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**Міністерство освіти і науки України Закарпатський угорський інститут ім. Ференца
Ракоці II Кафедра Філології**

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ІНОЗЕМНИХ МОВ: З ДОСВІДУ УЧАСНИКІВ**

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**THE CHARACTERISTICS AND COMPARISON OF INTERNATIONAL
LANGUAGE EXAMS: EXPERIENCE OF EXAMINEES**

Bachelor's Thesis

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INTRODUCTION

Nowadays – also due to national diversity – demand is growing for the labours of those individuals who speak more languages than average. Through the decrease of proficiency and quality, language ability formulated in curriculum vitae can no longer be accepted, it is necessary to be verified. For that reason, numerous undertakings, organizations, corporations and other offices represents language certification as a basic criterion. Due to reduction of quality, universities have also accepted the trend of not giving diploma for students without acquiring a second language.

From pedagogical point of view, it is motivating and reinforcing for the learner to state where they endure in the process of language acquiring after several years of studying. Language assessment helps to set and reach further goals.

Accordingly, several internationally accepted language examinations have set their objectives of reflecting real language proficiency by language tests compiled by them. The significance of this work lies in the fact, that it investigates five internationally accepted language examinations (Cambridge, IELTS, ECL, TELC, TOEFL). Each examination assesses language level distinctly by emphasizing different language skills, however, they measure language ability according to a common standard: The Common European Framework of Reference for Languages (CEFR). It describes language ability on a six-point scale, from A1 beginners to C2 proficiency. In this thesis, levels from A1 to B2 were examined.

The *subject matter* of this study is the investigation of the constructions, methods and sample tests of five internationally accepted language examinations.

The *object matter* of this paper is that language examinations and sample tests with the help of which examinees might reach or get closer to their objectives (applying BSc and MSc degrees, attendance in tertiary education, job applications, appliances, self-justification).

The *purpose of this paper* is to show the benefit of language certificates by the results of the objectives of the participants they have already achieved. It gives a picture about the experience of examinees of the examination from the preparation time to the utilization of the certificate.

The *theoretical value* of this study lies in the fact that it collects information about the concept of language examination and its significance, it compares five language examinations, their identities and differences, their peculiarities by specifying them into different language levels. The availability of language examination centres of these five examinations in Ukraine are included either.

The *practical value* of this paper is that it gives a detailed overview of the construction of each examination: it shows sample tests of language levels (A1 to B2) and skills (reading, writing,

listening, speaking). The benefit of each types of the examinations, the preparation time, the process of preparation and some learning strategies are formulated in this thesis either.

The first part of the study was compiled with the method of analysis of literary sources. In both parts the methods of comparison were used in order to show the difference between the five language examinations. Classification was applied to define the levels constructed by CEFR and the construction of levels of each language examination. Systematization and generalization were also used in these parts. The experimental research was carried out with interviews.

A large and growing body of literature has been investigated on the given topic. Brown, Davies A., Harmer, Heitzmann, Husman, Schunk and Zimmerman, Tóth [1, 32, 33, 56, 57, 58, 81, 82, 83, 95] determined the concept and usefulness of language examinations. They determined the significance of them in our modern society, how they applied in the spheres of economy, politics, education and society. From the official websites of the five language examinations [11, 40, 54, 86, 89] the construction of the examinations, level description, description and representation of sample tests and exercises, preparation materials and available language examination centres were summarised.

The paper consists of an introduction, three parts, a conclusion, a summary in English and Ukrainian and an appendix. The first part deals with the theoretical part of language examination, it enumerates the five internationally accepted examinations, shows their peculiarities, differentiation and identification. It also reports the construction of the examinations, level and skill description and the availability of language examination centres in Ukraine. The second part gives some theoretical knowledge about the construction of the five language examinations. It includes a detailed description of the process of the examination, of all the levels and skills, moreover, it contains sample exercises. The third part contains the experimental research and discusses the process, time and methods of preparation, learning strategies, learning materials and experiences of examinees.

Based on the results of this paper, it can be stated that taking a successful language examination depends on several issues. Factors, as choosing the right examination type, the language level of the candidate, the previous studies of the examinee, the method and process of preparation (with or without a tutor and time), choosing individual learning strategy and the age of the examinee and their objective with the language certificate are all influencing the preparation and success. Each examinee has unique path to success, through which obstacles will appear, however individual preparation, setting of objectives and intrinsic and extrinsic motivation are helpful tools to overcome with them.

PART 1

LANGUAGE EXAMINATIONS

Records have reached in the trials of life shows the point where we are. It is the same with language tests. "In the context of language teaching and learning, 'assessment' refers to the act of collecting information and making judgments about a language learner's knowledge of a language and ability to use it" [99].

A well-prepared, professional language examination gives a correct picture of one's language ability. Its usefulness lies in the fact that many universities or higher educational systems, organizations and employees require language certificates. Those people who possess such a certificate are more likely to get the job or the admission to university.

The first part gives the brief definition of language examinations and the importance of them. Five assessment tools, accepted at European level, are shown in the first part. It contains the development, differences and difficulties of language levels, prices and some language examination centres in Ukraine in which tests can be taken.

1.1 Definition of Language Examinations

"Students are often assessed and tested to see how well they have done, how well they are doing or how well they perform in standard examinations" [57]. According to this quotation, language examinations are crucial part of education, as one of the basic forms of assessment. Their functions are to measure proficiency without language course and the achievements of pupils they have already reached in a specific area. Measuring specific goals divides into formative and summative assessment. Language examinations are text formed summative assessment tools, which measure what pupils' language ability at a certain time (for example, end of year or course). Further researchers defined language examinations in a similar way: "language testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively" [14].

There are several reasons for taking a language examination. In most countries, students are expected to show a second language certificate if they want to go on studying in higher education. Many businesses and government institutions require effective communication ability in English and those employees who have this ability are more appreciated. On the other hand, many people choose to take an examination from personal reasons, as a means of evaluating their own achievement or referring to other mistakes.

From another point of view, “the purpose of a language test is to determine a person’s knowledge and/or ability in the language and to discriminate that person’s ability from that of others. Such ability may be of different kinds, achievement, proficiency or aptitude” [32]. Each different parts of these tests measures language competence. The four language skills – listening, reading, speaking and writing – are perfectly assessed by these tools. Language abilities are elicited by those specified tests that language examinations include [32].

1.2 Types of Language Examinations

Many educational systems have already created their own language examination centres, as Cambridge English, European Consortium for the Certificate of Attainment in modern languages (ECL), International English Language Testing System (IELTS), The European Language Certificates (TELC) and Test of English as a Foreign Language (TOEFL). However, all of them differ in terms of the competences measured, in evaluation as well as in concept in which they are administered. The lists of opportunities provide availability for everyone who needs to take a language examination.

The construction and levels of such language examinations are defined by the Common European Framework (CEFR). It is a system which provides “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” [31]. It standardizes the levels of language examinations in different regions [29]. If the examination fits to the rules it means that the results are standardized and reliable, objective and valid [78].

As it had already been mentioned, the binding force of all international language examinations is the Common European Framework of Reference for Languages. It was created by the Council of Europe in order to standardize the levels of examinations in different regions. The most important and internationally accepted exams are all based on CEFR levels.

Six levels of knowledge are determined by organization’s construction: A1, A2, B1, B2, C1, C2. A description of levels is presented in (Table 1.2.1) [29].

Table 1.2.1 Description of language ability levels

Level of knowledge	Description
C2 (Mastery)	Capacity to deal with material which is academic. Understand everything that is heard or read. Expression in spontaneous way, fluently and precisely, ability of differentiating shades of meaning.
C1 (Effective Operational Proficiency)	Capacity to deal with unfamiliar topics. Appropriacy and sensitivity appears. Understand wide range of demanding texts and understands implicit meaning. Expression without searching for words. Ability to produce clear, detailed text on complex subject.

B2 (Vantage)	Ability to express oneself on a range of topics. Achievement of goals. Understands both concrete and abstract topics. Fluency and spontaneity are involved in one's speech even when interacting with native speaker. Ability to describe likes and dislikes, opinion, experience and one's own viewpoint on a specific topic.
B1 (Threshold)	Ability to deal with most situations. Expresses one background, immediate matters and environment by simple or basic expressions. Understand the main points connected to the topics of work, school, leisure time, family. Able to react in immediate situations.
A2 (Waystage)	Ability to express oneself in familiar topics (e.g. basic family and personal information, shopping). Communicate in simple and routine tasks requiring a simple exchange of information.
A1 (Breakthrough)	Basic ability of writing, reading and speaking in the target language. Understand and use familiar everyday expressions, basic words and phrases. Answer the questions and express him/herself in a basic level. Understand the speech of another person if he/she speaks slowly.

1.1.1 Cambridge English Language Examination

Cambridge English or ESOL is one of the non-teaching departments of the University of Cambridge. It contributed to the development of the Common European Framework of Reference for Languages (CEFR) and geared its tests and levels of language availability to the rules and construction of CEFR [54, 78]. The Cambridge English Language Examination consists of the following levels of tests: Cambridge Proficiency English (CPE), Cambridge Advanced English (CAE), First Certificate of English (FCE), Preliminary English Test (PET) and Key English Test (KET) [12].

The following table (Table 1.1.1) provides us a review about the tests. It includes the levels of the language examinations, whom is the test recommended for, the number of subdivisions into sections according to the language skills, evaluation, the price of the examinations and their appointments. The examinations spread from intermediate level (B2) to elementary (A2) levels of knowledge. All examinations can be taken by both paper-based and computer-based formats and each of them contains reading, writing, listening and speaking tasks. The advanced level examinations, however, supplemented by interviews with another candidate and composition. Elementary and upper intermediate level examinations count for language skills equally (25%) of the mark, although, advanced level examinations count for reading and use of English parts 40% of the mark, writing, listening and speaking sections count for 20% of the marks. The table shows us that an A grade from Preliminary examination or a First Certificate Examination is required for students who wants to be involved in higher education or entry for jobs connected to their profession [2, 4, 6, 52, 53, 54, 11].

Table 1.1.1 Review of Cambridge Language examination tests

Name:	First (FCE)	Preliminary (PET)	Key (KET)
Difficulty level	Upper intermediate (B2)	Low intermediate (B1)	Elementary (A2)
Who is it for?	For people who can understand both concrete and abstract topics of a text; interaction fluently and spontaneously	For people who communicate in the target language, understand most situation and can produce simple texts	For people who have reached the basic level of reading, writing, speaking and listening
Sections	4	3	3
Reading	With use of English, 75 minutes	With writing 90 minutes	With writing; 70 minutes, 56 questions
Speaking	Usually an interview with another candidate, 14 minutes	Usually interview, 10 minutes	8-10 minutes
Writing	Usually 2 essays, 80 minutes	With reading	With reading
Composition	-	-	-
Use of English	It is included in the reading part	-	-
Listening	40 minutes	30 minutes	25 minutes
Interview	-	-	-
Score	A, B, C for pass D, E, U for fail; A is accepted for entry to some universities	Pass (B1) Pass with merit (B1) Narrow fail (A2) Fail	25% for each language skills; Pass with distinction (B1), Pass with merit (A2), Pass (A1) If not passed: A1 certificate
Level	Upper intermediate (B2)	Low intermediate (B1) Elementary (A2)	Elementary (A1, A2) and low intermediate (B1)
When can I take the test?	Paper-based: March, May, June, August, December; Computer-based: February, April, July, August, November	Pape-based format: 6 times/year; Computer-based format: every month	Every month
Format	Paper-based and computer-based formats	Paper-based and computer-based formats	Paper-based and computer-based formats
Notes		FCE A grade pass is accepted for entry to some universities	
Cost	160 euros	130 euros	

1.1.2 European Consortium for the Certificate of Attainment in Modern Languages

– ECL

The abbreviation ECL stands for “European Consortium for the Certificate of Attainment in Modern Languages”. In 1992 a consortium, with London as the centre, was created by the Member States of the European Union in order to develop a uniform language test in the language of the European Union. The purpose of the unification was to reach equivalency and recognition of the language certificates without having to be validated nationally. Construction and evaluation of the

tests are made up by a prestigious university in every country of the languages. The content and validity of the tests are defined by researches and pilot test made by specialists. ECL examination can be taken in the following languages: English, French, German, Hungarian, Italian, Polish, Romanian, Bulgarian, Serbian, Slovak, Russian, Spanish, Croatian, Czech and Hebrew. The examinations measure the ability of language using, both in oral and in written form on practical, professional and personal topics at varying degrees of complexity. One of the main characteristics is comparability. Accordingly, test papers and certificates are built on uniform principles, which means that the construction of the sections of the examination and the tasks are the same in each language. In order to provide an appropriate level of reliability the tests are pre-tested, double marking system is used in the evaluation and test constructors and markers are trained before each session [42].

ECL examinations gives an opportunity to take a language examination from A2 to C1 levels. The following table (Table 1.1.2.1) shows the listening comprehension, writing and reading comprehension parts of the examination dismantled into A1 to B2 levels [43].

Table 1.1.2.1 Description of language ability levels of ECL tests

Skills	Levels
Listening comprehension	<p>A2: the candidate understands the conversation between two native speakers on a specific topic (advertisement, announcement). Two tasks are included in the section, recorded texts contain 400-600 words and 25 minutes is given to fulfil.</p> <p>B1: the candidate understands not only essential information in a conversation of between two native speakers but details on a variety of topics, and of public messages, news. Two tasks are included in the section, recorded texts contain 500-700 words and 25-30 minutes is given to fulfil.</p> <p>B2: the candidate understands explicit information even between four native speakers conveyed in a wide range of topics. Two tasks are included in the section, recorded texts contain 800-1000 words and 30-35 minutes is given to fulfil.</p>
Writing	<p>A2: the candidate writes brief items connected to everyday life, general information. Two tasks are included in the section, the item requires 100 words to contain and 35 minutes is given to fulfil.</p> <p>B1: the candidate writes short items conveying personal opinion on a variety of topics. Two tasks are included in the section, the item requires 200 words to contain and 50 minutes is given to fulfil.</p> <p>B2: the candidate writes descriptive and narrative items conveying personal experience in an accurate and attentive way. Two tasks are included in the section, the item requires 300 words to contain and 60 minutes is given to fulfil.</p>
Reading comprehension	<p>A2: the candidate understands short, simple texts on basic topics (public notices, short travel brochures, simple forms, short news items, timetables). Two tasks are included in the section, texts contain 400-600 words and 35 minutes is given to fulfil.</p> <p>B1: the candidate understands essential details on simple texts (job advertisements, instructions for use, personal letters, domestic bills). Two tasks are included in the section, texts contain 500-700 words and 35 minutes is given to fulfil.</p> <p>B2: the candidate understands specific information, recognition of tone and purpose of the items (newspapers, magazines, regulations, formal letters and reports). Two tasks are included in the section, texts contain 800-1000 words and 45 minutes is given to fulfil.</p>

The communication competence is measured through oral communication between two candidates and the examiner. It consists of three parts: introduction, guided conversation and picture description based on visual stimuli. The introduction part takes approximately 3-5 minutes. It is an initial part during which the candidates calm down and the guider gathers information about them. The second, guided conversation part takes 5-8 minutes. The interviewer introduces a topic which the two candidates have to speak about, and he/she helps the conversation with backup questions. The third part takes 5-8 minutes too during which the interviewer shows picture to the examinees and they have to speak about that. The guider may help them by asking questions. The evaluation of the oral communication and writing competence happen in a specific way. The examiners give points from 0-5 to the following parts of the examination section: Formal accuracy (morphology and syntax), oral accuracy (pronunciation, prosody and fluency), vocabulary (range and activation), style (pragmatic and sociolinguistic aspects), and communicative effectiveness (adequate task completion).

