex mock exams with keys to the reading comprehension tasks and sample solutions to the mediation and summarizing, as well as to the letter writing tasks. To do the tasks the language learners are permitted to use their dictionaries.

In the appendix, there is a short summary of a few guidelines on what to pay attention to when writing formal and informal letters. There is also a short part on the common and acceptable ways of how to address clericals of different ranks in a formal way.

The scores that can be earned in each type of task do not necessarily follow the real situation exam task scores, since exam results are normally given in a percent based system too, and in fact this latter system is the final framework of assessment in all types of language exams.

The level of the tasks is primarily B2 but the book can also be used effectively if the candidate is preparing for a C1 level language exam. This is especially true in the case of the mediation and letter-writing tasks, where the length of the sample texts usually reaches the recommended maximum limit or even exceeds the required standard; this latter way can be clearly seen with the length of the sample letters, where the aim of the longer texts is to present and teach the language learners more varied vocabulary, more complex language structures and a wider range of stylistic features. As far as text length is concerned, in a real exam situation the recommended way is obviously to keep to the predefined parameters.

With the reading comprehension tasks, the candidates can score twenty points. Some of the questions focus on global understanding, whereas others on minor details. Sometimes the number of points to be scored quite obviously corresponds to the number of items which is required in the question. However, there are questions where the expected number of items to be given does not equal the number of scores that can be earned with the correct answer. In such cases the assessment criteria can be set by an experienced language teacher who provides guidance during the learning process. For example, if there is a question which is worth one point for three correct items, the teacher can give one point if all the three items are given concisely and half a point for two correct items; but in a more

advanced phase of the learning process, it is also possible that the learner can earn no half, only whole points.

With the assessment of summarizing tasks when the language learner is to transfer an English text into a shorter form in Hungarian, the major assessment criteria should be both a global and a detail understanding of the text, that is the concise mediation of the main ideas in the original text. The third measurement aspect focuses on whether the learner can summarize the text along the given guidelines, following the original order of those guidelines, preserving the style of the English text, which is usually an article, and maintaining cohesion all throughout the text. Keeping to this chain of ideas, the three criteria used in this type of task are called '*global understanding*', '*detail understanding*' as well as '*content and style*', with each assessment concept worth five points.

The other way of mediation in this bilingual language exam requires learners to transfer a text from Hungarian to English. This type of task tests the candidates' writing skills in the target language, so the basic assessment criteria should be based on the following aspects: first of all, the content and message of the original Hungarian text have to be mediated in English in a clear and understandable way, following the given content guidelines and using suitable and theme appropriate vocabulary. Secondly, the target language text has to correspond to the given level of the CEFR (Common European Framework of Reference for Languages) system grammatically. Thirdly, the scoring should include the aspect of style, that is the use of proper register, correct collocations and suitable sentence phrasing. The text should also make an appropriate overall impression on the reader. Accordingly, the labels for assessment have been given as '*content and vocabulary*', '*grammar accuracy*' and '*style*', with each component worth five points.

The letter writing tasks test the same productive skills as the previous task type, therefore – for the evaluation - the same measurement criteria and scoring system can be used as with that one.

Most of the addresses and names of institutions used in these tasks are fictitious. If they are real nonetheless, they have been preserved unchanged to provide only some cultural background information; the content of the letter in such cases has nothing to do with real circumstances or events.