Accordingly, the examination consists of an oral examination (contains speaking and listening comprehensions) and a written one (reading and writing comprehensions). In order to pass the examination, candidates need to reach at least 40% of the total score in one skill. The overall score of the partial examination has to be 60% [42, 43].

1.1.3 International English Language Testing System – IELTS

IELTS means International English Language Testing System which was created to measure pupils' English language levels for purposes of education and profession. In most countries like Australia, Canada, Ireland, New Zealand, the UK and the USA examinations are available for the candidates by many universities, employers and even by professional bodies, immigration authorities and other government agencies. According to the statistics more than two million people pass IELTS examinations yearly [54].

The examination has two versions: Academic and General Training. Both are required for entry to universities in the UK and other countries. They measure language ability for purposes of studying and working where English is the language of communication. They contain for sections: listening, speaking, reading, writing. The listening and speaking parts are the same for both versions. However, there are some differences between the two examinations. For instance, general version is easier than academic one. In the reading part, academic differs from general one that its three sections contain only one long text and further texts are shorter and brought from authentic materials (newspapers, journals). In the writing part the only differentiation is that the first part of the academic section requires description, summarising or explaining the information

in a graph, table, chart or diagram [53, 73, 74, 75]. The following table (Table 1.1.3.1) shows the detailed description of the parts of a test [54].

Table 1.1.3.1 Description of test parts of IELTS language examination

Parts	Description
Listening	It contains four sections. In section 1, there is a conversation between two candidates. In section two, a monologue is set in an everyday social context. In section three, there is a conversation between four people about educational and academic topics. In section four, a monologue about academic topics. Candidates have 30-40 minutes to this part.
Speaking	It is usually an interview which consists of three parts. In the first there is the introduction of the interview. In part two an individual long speech comes, then a two-way discussion comes, which means further questions connected to the topic. It lasts 15 minutes.
Reading	It contains three sections. In the first, two or three factual text is given, in the second, there are two short factual texts focusing on work-related issues and in the last there is a longer, more complex text. On the whole, candidates have 40 questions to answer and 60 minutes to fulfil the tests. In academic IELTS each section contains one long text. Texts are from books, journals, magazines and newspapers.
Writing	It has two parts. In the first candidates have to write a letter requesting for information or explaining situation. In the second an essay is required to point out of view, argument or problem. In academic IELTS the only difference is that in part one candidates have to describe, summarise or explain the information in a graph, table, chart or diagram.

The levels and scores of IELTS examinations are multi ones. The examinee gets a score between 1 and 9. Universities often demand an IELTS score of 6 or 7. They may also demand a minimum score in each of the 4 sections. Half scores, like 4.5 are possible [54, 75].

1.1.4 The European Language Certificates – TELC

“We stand for quality and service. And, we offer excellent value for money” says Jürgen Keicher, Managing Director of telc gGmbH. The abbreviation of TELC stands for The European Language Certificates which offers reliable, fair and transparent language tests in ten languages: English, German, Turkish, Spanish, French, Italian, Portuguese, Russian, Polish, Arabic [90].

Some years ago, a corporation was created between the partners of the language tests and some international networks. It includes more than 2,000 TELC licensed partners in over 20 countries, about 150 TELC trainers and over 7,500 licensed examiners worldwide. From 1960 TELC language certificates was always able to keep up with time, changes and other examinations. Today’s existence and competitiveness of TELC examinations are thanked to the close connection with its partners. It guarantees maximum quality by the continual checking of validity, reliability and objectivity.

The construction of the examination tests is defined by the criteria of The Common European Framework of Reference of Languages. It contains the following levels of language

ability: A1, A2, A2-B1, B1, B1-B2, B2, C1, C2. The following table (Table 1.1.4.1) describes the structure of levels from A1 to B2 [89, 90].

Table 1.1.4.1 Description of language ability levels of TELC examination

Levels	Description
A1	It contains a written and an oral part. The written examination contains language elements (vocabulary and grammar – 10 minutes), listening comprehension/situational responses (15 min), reading comprehension (30 min), writing (15 min). The oral part usually together with up to three candidates (15 min). Candidates have 70 minutes to fulfil the written part and the oral examination is right after it, without any preparation time.
A2	It contains a written and an oral part. The written examination contains language elements (vocabulary and grammar – 15 minutes), listening comprehension/situational responses (20 min), reading comprehension (30 min), writing (15 min). The oral part usually together with up to three candidates (10 min). Candidates have 80 minutes to fulfil the written part and after it comes the oral examination, with 15 minutes preparation time. It can be taken on the day of the written examination or another day.
A2-B1	Dual examination. It contains a written and an oral part. The written examination contains listening (vocabulary and grammar – 25 minutes), reading comprehension (45 min), writing (30 min). The oral part usually together with one other candidate (16 min). Candidates have 100 minutes to fulfil the written part and the oral examination is right after it comes without any preparation time.
B1	For educational purposes is telc English B1 School is recommended and for professional purposes, telc English B1 Business. It contains a written and an oral part. The written examination contains reading comprehension language elements (vocabulary and grammar – 90 minutes), listening comprehension/situational responses (30 min), writing (30 min). The oral part usually together with another candidate (15 min). Candidates have 1 hour and 30 minutes to fulfil the written part and after it comes the oral examination, with 20 minutes preparation time. It can be taken on the day of the written examination or another day.
B1-B2	It contains a written and an oral part. The written examination contains language elements (vocabulary and grammar – 20 minutes), listening comprehension (25 min), reading comprehension (40 min), writing (30 min). The oral part usually together with up to three candidates (10 min). Candidates have 115 minutes to fulfil the written part and after it comes the oral examination, with 20 minutes preparation time. It can be taken on the day of the written examination or another day.

TELC examinations are recognised by famous international universities, companies and government authorities.

1.1.5 Tests of English as a Foreign Language – TOEFL

The abbreviation stands for Tests of English as a Foreign Language. It measures language ability and communication in English at a university level and the ability of using language skills collectively.

TOEFL tests can be taken in two formats: delivered via the internet and paper-delivered test format. Paper delivered tests format is available only those, who do not have access to the online format. It is similar to the online version, however, it does not include speaking section

because the lack of technological equipment. It includes tests that combines language skills as candidates have to listening to a lecture, reading a passage, and then writing a response [87].

TEOFL iBT means TEOFL Internet-based Tests. They also include tasks which combine all the four language skills. For instance, candidate has to read, listen and speak or to read, listen and write in response to a question. Tests are divided into five sections: reading, listening, a 10 minutes break, speaking and writing. The following table (Table 1.1.5.1) contains some details about these sections [88].

Table 1.1.5.1 Description of TOEFL language examinations

Sections	Time limit	Questions	Tasks
Reading	54-72 minutes	30-40 questions	Answering questions connected to 3-4 academic texts.
Listening	41-57 minutes	28-39 questions	Answering questions based on listening materials of lectures, classroom discussions and conversations.
Break	10 minutes	-	-
Speaking	17 minutes	4 tasks	Expressing an opinion on a specific topic and topics based on the reading and listening materials.
Writing	50 minutes	2 tasks	Writing an essay based on the reading and listening materials.

Tests include extra questions, which make test scores comparable across administrations or which define how they work under actual testing conditions. For candidates who speak different accent from the standard English one (New Zeland or Australia for instance), TEOFL tests provide additional accents in the listening section.

According to the TOEFL examinations' team, it differs from the other language examinations in the following: it is the only examination which prepares candidates for the academic English requirements of a university and one who has taken the test will be more prepared in university than the others. Students More TOEFL tests were sent to the USA, Canada, Germany and French than any other tests. The evaluation of the tests cannot be disordered as they are scored through a centralized score network and not scored there. In order to measure speaking skill a combination of automated scoring and multiple human raters are employed [87].

1.3 Taking language examinations in Ukraine

In order to go on studying in higher education in Ukraine language certificate is required. Accordingly, several test centres offer various tests in order to proof one's language ability. Some examples are: "PTE (Pearson Test of English), TOEFL (Test of English as a Foreign Language), CAE (Cambridge Advanced English) and IELTS (International English Language Testing

System), offered by British Council and IDP.” In the followings, language centres are shown to get a general picture about the systems [84].

Cambridge English

Cambridge English language examinations is available in 130 countries, among them in Ukraine. More than 5 million people pass these examinations yearly and more than 25 000 universities, employers and other organizations apply theses examinations as the strict evidence of reliable language ability. Cambridge English can be taken in seven places in Ukraine: Dnitropetrovsk, Kharkiv, Kyiv, Lviv, Odessa, Zhaporizhzhia, Zhytomyr. It is also possible to take in Ungvár and Munkács where instructors come from Lviv [11, 12].

ECL examinations

European Consortium for the Certificate of Attainment in Modern Languages examinations can be taken only in Transcarpathia, in Beregszász. Candidates can take it in Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education [41].

IELTS examinations

There can be found one of the test centres of the British Council in Kyiv, Ukraine. Ukrainian native speakers take IELTS examinations with average score of 5.9. There are two universities in Ukraine which accept IELTS tests [84] and there are several available language examination centres to take the test. It is shown in the following table (Table 1.3.2).

Table 1.3.1 Taking IELTS language examination in Ukraine

Cities in Ukraine	Language examination centres
Kyiv	Students International
	British Council test location
Lviv	Students International
	British Council test location
Odessa	Students International
	British Council test location
Kharkiv	Students International
	British Council test location
Uzhorod	Students International
Ternopil	Students International
	British Council test location
Chernivtsi	Students International

Zhaporizhzhia	Students International
	British Council test location
Dnipro	Students International
	British Council test location

TELC

Unfortunately, The European Language Certificates examinations cannot be taken in Ukraine.

TOEFL

Tests of English as a Foreign Language can be taken in numerous language centres in Ukraine.

The following table (Table 1.3.3) shows the cities with their centres.

Table 1.3.2 Taking TOEFL language examination in Ukraine

Cities in Ukraine	Language examination centres
Kyiv	Kiev Medical University Of UAFM
	National Academy For Public Administration Under The President Of Ukraine (NAPA)
	Rozvytok
	Universal Test
Lviv	EAC Osvita
	SoftServe University
Odessa	Gymnasium-Mriya
	Odessa Regional Institute of Public Administration
Ivano-Frankivsk	Studentland TM
Kharkiv	Boiko English Private School
	Exclusive Language School 2
	Global English
	Kharkiv Institute of Medicine and Biomedical Science
	Kharkiv Regional Institute of Public Administration
	National University of Civil Protection Of Ukraine
	V.N. Karazin Kharkiv National University
Mykolaiv	PE Addrian
Sumy	Sumy State University
Zhaporizhzhia	Studentland TM
Dnipropetrovsk	EIAC "Osvita"
	Simplex

In the first part of the paper the purpose of language testing is defined, that is, to “determine a person’s knowledge and/or ability in the language and to discriminate that person’s ability from that of others” [98]. It includes measuring the development of the four language skills: listening, reading, speaking and writing. The construction of language examinations is based on these assessments. In this paper, five types of language assessment tools are shown in detail, which are accepted on European level. They are the followings: Cambridge English, European Consortium for the Certificate of Attainment in modern languages (ECL), International English Language

Testing System (IELTS), The European Language Certificates (TELC) and Test of English as a Foreign Language (TOEFL).

The construction of language levels is identical in both, as it is determined by the Common European Framework of Reference for Languages (CEFR). However, each of them differs in terms of the competences measured, in evaluation as well as in concept in which they are administered. In this paper these differentiations are included either.

Moreover, the thesis includes the description of levels (from A1 to B2 levels) and parts of the language examinations, it gives a comment on who should take it and highlights its strengths. Finally, this part of the thesis enumerates language examination centres in Ukraine where these examinations are available.

PART 2

LANGUAGE EXAMINATION EXERCISES

Preparing for a language examination is a complex process from the initial level of language learning to the achievement of the results. During this process many components, such as setting goals, motivation, learning strategies and examination exercises contribute to achieve successful examination results. Setting goals helps learners to clarify their thinking about the other components of the language examination. Motivation is the factor that produces persistence and keeps goals in one's mind. Learning strategies means the most effective way of the studying process. It also takes learners closer to their goals. Finally, language examination exercises give concrete samples to learners. Each internationally accepted language examination has its own structure and they measure language ability through different exercises. By doing sample exercises of a certain examination prepare learners to take the examination successfully.

The second paper includes detailed description of the internationally accepted Cambridge, ECL, IELTS, TELC and TOEFL examinations. The five language examinations have been presented in detail. The presentation expanded into different language levels from basic to proficient (A1, A2, B1, B2) and language skills (reading, writing, listening, speaking). Moreover, the reader gets a detailed description of the constructions of the examinations and the included exercises. The sample tasks are illustrated by examples which are taken from the mock examinations/preparation materials of the examination's websites.

All these formulated descriptions not only help the examinee in the orientation but to choose the most affective examination for him/her.

2.1 Preparing for an examination

According to many researchers, assessment plays a crucial role in the process of teaching and learning [76]. When examination is given by a student it reveals whether the learning process results in success or failure [33, 34, 76]. The whole society is involved in testing in some way, as it shows the level that has already reached and that is still needed to be achieved [56].

The first step in preparing for a language examination is working out the student's learning goals as expressed by the language examination objectives, because all the other decisions involved in further planning should derive from those objectives. Questions, such as: What does the student want to be able to do as a result of his/her successful language examination? What outcomes he/she expect to achieve? What is his/her main purpose by taking the examination? Beside keeping their aims in mind while preparing for the exam, students have to familiarize

themselves with the criteria of the particular language examination. Accordingly, they will know what sorts of performance or evidence will demonstrate achievement of the criteria [1].

The list of goals or objectives should only be used as a rough reminder to be revised while the pupil prepares for the examination and continually progressing with the materials he/she has to learn. It helps the student to clarify his/her thinking about the other components of the language examination by writing out the main goals of it.

Another crucial factor is motivation. When a person is motivated in language learning, he/she choose tasks that enhance his/her learning, work hard at those tasks, and persist in the face of difficulty in order to attain their goals. Accordingly, the three main components of motivation are choice, effort and persistence. There exist extrinsic and intrinsic types of motivation. Extrinsic motivation is studying language for reasons of external rewards, such as grades, recognition, or the approval of other students. From language examinations point of view, it can be increased in pupils by government issues or university requirements. Intrinsic motivation is engaged in an activity for the value of the activity itself. It is when students learn from pleasure and they have self-determination about their educational path. “Intrinsic motivation has been shown to foster conceptual understanding, creativity, involvement, and a preference for challenge.” [83].

The fact, that students are unique individuals also influence the learning process.

There is a difference between hearing and learning. Active learning means understand the material and being able to involve it in practice. It helps eliminate the “illusion of understanding.” Preparing for language exam is only worth by doing it trustworthy. Moreover, active learning opens up the opportunity for motivation, for instance, the student reaches the level when he/she does not make any mistakes in the reading or listening exercises.

In order to take an examination successfully, learning in a strategic way is crucial. Strategic learners “approach instructional activities and tasks with a high degree of confidence that they can succeed, as well as a good idea of how to try to complete them. Strategic learners are diligent and resourceful in pursuit of a learning goal and do not give up easily, even in the face of difficulty. They understand that learning and studying are active processes largely under their own control. Strategic learners know when they understand new information and, perhaps even more important, when they do not. When they do encounter problems studying or learning, they use help-seeking strategies such as getting help from the instructor or teaching assistant, their classmates, or a student learning centre. They also understand that studying and learning are systematic processes, again, largely under their own control” [79, 80, 81, 84, 96, 96, 97, 99, 100, 101, 102, 103, 104, 105]. Strategic learners set up their own educational, personal, social or occupational goals. They held these goals in front of themselves and it gives them strength to overtake difficulties and remind them to remain persistence [82, 102, 58, 97]. Being aware of their learning goals, students

can focus on the fact what it takes to learn. “Thinking about thinking, or knowing about knowing, has come to be known as metacognition” [55, 79, 105]. The metacognition or self-awareness process means that the learner has knowledge about oneself as a learner, about academic tasks, about strategies from the purpose of fulfilling academic tasks. As they are conscious that they are learners, it helps them to allocate their personal resources and with the resources of their institution. If students do not need the help of a teacher or a course, or if they do not supervise their learning process, presumably, they will not take advantage from the available resources.

By increasing students’ self-awareness, the presence of effective strategy discussion is increasing. Special reflect is required from students on the general characteristics of their approaches to, and on their specific actions toward, academic tasks [79, 85].

2.2 Cambridge English Language Examination

Cambridge examination offers many opportunities for pupils who want to take a language examination. For example, examination description, preparation tips and available exercise-collections or sample tests are uploaded to their website to each language levels in order to help examinees to achieve successful results. It gives a short tutorial which helps to understand what the person should do. Keys to each exercises of the levels are also can be downloaded from the website. Vocabulary list, online exercises, frequently asked questions and examination day tips, official Cambridge English preparation materials and Information for the candidates. Pdf format documents are enclosed too [53].

Key English Test

The lowest level qualification of Cambridge English Examination is A2 level, which name is Key English Test (KET). The examination made up of four papers: speaking and writing, listening and reading [2].

The reading and writing paper consist of nine parts which contain 56 questions. Candidates have 1 hour and 10 minutes to fulfil and they get for this paper 50% of the total mark. The first part of the reading and writing paper is matching. There are eight signs and other short notices or sentences (from A-H) and the examinee has to match the notices or sentences to the correct signs [2, 3, 22]. The second and third parts are multiple choice (Picture 1.1) [22]. Part 4 consists of exercises called Right/Wrong/Doesn’t say or multiple choice. There is one long or three smaller texts. Part 5 consists of word completion. There are five sentences and in each of them there is a

missing word. The beginning letter and the number of letters of the word is given. The following sample [22] demonstrates open word completion in KEY examination:

36 I show customers the menu and bring them their food. w _____
 37 People come to my shop to buy medicine. c _____
 38 I will repair your car for you. m _____
 39 If you want to change the colour of your room, I will do it for you. p _____
 40 I help my boss by answering the phone, making s _____

Part 6 is open cloze, which means a short text of an example of a letter or a postcard. There are ten missing words which has to be completed by the candidates thoroughly. The following sample [22] demonstrates open cloze exercise in KEY examination:

Dear Jane,
I'm sitting (0) the beach at the moment. Soon, I'm (41) to have a swim. I arrived here three days (42) with my family. We (43) be on holiday together here for two weeks. It (44) a beautiful place. The beach is very near (45) hotel. The sea isn't cold and (46) are many interesting places to visit. Yesterday we walked (47) a village in the mountains. I took lots (48) photographs. It's (49) pity that you didn't come (50) us.
Love,
Peter

Part 7 is information transfer, which means that one or two short texts to read (Picture 1.2) [21]. A note, form, diary, or other document can be filled by the information of the text. Part 8 is guided writing [22]. A short message, email or postcard is required to be written according to the given instructions. 25-35 words have to be included.

You now live in a new house. Write a note to a friend about the house. Say:

- where your house is
- which room you like best and why. Write 25-35 words.

Write the note on your answer sheet.

KET examination's listening paper has five parts. It takes 25% of the whole examination and 8 minutes (including 8 minutes transfer time) is given to fulfil the exercises. The first part is multiple choice, the second part is matching, the third part is multiple choice again, the fourth and fifth are gap-fill exercises (Picture 1.3) [21].

The rest 25% of the examination is speaking. Candidates speak in pairs and they have 8-10 minutes for the tasks. It has two parts. The first one is an interview (5-6 minutes). The second part is a collaborative task, during which the instructor gives some information and the task is to talk about the topic with the other candidate (3-5 minutes) (Picture 1.4). [23].

Task: Candidate B, here is some information about a bookshop. Candidate A, you don't know anything about the bookshop, so ask B some questions about it. Now A, ask B your questions about the bookshop and B, you answer them.

Preliminary English Test

The second level qualification of Cambridge English Language Examination is B1, which is called Preliminary English Test (PET). The first part is reading and writing which takes 50% of the whole examination. The reading part consists of 5 parts with 35 questions and the writing part consists of three exercises with seven questions [4, 5, 26].

The first part is multiple choice. It contains five short texts. They can be signs, messages, postcards, notes, emails, labels, etc. The following sample is one of the five texts [26]:

Picture 1.1 Reading sample of Preliminary English Test.



Candidates are asked to choose the most appropriate one from following sentences:

- a) The competition is open to people over a certain age.
- b) There is a maximum age limit for this competition.
- c) Only eighteen-year-olds are allowed to enter this competition.

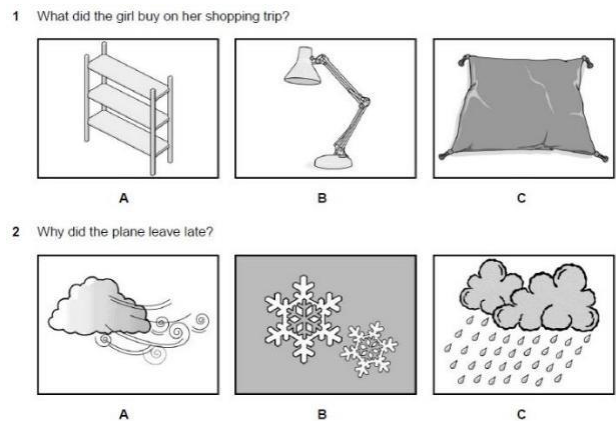
The second part is matching. Candidate has to match the texts to the correct description of a person. The following description is an example of matching exercise in PET Cambridge examination: *Jenny wants to buy locally-produced food traditional to the area. She needs somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions* [26]. Part 3 is true or false. It contains a long text with ten sentences connected to it. Candidates have to decide whether the sentences are true or false according to the text. Part 4 is multiple choice. It contains a long text with five questions. Candidates have to read the text and choose the right answers (from A, B, C, D) for each five questions [26]. Part 5 is multiple-choice cloze. It contains a text with ten numbered spaces. The spaces represent missing words. Candidates have to choose the right answer form A, B, C and D [26]:

The Coconut Tree				
The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (21) The coconuts often fall into the sea and float on the water until they (22) another beach, where more trees then begin to grow.				
Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides (23) However, this amazing tree has hundreds of (24) and more are still being discovered. People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a (25) in your cupboards, you will find coconut oil in products as (26) as medicine and desserts.				
21	A temperature	B condition	C climate	D weather
22	A reach	B go	C travel	D arrive
23	A cloud	B shade	C dark	D cold
24	A uses	B jobs	C roles	D things
25	A scene	B sight	C look	D view
26	A opposite	B separate	C strange	D different

Writing consists of two parts. In the first one some notes are given, according to which candidates have to write a letter. It should contain maximum 100 words. In the second part a short communicative message is requested. The instruction directs the candidate who and what to write about (postcard, email, note, etc.). Candidates may choose from two questions and 35-45 words are required [27].

The second paper is listening. It contains four parts with 25 questions. It takes 25% of the whole examination. For each part a recorded text or texts are played twice. The first part is multiple choice. The following picture (Picture 1.6) demonstrates this task [25].

Picture 1.2 Listening sample of Preliminary English Test.



The second part is multiple choice too. It contains a longer recording, usually an interview or only a person is speaking. It contains six questions. The third part is gap-fill task. It contains a longer monologue and a page of notes which summarise the text. Six pieces of information are missing [25]:

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

1. In the National Gardens, the (14) 000000000 0 was the thing that attracted most people.
2. On the swimming trip, electronic armbands kept the (15) _____ away.
3. On the day in the countryside, Anita almost fell off a (16) _____ .
4. In the capital city, Anita saw a (17) _____ in a theatre.
5. Anita enjoyed visiting a farm where (18) _____ is produced.
6. Anita bought some (19) _____ as gifts.

Part 4 is true or false. It contains a longer informal conversation with six sentences. Candidates have to decide whether the sentences are true or false.

The speaking paper of Preliminary Examination takes 25% of the whole. It consists of four parts and 10-12 minutes is given to fulfil the exercises. The first part is a conversation with the examiner, who gives questions to the examinee. It takes 2-3 minutes. The second part is a collaborative task, during which the instructor gives some pieces of information or a card with some ideas to the examinees. It takes 3-4 minutes [24].

Part 3	
Interlocutor	Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you. Place Part 3 booklet, open at Task 1, in front of the candidates. A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax. Here are some activities that could help him relax. Talk together about the different activities he could do, and say which would be most relaxing. All right? Now, talk together.
Candidates	(approx. 2–3 minutes-)
Interlocutor	Thank you. (Can I have the booklet please?) Retrieve Part 3 booklet.

The second part is discussion. The Instructor gives some pictures and describes a situation one of the candidates, who has to make a conversation with the other candidate. They have to decide what would be the best in the situation. It takes 2-3 minutes. The third part is an extended turn. The instructor gives a colour photograph to the candidate who has to talk about it. It takes 3 minutes. [24].

In the fourth part the two candidates have to make further discussion about the same topic. The following sample includes the instructions of the third and fourth parts [24].

Preliminary Examination also offers preparation materials for people who want to take the examination [5].

First Cambridge Examination

The next level of qualification is First Cambridge Examination (FCE). Four papers are developed to test English language skills of the candidates: reading and use of English, writing, listening and speaking. The first part is reading and use of English which takes 40% of the whole examination. 1 hour and 15 minutes is given to fulfil the exercises. It has seven parts and it contains

Part 4	
Interlocutor	<i>Use the following questions, as appropriate:</i>
	<ul style="list-style-type: none"> • What do you do when you want to relax? (Why?) • Do you prefer to relax with friends or alone? (Why?) • Is it important to do exercise in your free time? (Why?/Why not?) • Is it useful to learn new skills in your free time? (Why?/Why not?) • Do you think people spend too much time working/studying these days? (Why?/Why not?)
	<i>Select any of the following prompts, as appropriate:</i>
	<ul style="list-style-type: none"> • How/what about you? • Do you agree? • What do you think?

a mix of text types and questions. The first four parts contains reading, grammar and vocabulary

exercises, while parts from five to seven series of texts are given to test candidates reading ability and how they solve a variety of different types of texts [6, 7].

Part 1 is multiple-choice questions. Candidates have to choose the right answer from four options (A,B,C,D). Part 2 includes open cloze exercises. It contains a long text in which there are some gaps each of which represent a missing word. Candidates have to write the correct words into the gaps. Part 3 is word formation. It contains a long text with eight gaps representing a word. At the end of the lines in which there are the gaps, there are ‘prompt’ words that examinees have to change in a way to complete the sentences correctly. Part 4 is Key word transformation which means that each question consists of a sentence followed by a key word and a second sentence with a gap in the middle. The task is to complete the second sentence by using the keyword [18]:

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example: 0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words ‘were driven into town by’, so you write:

Example: 0 WERE DRIVEN INTO TOWN BY

Part 5 is multiple choice. It contains a long text and the task is to read the text and choose the right answers (from A, B, C, D) for each five questions [18]. Part 6 is gapped text. This exercise consists of a longer text in which there are numbered gaps representing missing sentences. The task is to complete the correct sentences, which are after the text, to the gaps:

How the recycling symbol was created

Gary Anderson designed a symbol which we see everywhere nowadays.

I studied engineering at the University of Southern California at a time when there was a lot of emphasis in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn’t get a grasp on electronics and architecture seemed more concrete to me. It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic design course so I thought I’d give it a go. It didn’t take me long to come up with my design: only a day or two. 37 _____ But I already had arrows and angles in my mind because on my course I’d done a presentation on recycling waste water.

I’d come up with a graphic that described this process very simply. (...).

- A. Still, I’d hate to think that my life’s work is defined by it.
- B. I used what I’d seen to create the image.
- C. I’m no expert on recycling but I can certainly see its value.
- D. I hadn’t thought about it for years and there I was right in my face.
- E. I realise that seems ridiculous for something that’s been so successful.
- F. Also, nothing much happened to the symbol for a while.
- G. I guess at that point in my life I had an exaggerated sense of my own importance.

Part 7 is multiple changing. It contains a series of statements followed by a text divided into sections. Examinees have to match the statements in which information can be found. The following sample is an example [18].

First Cambridge Examination's writing paper consist of two parts. In the first one, the task is to write an essay. A title and two ideas are given. Candidates have to write an essay giving their opinions about the title, using the ideas given and a third, different idea of their own should also be linked. It should contain 140-190 words [20]. In the second part pupils can choose from article, email/letter, report or review. Information is given about the context, topic purpose and target reader in order to guide the writing. It should contain 140-190 words. The following sample is an example of the three options [20].

Listening paper involves four parts. It takes 20% of the examination and it lasts 40 minutes. In the first part, a multiple choice exercise is given. In part 2 listeners hear a monologue, which approximately lasts 3 minutes. The task is to complete the sentences the missing information [6, 17]:

<p>My Vacation Job in Australia</p> <p>Chris thinks the best place to find a job like he had is the (9) _____</p> <p>Chris is studying (10) _____ at university.</p> <p>For most of the time he was working for the travel company, Chris lived in a (11) _____ outside of the town.</p> <p>Chris was often asked to go to a (12) _____ at the weekend.</p> <p>In the mornings, Chris had to drive tourists to see the (13) _____ in the desert.</p> <p>Many of the tourists were unaware of the need to keep their (14) _____ covered up when they were in the sun.</p> <p>The tourists particularly wanted to know how to tell the difference between the (15) _____ of the wild animals.</p> <p>In the afternoons, the tourists were able to see some (16) _____ that had more than one use.</p> <p>Chris says that the local government would like to have a larger (17) _____ to attract tourists.</p> <p>Chris advises other students to send off their job application forms in the month of (18) _____ at the latest.</p>

Part 3 is multiple matching. Candidates hear five people speaking about a specific topic. The task is to select five correct options from a list of eight possible answers. The following sentences (A-H) are the items which have to be selected to the five speakers [6, 17]:

- A. Having a happy personality allows you to cope effectively with problems.
- B. Happiness comes from having someone special to share your thoughts with.
- C. Happiness is all about the experience of overcoming problems.
- D. Happiness is a short escape from everyday routine.
- E. Older people are less happy than younger ones.
- F. Happiness is being thankful for what you have.
- G. Happiness comes from achieving your goals.

Part 4 is multiple choice. There is a conversation between two or more people. It lasts 3-4 minutes [6, 17].

Speaking paper consists of four parts. It takes 20% of the total examination and 14 minutes per pair of candidates. The first part is an interview between the examiner and examinee. It lasts 2 minutes [6, 19]. Part 2 is a longer turn. The instructor gives a photograph Speaker A who has to speak 1 minute about it without interruption. After this, Speaker B has to comment on the photograph for 30 minutes, then he/she gets different sets of photographs about which 1 minute speaking is required. When speaking is finished, Speaker A has to comment on the pictures. The question that is needed to be answered about the photographs is written at the top of the page to remind the examinee what he/she should talk about. The following sample (Picture 1.8) is one of the pictures that the interlocutor gives to the examinees [6, 19].

Picture 1.3 Travelling and looking at things.



The following instructions are included on the examinees' task sheets [19]:

Interlocutor:	In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. (Candidate A), it's your turn first. Here are your photographs. They show people travelling in different situations. Place Part 2 booklet, open at Task 1, in front of Candidate A. I'd like you to compare the photographs, and say why you think the people have decided to travel in these situations. All right?
Candidate A:	(1 minute) _____ -
Interlocutor	Thank you. (Candidate B), do you enjoy travelling by plane? (Why? / Why not?) Candidate B (approximately 30 seconds)
Interlocutor	Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet. Now, (Candidate B), here are your photographs. They show people who are looking at things in different situations. Place Part 2 booklet, open at Task 2, in front of Candidate B. I'd like you to compare the photographs, and say why you think the people are looking at these things. All right?
Candidate B	(1 minute) _____
Interlocutor	Thank you. (Candidate A), do you ever go to art galleries or museums? (Why? / Why not?) Candidate A (approximately 30 seconds) _____
Interlocutor	Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.

Part 3 is a collaborative text which means a conversation between the two candidates. Some materials and a task are given about which the two examinees have to speak about. This part lasts

3 minutes (a 2-minute discussion followed by a 1-minute decision-making task). Part four involves further discussion which is guided by the instructor. It lasts 4 minutes. [6, 19].

First Cambridge Examination also offers preparation materials for people who want to take the examination [7].

2. 3 Construction of European Consortium For The Certificate Of Attainment In Modern Languages

European Consortium for the Certificate of Attainment in Modern Languages or as it is called ECL prepares its candidates to the appropriate levels for the examination. Useful pieces of advice, public summons, online test papers, oral sample performance and test books are uploaded on their official website, in order to help candidates into the preparation. The keys of exercises are enclosed next to the sample papers on the website [39].

ECL examination offers four levels of language certificates. Each level's test consists of a listening, writing and reading part. Instructions are given to candidates before they start each part. In A2 level there are two listening tasks. The first one is multiple choice, and in the second one, candidates have to answer ten questions [30, 35, 39, 40].

There is no enclosed writing sample paper to A2 level ECL examination. The listening test of A2 level consists of two parts. The first one is multiple choice and in the second one, candidates have to answer ten questions.

Reading paper consists of two parts. The first includes matching. Candidates have to match ten short expressions to letters A-N according to the text that is given. The following is an example [44]:

Susie is writing in her diary about her new job. She works at a television company. Read her diary below. Then match the first parts of the sentences (1-10) with the possible endings (A-N). There are three sentence endings which you do not need. There are only 10 right answers. We have done the first one (0) as an example.

DIARY

Monday

Today I started my new job. It is so exciting! I work in a big room with three men: Mark, Dan and Peter. Mark can speak English, Norwegian and Chinese. Our boss is Annie. We all work very hard. We are a bit afraid of Annie.

Tuesday

Today Annie and I had lunch together in the café. She is really quite nice. She travels all over the world. I asked her which country she liked best. She said she liked India best.

Wednesday

I did a TV interview with a man and his pet monkey Pipo. The man taught the monkey to write. Pipo wrote his name in front of the cameras. It was fantastic! I always wanted to have a pet, so I went to buy a dog in the afternoon.

Thursday

Peter, Mark and I went to an Indian restaurant today. It has won a Best Food prize. Peter filmed me while I ate a very good meal. He did not have any food that day. Poor Peter! He was very hungry!

Friday

Annie invited us all for a drink to a new bar tonight after work. Peter couldn't come, so we went without him. We had a great time. Dan was so funny. We laughed and laughed all evening.

Susie	Is very funny
Susie, Peter, Mark and Dan	Travelled to India
Mark	Wrote his name on TV
Susie and Annie	Won a Best Food prize
Annie	Had good time
Pipo	Went swimming
Wednesday	Speaks three languages
We don't know	Work in same office
Peter	Started a new job
Dan	Could not go to the bar
Friday evening the	Ate a pizza on Saturday
	Susie bought a pet
	The name of Susie's dog
	Had lunch together on Tuesday

In the second, ten short pieces of advice are given which candidates have to enclose them to pictures A-X. They need to match only ten pictures [44].

The listening test of B1 level in ECL examination takes 25 minutes and 25 marks maximum. It consists of two parts. The first one is multiple choice and in the second one, candidates have to answer ten questions with few words [37].

The writing part of B1 level takes 40 minutes and 25 marks maximum [46].

The reading part of B1 level takes 35 minutes and 25 marks maximum. It consists of two parts. The first is gap filling exercise. Ten words should be completed into a text from a list of words. The following sample is an example [47]:

You are reading a report on summer programmes and weather in Britain. There are some places where one or two words are missing. Find the right missing parts. There are more parts given than you need. Give your answers in the boxes below. There is an example done for you.

Bring me sunshine

It's late, and it's at the end of storms and floods, but summer **0 again** for the bank holiday. Millions of people went to Britain's parks and beaches this weekend to celebrate 1 of dry, warm weather.

As the temperature **2** 28°C in the south-east of England, there was a picnic concert at Battle Abbey, a kite competition in Portsmouth, a sailing show in Southend-on-Sea and a historic **3** in Bristol. Final preparations were also made for carnivals in London, Leeds and Silloth - one of the few places to experience rain. In London, **4** a week of rainy weather finally gave way to bright sunshine, drummers in Hyde Park started the annual Notting Hill Carnival. The spectacular costumes, massive sound-systems, hundreds of stalls and fashionable parties attracted more than two million people to west London today.

The sunshine, together with the three-day bank holiday weekend, **5** traffic chaos. There were more than 18 million vehicles on the roads, each travelling an average of 77 miles. Brighton, Bournemouth and Blackpool were the most common searches on the online **6** as families travelled to the coast to enjoy the weather.

The weather forecast showed yesterday that most of England and Wales had **7** in August, while Scotland and Northern Ireland had a lot. There were **8** clouds and regular, light showers. We did not really have a long period of calm weather in the summer.

That should **9** this week as most of the country enjoys mainly dry weather, with a bit of sunshine. The weather is going to stay dry although it may cool, to a maximum of 24°C today and 21°C tomorrow. The only places that will be less calm are the north-east of England, where it is expected **10** and Scotland, where more rain is forecast.

Possible missing parts: A. all change B. where C. the return D. festival E. will show F. caused G. to be cloudy H. reached I. is here J. little rain K. route planner L. never M. a lot of

In the second part ten questions should be answered according to the given text.

The listening paper of B2 level takes 35 minutes and 25 marks maximum. The first part is multiple choice with ten questions. The second one includes ten questions which should be answered according to the audio recording [38].

The writing test of B2 level consists of two parts. It takes 60 minutes and 25 marks maximum. Each writing should include 150 words. Both parts involve guided writing which means that an idea with some subpoints are given to the examinees [49].

The reading part of B2 level takes 45 minutes and 25 marks maximum. It consists of two parts. The first is gap filling exercise. Ten words should be completed into a text from a list of words. The following text represents a short section of the first exercise [50]:

Taormina, Sicily, Italy

The cobbled streets of the pretty seaside resort of Taormina offer a classically Mediterranean background to a wedding, 1 _____ taking place at the town hall - a historic palazzo in the centre of the old town. After the ceremony, a reception can be held at the Casa Turchetti guest house, 2 _____ on the roof terrace, which boasts amazing views towards Mount Etna. A week at Casa Turchetti costs from £2,478 per couple, including ceremony, interpreter, documents, flights and transfers. Anything else - reception, flowers, photographer – is extra. In the second part ten questions should be answered according to the given text.

2.4 Construction of International English Language Testing System

International English Language Testing System or IELTS was created to measure pupils' English language levels for purposes of education and profession [54]. The examination's construction is built up the following parts: Listening part, general training/academic reading, general training/academic writing and speaking. It takes 2 hours and 45 minutes.

IELTS Listening

It is the first module during the examination. It consists of four sections of increasing difficulty with a total of 40 questions. It takes 30 minutes. A variety of accents (British, North American, Australian English) is played in the recordings [54].

The first two sections include recordings which “develop the listening skills needed for survival in an English-speaking country (shopping, accommodation, etc.)” [69]. The following task is an example [69]:

Travel Safe
INSURANCE PLC

Department: Motor Insurance

Client details: _____

Name: Elisabeth 1 Ricard

Date of birth: 8.10.1975

Address: 2 60 Forest Road (street)

Callington (town)

Policy number: 3 CZ8809

Accident details:

Date: 4 12th September / 12.09

Time: Approx. 5 8.30 pm / half past eight

Supporting evidence: 6 police report

Medical problems (if any): 7 minor injuries

The third and fourth sections includes more academic recordings with an educational or training focus. [70].

Question types, as multiple choice, matching, classification, short-answer questions and lists, note/table/flow chart completion, sentence or summary completion, labelling a diagram, map or plan are all built in the sections. Each section contains two or three question types. IELTS' staff provides useful pieces of advice those who wants to improve their listening skills. They motivate pupils to use the time that is given before the recordings to read the questions, as no negative mark is given, each blanks should be filled, they should try to anticipate what the speaker will say next in order to focus on the answers and underline key words in the sentences, it is worth not worrying about a missed question, grammar and spelling is worth to check as well as the answers transferred to the answer sheet [54, 75].

IELTS Reading

It is the second part of the examination. It takes 60 minutes. "Students are given either an Academic Reading test, or a General Training Reading test". Both reading tests include "reading for gist, reading for main ideas, reading for detail, skimming, understanding logical argument and recognising writers' opinions, attitudes and purpose" [54].

IELTS academic test consists of three long texts. The sources are books, journals, magazines and newspapers and they are written for a non-specialist audience but are appropriate for people entering university courses or seeking professional registration. They can appear in numerous styles such as narrative, descriptive, discursive or argumentative. Non-verbal materials (for example illustrations) may also occur either. No additional time is given for transfer answers [61]. The following range of tasks are selected from the sample worksheets from IELTS' website. The first graph is one of the exercises of academic reading. In this exercise candidates are asked

to match headings to the sections [61]. The related text is enclosed in Appendix 1 [61]. The headings are the followings:

- i. Dramatic effects can result from small changes in traffic just as in nature
- ii. How a maths experiment actually reduced traffic congestion
- iii. How a concept from one field of study was applied in another
- iv. A lack of investment in driver training
- v. Areas of doubt and disagreement between experts
- vi. How different countries have dealt with traffic congestion
- vii. The impact of driver behaviour on traffic speed
- viii. A proposal to take control away from the driver

The following type of exercise is sentence completion [60]. The related text is enclosed in Appendix 2 [60].

1. Huxley formulated his theory while studying a dinosaur belonging to a group called
2. Heilmann rejected Huxley's theory because of the apparent absence of in dinosaurs.
3. Feduccia and Martin believe that the ancestor of today's birds was a kind of early
4. In cladistics, the between organisms' characteristics are of major importance.
5. The dangerous on a primitive bird from Madagascar adds weight to the 'dino-bird' argument.

The following exercise is summary completion. [60]. The related text is enclosed in Appendix 3. [60]

This Marvellous Invention

The wheel is one invention that has had a major impact on 1 aspects of life, but impact has been as 2 as that of language. Language is very 3, yet composed of just a small number of sounds. Language appears to be 4 to use. However, its sophistication is often overlooked.
List of words: A difficult, B complex, C original, D admired, E material, F easy, G fundamental

Reading: Ways of investigating children's language [72].

Questions 1-5

Reading Passage 1 has eight paragraphs, A-H. Which paragraphs contains the following information? Write the correct letter A-H in boxes 1-5 on your answer sheet.

NB You may use any letter more than once.

1. the possibility of carrying out research on children before they start talking
2. the difficulties in deducing theories from systematic experiment
3. the differences between analysing children's and adults' language
4. the ability to record children without them seeing the researcher
5. the drawbacks of recording children in an environment they know

General training module consists of three parts. In Part 1 several shorter texts are included. Part 2 contains two texts and in Part 3 one long text is included. The texts are from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines. These texts demonstrate everyday English language speaking. The first graph is connected to one of the short texts. Candidates are asked to identify whether the sentences are true, false, or not given according to the reading material [66]. The related text is enclosed in Appendix 4 [66].

1. You should not arrive more than half an hour before your allocated starting time.

2. Your Rider Identity Card will be sent to you before the event.
3. Some roads may have normal traffic flow on them.
4. Helmets are compulsory for all participants.
5. Refreshments are free to all participants during the ride.
6. If you need a rest you must get off the road.
7. First aid staff can provide cycle capes.
8. Bike Events will charge you for the return of your bike.

In the following task [67] examinees are requested to give short answers to the sentences (no more than three words or a number), connected to the text [67].

1. What has been found in some Fancy Foods products?
2. Where can you find the batch number on the jars?
3. How much will you receive for an opened jar of contaminated Chicken Curry?
4. If you have eaten Chicken Curry from a jar with one of the batch numbers listed, whom should you contact?
5. What is the maximum reward Fancy Foods is offering for information about who contaminated their product?

IMPORTANT NOTICE: PRODUCT RETURN

Fancy Foods wishes to inform the public that pieces of metal have been found in some jars of Fancy Foods Chicken Curry (Spicy). The batches of the jars involved have numbers from J6617 to J6624. The batch number is printed on the bottom of each jar.

If you have any jars with these batch numbers, please return them (preferably unopened) to the supermarket where you purchased them. You can also return them to the factory (Fancy Foods Retailers, Blacktown). Fancy Foods will pay \$10 for each jar returned unopened and \$5 for each jar already opened.

No payment will be made for empty jars, which do not need to be returned. However, the Retailing Manager will be interested to hear from people who have consumed chicken curry from any of the above batch numbers. In particular, it will be helpful if they can give information about the place of purchase of the product.

Jars of Fancy Foods Chicken Curry (Coconut) and Fancy Foods Chicken Curry (Mango) have not been affected and do not need to be returned.

REWARD

Fancy Foods will pay a reward of \$10,000 to \$50,000 for information which leads to the conviction of any person found guilty of placing metal pieces in its products. If you have such information, please contact the Customer Relations Manager, Fancy Foods Retailers, Blacktown.

In the next exercise candidates have to complete the sentences by only one word, according to the text [62].

Ife

The state of Ife adjoined the 1 in Nigeria, and traded a variety of goods, including metals such as 2 Floors in religious buildings were made from bits of 3 There are many surviving examples of 4 made of brass or terracotta. The population lived on animal products, and crops such as 5

Political units in the history of West Africa

Ife, perched at the edge of Nigeria's forest, is thought to have come to prominence through its control of local products – including ivory, gold and pepper – in external trade. By AD 1300, its walled capital was at the peak of its wealth, with many shrines featuring elaborate pavements made of pieces of pottery, and a rich tradition of creating brass and terracotta sculptures, including ones of people richly adorned in ceremonial regalia. Many of these have survived. Subsistence for the large elite and artisan population appears to have been based upon small livestock and the cultivation of vegetables. Around AD 1500, the city of Ife declined, and the region's center of power shifted to Benin without any appreciable break in cultural tradition.

IELTS Writing

It is the third part of the examination. It includes both Academic and General writing. The IELTS Academic takes 60 minutes. Two tasks have to be completed. In the first task candidates get some pieces of information, presented in graphic and diagrammatic form. They have to write a descriptive report with 150 words. The following example shows the instructions of a task from an academic writing sample paper [54, 63]. In the second task clear and logical argument is measured on a topic. It is longer than the first one, 250 words should be provided. The following example shows the instructions of a task from an academic writing sample paper [63].

The table below gives information about a restaurant's average sales in three different branches in 2016. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Average	Vancouver Georgia Street	Vancouver Dunsmuir Street	Vancouver Drake Street
Number of Transactions	854	750	390
Transaction Value	\$10.69	\$5.61	\$9.02
Number of Eat-in Transactions	405	358	200
Number of Take-Away Transactions	449	392	190
Most popular Item	Chicken Burger	Chicken Wings	Chicken Pasta

www.ielts-exam.net

The IELTS General Training Writing test takes 60 minutes. Two tasks have to be completed. In the first one, examinees have to write a letter in formal or semi-formal tone in response to a given problem or situation. Three guide points are given. The following example shows the instructions of a task from a general training module of the writing sample paper [65]:

You arranged to visit a friend in Canada but an important event at home now means that you must change the dates of the visit.

Write a letter to your friend. In your letter

- explain the important event
- apologise for the situation
- suggest a new arrangement

“In the second part, candidates are asked to discuss a topic in response to a statement which presents a particular point of view, argument or issue. The task requires candidates to write a discursive piece of writing in which the question will typically ask them to discuss factual information, discuss a problem and present solutions, evaluate ideas or justify opinions. Candidate answers for task 2 should be at least 250 words in length” [54].

“Students are given either an Academic Reading test, or a General Training Reading test” [84]. Reading test consists of three sections with increasing difficulty, each one contains a text (it is called ‘reading passage’ during the exam) with 40 questions. These can be texts from magazines,

journals, books or newspapers. The academic part consists of three longer texts connected to academic topics from scientific to historical interests. Specialised knowledge is not needed, any specialised vocabulary needed for the task will be explained in the text.

IELTS Speaking

It is the final part of the exam. It does not need to be taken on the same day as the examination's other parts. It contains three parts which takes between 11-14 minutes.

The first part is an interview consisting on general questions. Candidates need to be able to speak about personal and general topics (country, hometown, family, study or work, free time). The following questions represents the first part of speaking paper [71]:

Instructor: Let's talk about your home town or village.

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? (Why?)

In the second part is an individual long turn. It takes 3-4 minutes. The examiner gives a card to the candidates who has one minute to prepare and 2-3 minutes to speak about the card. In the third part is a two-way discussion. It takes 4-5 minutes. The task is to speak about issues connected to the topic on the card. In this round, topics requires more serious discussion than personal ones. The following sample questions are an example of this part of speaking paper [72]:

Instructor: What is the difference in the past and at the present as regards traveling?

- How would the tourist industry develop in the future?
- What should the government do to attract tourists?
- What should the people do to attract tourists?

2.5 Construction of The European Language Certificates

The European Language Certificates offers reliable, language tests in ten languages: English, German, Turkish, Spanish, French, Italian, Portuguese, Russian, Polish, Arabic from A1 to C2 levels [89, 90].

A1 level consists of listening comprehension, language elements, situational responses, reading comprehension, writing and oral examination, which can be taken separately from the other part of the test. The first part, language elements, includes vocabulary and grammar task – ten multiple choice questions. The following graph is an example of one of the multiple choice tasks [93]:

Dear Mary and Brian,

Are you doing 1 _____ on the 28th? If not, 2 _____ to come and have a 3 _____ with us, say at half 4 _____ seven? There is no special reason – we just think that sometimes eating is more fun with 5 _____ friends at the table. We hope you can come.

Love,

Answers: 1 a anything, b something; 2 a do you like, b would you like; 3 a deal, b meal; 4 a before, b past; 5 a a few, b little

The second section is listening comprehension. It consists of two tasks: true or false and multiple choice exercises [93].

Communicative responses are the third section of TELC A1 level examination. It consists of two parts. In the first one there are three matching items and in the second one there are four. This section is at the same time with listening comprehension. Together with that it takes approximately 15 minutes. The following graph demonstrates one of the tasks of communicative responses. It is requested from candidates to choose the best answer (a, b, c, d) for them [93]:

- | | |
|----------|-------------------------------|
| 1. _____ | a) Nothing. I'm okay, thanks. |
| 2. _____ | b) I don't mind. |
| 3. _____ | c) Yes, can I help you? |
| 4. _____ | d) That's all right. |

The next section is reading comprehension. It includes three parts. It takes 30 minutes. The first is reading for gist, with three multiple choice elements. The second is reading for details with three true or false items. The following sample is an example of this task [93].

Hi,

Thanks for asking me to stay a few days with you. I'd love to come, but I can't come before Saturday. My train gets in at 17.35. Could you pick me up from the station?

Thanks.

Thomas

True or false items:

- Thomas is coming before the weekend.
- Thomas's train arrives at half past five in the afternoon.
- Thomas asks you to meet him at the station.

The third part is selective reading which contains three multiple choice items.

Writing paper of A1 level TELC examination consists of two parts. In the first task a short description is given, according to which candidates are asked to fill in a form. For instance, the following description of a visitor is given to fill a registration form below (Picture 1.10) [93]: “*Your Polish friend from Lublin, Piotr Czyżowski, is coming to Dublin for a holiday. Piotr is coming together with his wife Agnieszka and their three young children, Simon, Kathie and Anna.*”

They are in Dublin from 1 till 4 August. Piotr and his family want to sleep together in one room. They ask you to help them to fill in the hotel reservation form” [93].

Picture 1.4 Writing task in A1 level TELC examination

Hotel Connemara Reservation Form	
Name:	Czyżowski
First name:	Piotr
Address:	
Street:	ul. Niepodleglosci 30/59
City:	20-031 Lublin
Country:	
Date of arrival:	
How many nights:	
<input type="checkbox"/> single room <input type="checkbox"/> double room <input type="checkbox"/> family room	
Smoking:	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
Name of second person:	Agnieszka
Name(s) of child(ren):	Simon, Kathie, Anna
Total number of persons:	
Any special requests?	Horse riding in Wicklow Mountains

In the second, candidates are asked to write a short message according to guided instructions [93].

The last part of A1 level TELC examination is oral test. It contains three parts. It takes minutes. The first part includes questions about general information of the examinees [93].

The second, A2 level consists of language elements, listening and reading comprehension parts, writing and speaking parts. Language elements paper consists of two parts. It contains the multiple choice. The following sample demonstrates an example of this task [91]:

Dear Jane,
How are you? I hope 1 _____ family is well. Are you going on holiday this year? I was 2 _____ Paris for a week in the summer and 3 _____ a very good time there. Paris is a really 4 _____ city with lots of things to see and 5 _____ . Next year we 6 _____ to go to Rome. Have you been there? Can you visit us next year? It would be very nice to see you again. 7 _____ can you come and see us again? Please give my 8 _____ to Andrew and the children. Our children 9 _____ all very well. I hope to hear from you 10 _____ .
With best wishes,
Key: 1a you, b your, c yours; 2 a at, b in, c to; 3 a had, b has, c have; 4 a interest, b interested, c interesting; 5 a do, b make, c take; 6 a like, b want, c wish; 7 a When, b Which, c Why; 8 a greetings, b love, c wishes ; 9 a are, b have, c is; 10 a good, b near, c soon

The next part measures candidate's ability to use idiomatic discourse and common colloquialisms. There are two texts with two tasks. The type of tasks is matching four items out of six provided [91].

The next paper of the examination is listening comprehension. It consists of three parts. The first part focuses on understanding gist of five statements made by different speakers of the

given topic. Each text is played twice and each of them belongs a statement. The task is to decide whether they true or false (items 19-23). The following graph shows the instructions and an

You will now hear five short texts. Listen to each text and then decide whether each of the statements in items 19– 23 is true or not true. Mark PLUS (+) for true and MINUS (–) for not true on your answer sheet. You will hear each text twice.

Now you will have half a minute to read the five statements.

- 19 Joan Smallwood, hairdresser
The speaker lives in the city.

example of the true or false task [91]:

The second part measures the understanding of specific information in voicemail messages, short public announcements or broadcasts. It consists of two short texts (voicemail message and radio program) [91].

The third part assesses understanding of specific details in spoken language. It contains five true or false items (items 25-30) [91].

The next paper is reading comprehension. It consists of three parts. The first one is reading for gist (understanding of the main ideas). The task is to match four headlines out of eight provided to the appropriate text. The following sentences demonstrates some headlines of this task [106].

Asking the way

A: Excuse me, how do I get to Plantation Avenue?

B: 11 _____, you go down Princess Street ...

A: ... what, down Bell Lane, and around ...?

B: Yeah. 12 _____ you go straight past the library. 13 _____.

A: ... past the library?

B: Yeah, 14 _____ go straight on, past the police station to the roundabout. Do you know the big roundabout?

A: Yeah.

B: And Plantation Avenue's off to the right.

A: Er ..., off the roundabout?

B: Yeah.

A: Right. Thanks.

Possible words: AND THEN, JUST, OKAY?, YOU KNOW, WELL

The text is enclosed in Appendix 5 [91].

- A. ASTRONAUT WALKS IN SPACE AGAIN
- B. Bill Clinton caught in snow in Austria
- C. Eleventh space trip for astronaut
- D. FOOTBALLER HAS ACCIDENT WHILE PLAYING
- E. Footballer wants to help children
- F. Model and Ex-President in bad weather
- G. Prince Charles gives money to school
- H. SCHOOLCHILDREN MEET PRINCE OF WALES

The second part measures candidates' ability to understand specific information in a text. It contains two texts with statements. Candidates have to decide whether they are true or false [91].

The third part measures candidates' ability scanning and searching for specific information or

selective reading. The task is to match items with the appropriate section of the text, which is divided into six sections.

The next paper is writing. It assesses examinees' ability to write a short text – a postcard, short letter or an email. It contains six guiding points which involves general topics (school, work, holiday). It should contain ten words to each guiding point [91].

The last paper of TELC A2 level examination is speaking, which consists of three parts. In the first one, candidates' ability to give information about oneself is assessed supplemented by further questions from the examiner. It takes two minutes. The following sentences are examples of this task [91]: Can you tell me something about yourself? Name? Age? Married?/single?/children? Home? Job? Languages? Hobbies? The procession of the second part is in pairs. Accordingly, it measures examinees' ability to speak to his/her partner, asking for and giving information on the topics provided. They get a task sheet with seven prompts they have to speak about. It takes approximately four minutes. The following picture demonstrates the second task of speaking paper (Picture 1.12) [91]. In the third part candidates have to act together: making suggestions, reacting to one's partner's suggestions, asking and answering questions with the intent of coming to an agreement. They get a task sheet with six prompts.

The third, B1 level consists reading comprehension, language elements, listening comprehension parts, writing and speaking modules [92].

Reading comprehension takes 90 minutes together with language elements and it consists of 3 parts. The first part is reading for gist. It assesses how examinees understand emails and select the best subject line (5 matching items). The next sample exercise is an example [92]. It contains a short passage and an item which fits to it:

At least 100 Sussex children and staff are thought to be suffering from food poisoning after a Christmas meal. A third of all pupils – aged between nine and 13 – and ten teachers were struck down after eating a turkey lunch on Wednesday. Several pupils were taken to hospital.

Best fit item: h) School dinner causes serious illness

The second part is reading for detail. It contains a longer passage with five multiple choice items. The third part is selective reading. It measures how candidates understand relevant passages in formal or informative texts. They contain some complex language and structures. The task sheet contains ten matching items. The following sample items and picture (Picture 1.13) is an example of this exercise [92]:

- You would like to stay with a family in Italy.
- You want to learn French and take an examination at the end of the course.
- You want to learn English next summer at a university in England.
- You are planning to learn English in a language school in or near London.
- You want to have a technical report translated into your language.

- You need to learn English for your job and want to meet people from British companies during the course.
- You want to learn English in order to be able to work in the travel business and would like to take a course in Canada.
- You would like to learn French and enjoy winter sports at the same time.
- You want to learn French in Canada and stay with a family.
- You would like to learn Italian but do not have much time.

Picture 1.5 Selective reading sample task TELC examination.

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Language elements paper consists of two parts It focuses on vocabulary usage, grammatical structures and part of speech. Both parts include multiple choice items. The following sample demonstrates one of the multiple choice task [92].

Dear Gordon,

I wish you all the best for your birthday.

I'm sorry that I forgot to send you a birthday card, but I have been working very hard 21 _____. I actually thought that your birthday 22 _____ one month later – on the 25th February, not the 25th January. It was only on Saturday that I realised my 23 _____.

I hope that you are very well – as 24 _____ – and that you have no problems in your new job. Could you write or phone to 25 _____ me more about it?

By the way, did you 26 _____ the entry test for the Open University course in marketing? I am also thinking of 27 _____ a similar course and would be interested to hear what the requirements are like in British colleges. It's about time we 28 _____ together again. How about 29 _____ over for a long weekend some time? May would be perfect. You could stay here for 30 _____ of days and we could catch up on what's been happening since we met last year.

Best wishes,

Jim Mandell

Answers: 21 a last, b late, c lately; 22 a has been, b was, c would; 23 a fault, b mistake, c wrong; 24 a general, b used, c usual; 25 a reports, b say, c tell; 26 a pass, b success, c write; 27 a holding, b making, c taking; 28 a got, b met, c spent; 29 a come, b coming, c to come; 30 a couple, b a few, c a little

Listening comprehension takes 30 minutes of the examination. It consists of three parts. The first part measures the understanding everyday conversations (personal and work-related contexts). The second part is listening for details. The third part is selective listening.

The next paper is writing. It takes 30 minutes. Candidates expected to write a personal or semi-formal letter or email that is appropriate in content and form [92].

The last paper of TELC B1 level examination is oral examination, which takes approximately 15 minutes with 20 minutes preparation time. It consists of three parts. The first part is social contacts, which means that examinees are expected to tell something about themselves. The second part is Topic based on conversation. It means that candidates get task sheet with different information but the same topics. It is requested to create a dialogue based on these tools. It measures how examinees discuss and express their viewpoint on a specific topic. During the third part candidates are asked to plan something together: exchange ideas, express individual suggestions and responds. The following sample is some points which are included in the third part of listening module [92]:

- Where to go?
- Where to stay?
- Other people going with you?
- How to get there?
- Time of year?
- Other ideas?

The structure of B2 level in TELC examination differs a bit from A2 level. The structure of the examination consists of a written examination part (reading comprehension and language elements). It takes 90 minutes. Then it has a 20 minutes break. After break comes listening comprehension and writing. The last element is oral examination.

Reading comprehension has three parts: reading for gist (candidates have to fill in five matching items), reading for detail (candidates have to fill in five multiple-choice items) and selective reading (candidates have to fill in ten matching items). The following graph is an example [94]. Examinees are asked to match newspaper headlines to articles:

A man who has been in a coma for 19 years after a car crash woke up and started talking to his mother, who was sitting at his bedside. Terry Wallis began his return to consciousness slowly with just a few nouns, but gradually a flood of phrases came pouring out. 'He started out with 'mum', and then it was 'milk' and 'tree', said the director of the Arkansas rehabilitation centre where Wallis was being cared for. Terry, now 39, was driving home 19 years ago when his car left the road and plunged into a stream. He was found the next day under a bridge and was in a coma. Terry's daughter Amber, who was born shortly before the crash, is thrilled to now be able to build up a relationship with her father. According to Terry's father, his son talks almost non-stop now. 'It's so peculiar, it's going to take some getting used to!'

Key: j) Years of silence finally end

Language elements has two parts. In the first one, examinees have to fill in ten multiple-choice items and in the second one ten matching items. The following sample is a short example section of multiple choice task [94]:

I 21 _____ Sophie Lane in a variety of capacities for a number of years. She was my daughter's private French teacher for 22 _____ years. In addition, she is my partner in a small, successful business where she is responsible 23 _____ articles, press releases and website content, among other duties as required in our office. We have worked together effectively from the start and profitably on different projects and have rarely had any difficulties, at least none which 24 _____ not be resolved after some positive discussion.

Possible answers: 21 a am knowing, b have known, c know; 22 a a lot of, b plenty, c several; 23 a for writing, b in writing, c to write; 24 a could, b should, c would.

Listening comprehension takes approximately 20 minutes and it consists of three parts: listening for gist (candidates have to fill in five true/false items), listening for detail (candidates have to fill in ten true/false items) and selective listening (candidates have to fill in five true/false items). It takes approximately 20 minutes. The following sample is an example of the second item of listening paper [94]:

- If you want to attend the 'Renaissance Revival' tour you need to go to Hall 42 at 2 pm.
- If you have problems with your teeth you should choose the HealthPlus insurance.
- You can register for your course after the break.
- You can expect good weather for most of the weekend.
- You will have to take a bus for the first part of your journey

Writing paper takes 30 minutes. It contains two tasks. In the first one it is requested to write a semi-formal or formal letter, in the second exercise pupils may choose from two options. It takes 30 minutes. The following graph is a sample of the first exercise [94]:

Write an email to the restaurant above enquiring about the possibility of hosting a dinner party there.

You should mention

- a) at least three of the following points or
- b) at least two of the following points plus one other aspect related to the topic:
 - availability of suitable food for a guest with allergies
 - special discounts
 - type of entertainment
 - why you have chosen this restaurant

Before starting the email, decide on the order in which you think the points should be included, as well as on an appropriate reference line, salutation, introduction and close.

Please write at least 150 words.

The last part of the examination is speaking. It takes approximately 15 minutes and it consists of three parts. The first part is a presentation of one candidate about oneself and answering further questions asked by the examiner. The second part is a discussion with another candidate, the third one is a task which they have to do together: making suggestions, reacting to one's partner's suggestions, asking and answering questions with the intent of coming to an agreement. In the third part candidates are asked to plan something together, for example: "You and your partner want to organise something special over a day or two for your friend Susan's 30th birthday.

First decide on your ideas for Susan's birthday celebration. Tell your partner your ideas and try to agree on something that you and Susan would all enjoy" [94].

2.6 Construction of Tests of English as a Foreign Language examination

TOEFL means Tests of English as a Foreign Language. It differs from the previous examination in some aspects, for instance, it measures language ability only at university level and it can be taken both paper and Internet based test format. The construction of the test is made up a reading and listening comprehension paper followed by a break and speaking (there is no oral examination in computer based format) and writing modules [86].

Reading comprehension module measures candidates ability to understand passages on academic level. It takes 54 minutes. To each text one long task is enclosed. It includes two more complex questions.

The second module of TOEFL test is listening. Candidates hear a conversation and they are asked to answer some questions connected to it. The following sample is an example of the questions. The audio transcript is enclosed in Appendix 6 [87].

Question: Why does the man go to see the professor?

- A. To hand in a late assignment
- B. To find out about jobs in the department
- C. To discuss Dean Adams' current research
- D. To volunteer to help organize an event

After reading and listening sections a 10 minutes break comes.

After the break ended, the next modules are oral examination and writing. Two exercises are included. In the first candidates read a text and listen to lecture. Secondly, candidates will listen to a lecture based on the same topic [87].

Each language examination has its own construction. It means that each one requires unique preparation from examinees. The collection of sample exercises and preparation materials available on their websites make easier this process. The second part of this paper gives a review of collections of sample exercises of each examination and their special structure.

In each language examination four levels are examined: A1, A2, B1 and B2 as a matter of a fact that B2 level is the equivalent of the Ukrainian graduation (ZNO). Examinations are changing by the changing of levels. It manifests itself in the following aspects:

- The more difficult the test paper the more exercises contains in some parts. For instance, in Cambridge examination A2 level test includes only three sections (reading and writing, listening, speaking) while B2 level has 4 sections and it is expanded with use of English.

In TELC examination in listening comprehension A1 level has two corresponding exercises while in B2 level has three ones.

- Exercises are longer and more complicated. For example in TELC examination's speaking part of A1 level has three sections which are Speaking about yourself, Asking for and giving information, Making and replying to requests, suggestions and offers while in B2 there are the followings: presentation about yourself, Summary and follow up questions (two or more candidates) and Discussion (two or more candidates). In Cambridge examinations in basic levels (A1, A2) grammar is measured by matching, multiple-choice-, word completion-, information transfer exercises, in more advanced levels key word transformation and word formation are appear. In writing part of basic levels candidates are requested to write postcards or short messages while in more advanced level they are asked to write essays, letters, reports, proposals.
- Exercises takes longer time. As an example of ECL examination writing part takes 35-40 minutes for basic levels and 75 minutes for advanced ones.

The thesis unfolds the difference between the language examinations. The distinction of their construction reveals in the followings:

- Some of them do not contains breaks during the examination (Cambridge, ECL, IELTS) but some of them do (TELC, TOEFL) and some of them allows to take some parts of the examination on another day (speaking part of TELC and IELTS examination).
- Most of the examinations name their sections according to the standard sample (reading-, writing-, listening-parts/papers and oral examination). However, there are some where appears different sections (Situational responses of TELC, Use of English, Interview and Composition of Cambridge).

The five examinations emphasise different parts of their tests. As it is evident from this paper, Cambridge and TELC have well elaborated oral examinations, while the computer format TOEFL examination has no speaking part. TOEFL is specialised in measuring language ability through reading and listening tasks.

The importance of describing language examinations lies in that the examinee can determine the examination test closest to him/her which can be utilised in the future. Thus, several redundant steps can be avoided.

PART 3

EXPERIMENTAL RESEARCH

Second language acquisition plays an important part in spheres of economics, society and politics. In many countries it appears as a basic criterion in order to continue one's studies in tertiary education and to apply numerous jobs. Accordingly, one of the main aims of people who want to be involved in tertiary education or in vocational training is to possess a second language certificate. The questions that interest these people the most are the followings: What is the most effective learning strategy? How can we get from point A to point B?

This chapter reports on the findings of a qualitative study on the experiences with language examination of examinees. Its aim is to explore the fulfilment of language examination from the participants' point of view. Participants were ten candidates and data were gathered through interviews.

Questions expand to the aims of language examination of the examinees, the aims of choosing the type of the examination and the fulfilment of these goals. Peculiar strategies and other helpful tools of the learners and how they overcame with the presented difficulties are discussed from the data basis. The sources from which the participants were informed about the process of language examination, and their own experiences were also revealed.

3.1 Participants

The paper reports on the findings of a qualitative study of the people who took one of the five language examinations that were mentioned in the previous chapters. Ten people participated in this survey, six out of ten are men and four of them are women. They are not connected to each other, but their common feature is that all of them are involved in tertiary education in Hungary or in Ukraine, and all of them come from Transcarpathia, region of Ukraine. Eight of them are university students (two of them in Hungary) and two of them are teachers (Hungary and Ukraine) at universities. Their age range between 17 and 32. All participants have studied English since their high school age, however preparation time for language examination range between one month to one and a half years, during which five out of ten took private lessons and five had not. Nine out of ten took B2 level examination and one took C1. Examinations were taken between 2011 and 2019 [57, 95].

In this chapter of the research their reports will be cited, however their names are not their original names, but pseudonyms in order to preserve their anonymity. The following table demonstrates basic information about the participants and their language examinations.

Table 3.1.1 Language Examinations and Participants

Pseudonym	Age	Total time of learning English	Preparati on time	Tutor	Type	Year	Results (%)
Diana	17	Since high school	1 month	No	Euroexam	2019	-
Alex	19	Since high school	1.5 years	Yes	Cambridge	2019	98%
Emma	20	Since high school	4 months	No	ECL	2015	90%
Martin	20	Since high school	1.5 years	Yes	Cambridge	2015	95%
Klara	21	Since high school	6 months	Yes	Cambridge	2015	91%
Martha	21	Since high school	1.5 years	Yes	Euroexam	2016	90%
Kristóf	29	Since high school	2 months	No	ECL	2019	75%
Gyuri	27	Since high school	1 year	Yes	Euroexam	2011	95%
Gyuri	27	Since high school	3 months	No	IELTS	2017	90%
Ákos	32	Since high school	1 month	No	ECL	2017	75%

3.2 Research Tool

All the detailed data was gathered by the qualitative method of structural interviewing. All the verbal data was analysed using the method of analysing structural interviews. The following questions were discussed during the collection of data basis:

1. Which year did you take the language examination?
2. What type of language examination did you take?
3. What level of language examination did you take? In which language?
4. What was your purpose with the language examination?
5. What were the aspects according to which you chose this type of language examination?
6. How long did it take to get ready?
7. Which part of the learning process was the most difficult? Why?
8. Which language skills were the weakest when you started and finished your preparation?
What do the results prove?
9. What books and other learning tools did you use?
10. Did you have any learning strategy?
11. Did you study alone or with a tutor (teacher/friend/family member)?
12. Are you satisfied with the results achieved?
13. What experiences did you have with the language examination before you passed it?
14. What are your own experiences? Do they coincide with what others have said?
15. Have you already benefited from your second language certificate? If so, how?

3.3 Procedure of the Research

Verbal data was collected along fifteen predetermined questions. The order of questions was fixed, it was taken word for word. Answers were recorded by handwriting or recorder. There were some cases when further questions were asked in order to get some unexpected but very informative answers. Interviewees were helpful, they tried to share as much information as possible. They received extra questions well. Data was gathered in the territory of Rákóczi Ferenc Transcarpathian Hungarian Institute. It lasted two weeks. After gathering data basis, interview schemes were written down and processed.

3.4 Research Findings

Language examinations of the examinees were taken between 2011 and 2019, December. Three of the participants took Cambridge examination, three of them took ECL, one of the examinees passed IELTS and two of them took Euroexam. All of the language examinations are internationally accepted. One of the examinees passed B2 level Euroexam and six years later he passed C1 level IELTS examination; one of the participants who took B2 level Euroexam in 2019, December, has not received results at the time of the interview.

According to the literature, in most countries it is expected from pupils to show a second language certificate in order to go on further studying in tertiary education. Many businesses and government institutions require effective communication ability in English and those employees who have this ability are more appreciated. Finally, there are people who take language examination with the purpose of evaluating their own achievements. These factors were also investigated in this research and the results show examples of all of them. The two facts, that all the participants are from Transcarpathia and are involved in some tertiary educational systems determines the results of these questions. Many Hungarian-speaking people who live in Transcarpathia – especially the youth and middle-aged ones – grab the opportunity to continue their studies (BSc and MSc) in Hungary. According to the regulations of the Hungarian Educational Authority, those admission appliances who can present a second language certificate gain extra points when applying to university, moreover, in Hungary only those can receive university degrees who have passed a second language examination. Accordingly, many of the results of this survey show, that the main aim of taking language examination of the participants was to be involved in tertiary education (nine out of ten and six of them expected to go on further education in Hungary).

Excerpt 1 (Alex)

“It was possible that I was going to study to Hungary... so it meant some extra 40 points at the entrance examination if I had a language exam...”

Excerpt 2 (Martin)

“It meant extra points to apply for university.”

Excerpt 3 (Kristóf)

“I needed it to get my BSc diploma in Hungary and to complete my master's degree .. in the future, it is possible that I will apply for a master's degree or PhD, and that too.”

Two of the participants answered that they took language examination with the purpose of self-justification:

Excerpt 4 (Emma)

“It is always important for me to engross where I am. So, my aim was mainly self-justification, besides I needed it to get my diploma. I managed...”

Excerpt 5 (Martha)

“Well... I took language examination mainly because it meant an extra point when applying for university. And... I get my diploma only if I have language examination. Besides, my other main belief was that it feels good when you know a language and not only prove it to yourself, but there is evidence of it ... yes... so this self-justification would have been my goal with it.”

Each language examination emphasises different parts of their tests and they measure language competence in different ways. In this research it is also revealed that the orientation of language examination plays an important role in the selection of the types. In the case of Euroexam all the examinees decided according to the content of the examination. Their main aim was to find a language examination which measures spoken language:

Excerpt 6 (Martha)

“On the one hand, my tutor recommended it, and on the other hand, I heard about these language exams [Euroexam] that differed from others in that it was mainly based on speech. My goal was to be able to use the language mainly in everyday life, and this exam measures that.”

Excerpt 7 (Gyuri)

“First, I wanted Origo examination, but I was just really bad at grammar and I heard that Euroexam contains less grammar, but more talk and problem-solving tasks... but not grammar.”

However, there were cases in which the person did not choose Euroexam due to its measurement of ordinary language competence:

Excerpt 8 (Martin)

“I had the opportunity to take another exam [Euroexam] but I heard from one of my friends that it is very difficult and it is easy to fail... I heard that they have no grace as in school... so I chose what my teacher recommended [Cambridge].”

The main aims of ECL examination takers were their physical comfort and the simplicity that they may gain international second language certificate without travelling abroad. Three of the participants took ECL examination with the purpose of its closeness to the participants' habitations.

Excerpt 9 (Ákos)

“It was the nearest examination centre. I didn't have time for travelling abroad or somewhere else as I needed this certificate as soon as possible [in order to successfully apply for a PhD course]. So... it was close and comfortable for me.”

Four of the participants answered that they chose that type of their examination due to the advice of their private teacher.

Excerpt 10 (Alex)

“The teacher recommended it because it was international and she had preparation material for this exam.”

There are more participants who made their decision after deep examination of the possibilities. For instance, the only person in the survey who took C1 level examination chose IELTS:

Excerpt 11 (Gyuri)

“I asked for advice from my friends who took language examination... and I read a lot about examinations in order to choose the best. After all, IELTS finally convinced me. I also had a clause to be internationally accepted.”

Preparation is one of the most determinative factors of language examination. It can be influenced by many issues. In this survey the candidate's preparation time for the language examination is determined by the examinees' previous efforts in language learning. The results are not connected to the fact that some had language tutors and others did not. Moreover, it took less time of preparation for those who did not have private teachers. Three of the participants claimed that it took them less than half a year to prepare for the examination, however, they did not acquire their language knowledge during that time and they did not take private lessons.

Excerpt 12 (Kristóf)

“It took me two months to prepare for the language exam. Of course, I didn't acquire my knowledge during this time, it was just getting ready. It mattered a lot that I had studied English for years before.”

Excerpt 13 (Ákos)

“I have been learning English since my 5th grade, so the time that was exactly preparing for the language exam was one month before the language exam. The fact that I learned English a lot before it made my preparation much easier. What I purposefully had to pay attention to was the type of tasks and I purposefully looked at such tasks. So, I didn't have to start any topic from scratch, but rather to repeat how those words and phrases are. My foundation helped a lot.”

In contrast, most of the participants (6) took more than a year to prepare for the examination, despite the fact that they had many years of English learning behind them.

Excerpt 14 (Alex)

“I have been doing this [preparation] all my life, having been in private lessons since I was a child. And when the time was concretely set, I began preparing every week, and I had so much homework to do... So, one and a half years... Till this time I was lazy... umm...I didn't do my homework but then I had to get used to hardening.”

Excerpt 15 (Martha)

“Yes, I have been studying English since my young age, but the time I spent on preparing for the language exam was one and a half years, so while I was taking private lessons. So... one and a half years was the concrete preparation time.”

Excerpt 16 (Martin)

“Actually, I went to extra classes for four years because I loved English and I needed it in school either, but at the beginning I didn't know I was going to take a language exam, it cleared out only lately.”

One of the examinees tried both ways of preparation. At the beginning of the preparation she tried some private lessons but then she preferred her own learning strategy, rather than a tutor's one.

During the time of preparation candidates may face with difficulties. According to the literature, examinees ought to set of objectives which motivate them to overcome these difficulties. Candidates ought to determine themselves what the purpose of taking a language examination is, what they want to achieve and what kind of results they want to achieve. The list of objectives helps them to clarify their thinking about the components of the language examination by writing out the main goals of it [79].

Excerpt 17 (Ákos)

“I looked through the parts and types of exercises included in the exam and I turned over and wrote out the important ones. What I thought that would be easy for me I didn't take time for that... I just didn't have the time to go over everything, e.g. I spent time for writing an official letter, but not for an everyday one as I've already applied it on a weekly basis...”

Motivation helps to reach goals, either. When a person is motivated in language learning, they choose tasks that enhance their learning, work hard at those tasks, and persist in the face of difficulty in order to attain their goals. In this research participants are motivated both extrinsically (by government issues or university requirements) and intrinsically (students learn from pleasure and they have self-determination about their educational path) [79]. The utmost challenge mentioned by the participants was the oral examination and the grammatical part of the tests. Seven out of ten examinees claimed that the oral part caused them the most difficulty, with one mentioning use of English and two mentioning grammar and writing skills. As for the problem of oral presentation, the sources were of different origins. Some have argued (4) that the problem of speaking was caused not by lack of language ability, but it originated from their inherent fear of speaking in front of others.

Excerpt 18 (Emma)

“Grammar was the most difficult... to write correctly and the writing part in order to make it sophisticated. I didn’t even know how to build up my composition to be formally accepted... yes. And the oral examination. I had to overcome my stage fright... so I had to prepare for it spiritually.”

Excerpt 19 (Martin)

“Speaking was the hardest thing, but not because I couldn’t speak English but because of my personality. It was difficult for me to speak to others, I’m not a person who speaks a lot.”

Excerpt 20 (Martha)

“Speech was the hardest part for me... I think I could build up sentences in my head, but I was very afraid to speak in front of others because I was afraid that I say something incorrectly or if I make mistakes then they will laugh at me... and even the tenses caused me more difficulties.”

Some (3), however, claimed that the lack of practice made it difficult for them to speak English.

Excerpt 21 (Ákos)

“According to the scores maybe the oral examination part was the weakest point. So, my English knowledge didn’t cover a spoken language. That’s what I made most of. (...) I use little spoken English. Writing is okay as I usually write e-mails, but I have this “I can’t express myself” difficulty. When I write something, I have more time to think through what words to use, while speaking it is good if it is continuous. – What about Grammar? Use of English? – Yes, I paid little attention to grammar, especially tenses, updated my knowledge, but I still think the oral part was the hardest for me and I was preparing for it the most. It was a relief, that I had to talk to my partner and the examiner was just managing the conversation. My partner was good at talking, this made it easier for me to talk, though I may have made it harder for him.”

Excerpt 22 (Gyuri)

“I prepare for the oral part the most. There were 20 or so topics that included such topics as economics, world issues, etc. And I was afraid of them, so I did most of this because I don't even know the answer to such topics in Hungarian, not in English. Also, the written part and the listening...”

In all cases, participants tried to face their problems. According to the results, in most cases they succeeded (8) or even reversed (2) - at the beginning, their weakest skills scored the most on the exam.

Excerpt 23 (Ákos)

“I say that the preparation I have invested in improving my speaking has yielded its results. I don't think I would have passed the oral part if I hadn't worked on it.”

Excerpt 24 (Martin)

“Speaking and writing [was the weakest] at the beginning, maybe writing was the worst... but I managed to improve it a lot; by the end the writing went pretty well and it was just because we practiced a lot in formality, content and... so how to divide a text and to start paragraphs for each thought. Yes... writing has become one of the best. According to the results, speaking was poor enough, unfortunately.”

Excerpt 25 (Martha)

“Reading was hard for me. There was no problem with the understanding of a text or the task, but it was always difficult to answer questions; I understood what they were asking, no problem .. but it was difficult to answer and somehow, I could never find the right answer... well, this was the hardest at the time of the exam... At the beginning of the preparation the oral part was the weakest, but finally it became the best .. moreover, speaking was managed to outdo all the other skills, but reading was still bad.”

Excerpt 26 (Diana)

“The weakest was my speaking skills at the beginning... but fortunately I had the opportunity to speak with native English speakers on a weekly basis, so I was confident before the exam.”

As it was mentioned in the literature in the previous paragraphs, preparing for language examination is only worth by doing it trustworthily. According to the results, participants have widely used learning tools and strategies through which they manage to reach their goals. Examinees are open to apply those examination books which are available on the language examination's website. Participants who prepared for language examinations with a language tutor applied tools provided by the teacher. These include language examination and language books and other preparation materials.

Excerpt 27 (Gyuri)

“Honestly... my tutor teacher was who gave me some materials. These were for example, the book *Thousand questions, thousand answers* in order to improve speaking skills, a grammar book by Raymond Murphy, and some other language materials. And... that time it was a fashionable when those online chatting applications appeared. I used them too and I spoke with others... it worked that there was a group in which different questions were taken and we could answer to them and share our viewpoints in English. I also watched many online videos and movies, for example *Lord of the rings*.”

Excerpt 28 (Martha)

“Actually, I have no idea what kind of books I learned from. My private teacher brought everything printed and we just processed the materials as they occurred. We looked through a lot of speaking topics and a lot of rules connected to which I had to do practice exercises.”

Many of the participants who prepared on their own applied materials provided by the language examination centre. These include examination test books, sample tests, audio materials (all available on the examination’s website) and uploaded YouTube videos about oral examination.

Excerpt 29 (Diana)

“My sister passed the same type of exam so I learned from her materials. But the Euroexam Elearning program also helped me a lot. This four-week online course provided me with a lot of useful information about the exam, from which I took advantage during the exam too. I also found several trial assignments and links on the Euroexam website, which also helped a lot.”

Excerpt 30 (Emma)

“[I used] older, library-based grammar books, videos to understand speaking topics, TED talks, music... I also used the book *Solutions* from which we studied in school and Oxford dictionary.”

Strategic learners are diligent and resourceful in pursuit of a learning goal and do not give up easily, even in the face of difficulty. They spend much of their time studying and they recognise when they have learned a topic or not. If it is necessary, they ask for help from a teacher, their mates or from language tutors. They want to study, and they do want to acquire knowledge. They know that studying is an active and systematic process. [79, 80, 21, 84, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106]. In this research many of the interviewed people – both tutored and untutored ones – applied different strategies, however, they do not call them strategies. These activities are not necessarily conducive to passing the language exam, but they undeniably contribute to its success. These appear as sources of relaxation in the target language. These activities include watching movies and videos, reading books, playing game and online chatting in English.

Excerpt 31 (Alex)

“The teacher gave me the books... it was the one specifically for the Cambridge language exam. Besides, I was watching a series, but not like learning or anything, just for fun. I played in English and... well, I attended several English camps where I could talk to people in English. For example, Irish people came and I could talk to them and it improved my speaking. Mom always told me to play such word games, but... I didn't care. I watch a lot of YouTube videos. 80% of the videos that I watch are in English. – What kind of videos? How did you select them? – I selected them based on my interests, e.g. chess videos. Or such philosophical things. Everything else that was, e.g. boxing. – What do you do if you don't understand a word in the video? – Well, I just ignore it, I won't look it up. There's no very serious language in these videos that I don't understand. If I don't understand something, I don't attach much importance to it. I haven't learned such big words.”

Many of the participants claimed that they did not have any special learning strategies, however when they described their learning process, they did describe a strategy.

Excerpt 32 (Emma)

“Not really [applied strategy]... It depended on my mood, what I was practicing. Or... for example, if I hadn't practiced reading for a long time, I sat there for a week... I tried to understand the text in its context, without using a dictionary, but if it did not work out then I looked it up in an English-English dictionary. (...) I tried to write formulas, I picked and wrote at least one random topic weekly... and I have a very good English-speaking relative and she helped me, she looked through my compositions. To improve my speaking skills, I watched TED talk. ECL has quite complex oral discussion topics and friends recommended me to watch TED talks. Sometimes I stood in front of the mirror and I tried to talk in English... that's helped me.”

Excerpt 33 (Gyuri)

“My private teacher signed the road and I was obedient... well... I also tried to learn some phrasal verbs and involve it in my everyday thoughts... or speech. And I also tried to learn proverbs that make language and speaking more colourful.”

Excerpt 34 (Diana)

“Yes. Every day I learned all four skills and then, at the end of a week, tried to create the conditions for the exam as that would be the real one... This has helped a lot to ensure that nothing gets unexpected on the day of the exam...”

Each language examination centres provides information for examinees. It contains sample tests with keys, language examination books and other preparation materials, vocabulary list, information for candidates, summary regulations for candidates, frequently asked questions and exam day tips, offered games and social media and videos of oral examination. Questions

connected to the experiences heard by others and participants' own experiences were also taken during the interviewing. All candidates oriented in the process of the examination. Participants who took language examination before the age of 20 were all reported that they were afraid of the examination.

Excerpt 35 (Gyuri)

“Actually... at that time, there wasn't really anyone who took language exam, in fact I was probably among the first ones who took; everybody was scared about it ... by the way, there were a lot of flams...”

All of them gathered information about their examination from the books and websites provided by the language examination centres. It reveals from the results, that the information transmitted through the examination centres is entirely overlaps with that of the experience of the participants gained after the examination.

Excerpt 36 (Alex)

“That they are very hard and they have very strict rules. And that's what I experienced. What is written down in their requirements is indeed adhered to. Time is also measured very precisely. They are very accurate, but also very helpful. So... what they said became true. It scared me when I almost ran out of time, I just finished when the cards were stacked.”

Excerpt 37 (Ákos)

“Fully. There is quite a standard pass for such an exam. What I was told happened for the most part, as I expected, everything happened. You can count on what their books describe. Personal reports... well, there were things that others didn't have but I did... it sorts by man”

Despite these positive outcomes, four of the participants complained about the oral examination. Two of them in a positive way and the other half negatively. It was relief for Martin and Kristóf as they expected very hard speaking topics during the oral examination. In contrast, Martha and Emma took the negative regards: Martha mentioned that it was exhaustive for her as she had to wait four hours to take the oral examination. Emma told that she expected easier speaking topics from that she got.

Finally, eight of the participants are completely satisfied with their examination results. One of the participants discontent with the results of the oral examination, and one of them with the 75% of her examination:

Excerpt 38 (Martha)

“Not really... I'm satisfied with the oral examination, but not with the others. It is because my English is much better today than it was that time, however, it doesn't count much.”

Seven out of ten have already reached the goals why they took the language examination. They managed to be involved in tertiary education, both BSc and MSc level, they were able to get

different applications or they have already got their diploma. It also gave them confidence and self-justification.

There were born positive answers for the questions whether they have already benefited from their language certificate or not. Eight of ten participants have already reached their goals with their second language certificates. They managed to be involved in tertiary education, both BSc and MSc level, they were able to get different applications or they have already got their diploma. It also gave them confidence and self-justification. One of them has not received the results.

Excerpt 39 (Ákos)

“Yes, as I’m a PhD student now...”

Excerpt 40 (Klara)

“Yes... I manage to win several applications”

Excerpt 41 (Martin)

“Yes... I had several jobs where it was a criterion to have second language certificate.” One of the candidates answered distinctly from the others. Martha highlighted that several times she had advantage from learning grammar:

Excerpt 42 (Martha)

“Definitely! After my language examination I moved abroad, and I was surrounded by people whose first language was not Hungarian but their second language was English either. And... grammar helped me a lot. It gave me confidence as I knew that I speak correctly. And... several times I heard from those people speaking with incorrect gramma and I was happy that I knew the language. Well... soon I will get my diploma so it’s good not to bother myself by taking language examination recently... so yep... I have lots of benefit.”

3.5 Discussion and Interpretation of the Results

In this research ten examinees were asked about their experiences of language examination. Nine out of ten took B2 level examination and one took C1 level, all of them in English.

It may be claimed that the results of the interview survey and the literature overlaps. It was mentioned in the previous chapters that many people take language examination to go on further education or to set up in a business. Findings supported this fact either. Nine out of ten examinees took language examination in order to be involved in tertiary education, two out of ten took with the purpose of successful job application and others (2) had further purposes of self-justification. The selection of the types of examinations were determining in most cases. Three out of ten chose Euroexam because it is based on speaking abilities not grammar. ECL examination was chosen (3)

due to its being locally appropriate for the candidates. In the case of Cambridge examination (3) examinees were advised by their tutors and one person took IELTS.

In this research, preparation time of the examinees for the examination depended on the pressure of their objectives. Their previous efforts in language learning was a determinative factor. Participants had to face with difficulties, however, their set objectives and motivation helped to overcome with them. The findings show, that oral examination (7) and grammar (2) were real challenge for them.

Participants recorded that they did not use learning strategies. Those who had language tutors (5) followed the instruction of their teachers; they studied from books recommended by their teachers. Participants without language tutors prepared by improving their weakest language skills; they employed the books of the examination centre (sample test books) and other peculiar tools such as videos, chatting, listening to music and so on.

Most of the examinees (7) have positive experiences with the process of the examination. They reported that what is claimed in the requirements of the examination is strictly fulfilled during the process of the examination.

The majority (7) of the participants have already benefited from their language certificate and they reached their objectives and all of them were satisfied with their results.

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This paper reported on a qualitative study the aim of which was to examine internationally accepted language examinations (Cambridge, IELTS, ECL, TELC, TOEFL) the constructions and levels of which are defined by the Common European Framework (CEFR), whether they truly measure language ability or not, whether authenticity, effectiveness and usefulness are peculiarities of language examinations and if not, what stands in its background.

All the participants of the research needed language certificate with the purpose of reaching their objectives (applying BSc and MSc degrees, attendance in tertiary education, job applications, appliances, self-justification). The results show that most of the participants have already reached their goals. Setting an objective contributes to successful preparation as learners get intrinsic or extrinsic motivation to learn and face difficulties in the target language. In this case, participants motivated both extrinsically (by government issues or university requirements) and intrinsically (students learn from pleasure and they have self-determination about their educational path). For the subjects of this research, oral examination (7), grammar (2) and writing (2) meant most of the difficulties. They faced their problems by applying different learning strategies. Some of them wrote letters and learned texts which were assessed by their language tutors. Others read and listened different types of speaking topics (TED talks) which they tried to practice, tell and rewrite them more times. Speaking and writing topics represented by the language examinations helped the preparation of the participants substantially. They tried to improve their grammar skills by using grammar books and practicing sample grammar exercises. With this in view, it proves that language examinations are achievable and authentic. Language ability of the examinees is measured efficiently as all the examinations expended to the four main language skills: reading, writing, listening, speaking. It is also supported by the results of this research – as it was mentioned above – that nine out of ten examinees passed their examinations successfully, one of them have not received the results and most of them have reached their objectives with the certificate (they are PhD students (2), they are attended in tertiary education (8) and work in higher education(2)).

As it was mentioned, preparation is a crucial attendant of language examination. Preparation time is largely affected by the age and occupation of the participants. Many of them (6) took language examination during their high school age. According to the results, they spent one to four years for preparing for the examination. In most of these cases (5) students had recourse to a language tutor. Those who took language examination during their university studying (3) prepared for the language examination on their own within a shorter time (one month to half a year) from the ones who had language tutors. Participants who had teachers learned from resources recommended by their tutors. However, it was mentioned that many teachers applied language

examination books. Others mostly applied books provided by the language examination centre. It is worth to mention that the previous efforts of language learning of the examinees are a determinative factor either. Participants preparing for language examination within a shorter period (5) claimed that their preparation was productive due to their strong language base. All these facts shows those language examination books, sample tasks, audio recordings and other preparation materials are authoritative and effective and they contribute to the preparation of the examinees. Besides bald material (books, sample exercises, audio materials) learners tried to involve English language learning into their spare time. Many of them listened to music, read books, watched videos, played online games in English or they chatted with native speakers. For that reason, choosing the type of the language examination was not unconcerned question to the participants of this survey. Many of them chose a type of examination since – as they claimed – that does not measure a lofty, sophisticated language ability but assesses everyday use of the language. Participants who struggled with speaking – due to their nature or their lack of confidence – chose the types of language examinations that stressed mostly grammar and writing skills (Cambridge, IELTS). With the purpose of effectiveness and comfort or due to lack of time many of the participants chose the closest to their accommodation. Accordingly, it can be claimed that all these language examinations measures language ability distinctively. They bring into focus different language skills and help their participants to reach different objectives with them. Moreover, it is true that language examination centres are built in more countries in order to improve accessibility.

The importance of language examination can be recognised not only from the achieved results but from the results appears during the preparation time. They show also that language ability and language skills of the participants are improved. Due to the constant practicing of the weak skills, examinees managed to reach outstanding results. According to the participants' recordings, by strengthening grammar pupils will able to speak English language correctly which gives them self-awareness (1); by improving listening skills they will able to understand native speakers and be involved in conversations (1); by practicing speaking they will become more confident and persuasive (4). It was also admitted, that by applying two candidates during the oral examination, much anxiety is reduced in examinees.

Many of the participants of the survey oriented about the language examination. Information in some part overlaps with the participants' own opinion. However, gained information from language examination preparation books and the websites is admitted. Many of the examinees claimed (6) that they experienced the same rules, treatment and requirements that they read in the examination booklets. The process of the examination happened unequivocally as

it described in the booklets. All of these are the indicator of the authenticity of language examinations.

In conclusion, language examinations are well developed, authentic and effective measurement tools for language ability. They provide candidates well-constructed test papers which present a reliable source about their language skills both for examinees and for government or educational authorities. Language centres try to make their best for their candidates as they provide availability (developing examination centres in many countries; online books, audio materials, sample tests and keys on their websites), comfort (applying breaks between the parts of the examination), stress reduce (applying more candidates during oral examination; taking the oral part of the examination on other day). However, they insist on their strict rules connected to time and reliability (avoiding cheating). Their usefulness lay in not only giving self-justification for participants, but it means learning the language correctly and in a way that they will be able to use it in native surroundings. Moreover, those who can show language certificate are more appreciated in businesses and government institutions in case of job applications, and in case of educational issues. In many countries second language acquisition is a requirement in order to gain appliance to tertiary examination. It is also showed in this survey, as many of the participants took language examination with the purpose of continuing further educational studies.

Successful language examination requires much preparations, which is – according to the results – measured not in quantity but in quality. Candidates ought to find their best strategy to prepare for such examination. It might happen with or without language tutor, traditional books or books and sample tests provided by the language examination centre and other affective ways as videos, playing games, reading, chatting, etc. It is also proved that those who are motivated to reach their objectives are successful in their preparation and manage to obtain.

The results show that getting a language certificate helps one's life as most of the participants have already reached their goals with it and they managed to occupy themselves in tertiary education or in jobs they have been always dreaming about.

Based on the results of the empirical study described in the present thesis, the following pedagogical implications can be drawn:

1. In order to take language examination successfully it is necessary to spend sufficient time to its preparation. Each of them measures language ability in a different way, with distinct types of tasks. Therefore, even though the examinee possesses a sort of language base it is crucial to pay attention to the practicing of these tasks. Other significant factors are persistence and overcoming barriers. Language learner will cross with difficulties during the preparation time; however, these can be eliminated only through practicing. Setting

objectives helps in this. By keeping in mind the main aim of the language certificate, the examinee will manage to be persistent.

2. The method of preparation should be determined by the candidate, having estimated their own capacity. It may happen with or without a language tutor or even by the courses assigned by the language examination centres. Regarding personal learning strategies, examinees ought to decide on their own which is the most appropriate for them in acquiring the target language.
3. Books and sample tests provided by the examination centres proves to be the most reliable sources, since it includes the construction and sample exercises of the given examination. Books and further materials provided by language tutors are beneficial sources either.
4. The most reliable criterion for choosing the appropriate language examination – according to the results of this survey – is the guidance of the language instructor. In most cases, teachers recommend examination types to their pupils based on their abilities or they gear students to their existing preparation materials applying peculiar methods. In other cases, a description of the criteria set by the language centres and the tools and task types that are used to measure language ability will help, so that the language examinee can decide which type to choose.

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РЕЗЮМЕ

Дана робота являється звітом про якісне (квалітативне) дослідження, метою якої було проаналізувати міжнародно визнані системи мовних екзаменів (Cambridge, IELTS, ECL, TELC, TOEFL) - побудова та рівні яких визначені Загальноєвропейськими рекомендаціями з мовної освіти (CEFR) – що вони дійсно вимірюють мовні компетентності; надійність, ефективність та корисність являються особливостями мовних екзаменів, а якщо ні, що за цим стоїть.

Всі учасники дослідження намагалися отримати документ про складання мовного екзамену для досягнення певної поставленої мети (здобуття диплома бакалавра та магістра, вступ до вищої освіти, подання заявки на роботу, гранти, внутрішнє підкріплення). Результати показали те, що всі учасники досягли своєї мети. Мета сприяє успіху підготовки, надаючи учасникам зовнішню або внутрішню мотивацію. У даному випадку роль відігравали як зовнішні (урядові постанови, вимоги університетів), так і внутрішні (студенти радісно навчаються та стають впевненими на своєму навчальному шляху) мотиваційні чинники. Мотивація та мета відіграють важливу роль у подоланні проблем, які виникають під час підготовки. Найбільш проблемною для учасників була усна частина екзамену (7), граматики (2) та письмова грамотність (2). Учасники використовували різні навчальні стратегії для подолання проблем, які виникали під час підготовки до екзамену. Деякі люди писали листи та вивчали тексти, які перевіряли їх викладачі. Інші почали читати, слухати (TED talk) різні теми, які вони намагалися практикувати декілька разів. Наперед визначені тематики усної та письмової частини мовного екзамену в значній мірі допомогли під час підготовки учнів (кандидатів). Для вдосконалення рівня граматики всі учасники вивчали різні книги з граматики та намагалися проводити практичне застосування. Все це доводить те, що мовні екзамени є прохідними та достовірними. Добре оцінюють мовні компетентності учасників – оскільки, як уже згадувалося, учасники дослідження успішно склали екзамен і склавши мовний екзамен більшість з них вже досягли своєї мети, (аспіранти (2), студенти вищої освіти (8) та працівники вищої освіти (2)).

Як було сказано вище, підготовка є важливою частиною мовного екзамену. Вік та професія учасників значно впливає на час підготовки. Багато (6) склали мовний екзамен у роках середньої школи. Виходячи з результатів, на підготовку їм знадобилося від одного до чотирьох років. У п'яти випадках даної категорії учасники скористалися послугами вчителів, які безпосередньо готували їх до екзаменів. Ті, хто склали мовний екзамен у роки навчання в університеті (3), здебільшого готувалися самостійно, за набагато коротший час (від місяця до півроку), ніж ті, хто робили це з вчителем. Учасники, які проводили

підготовку з вчителем навчалися за допомогою джерел наданих ним, але багато з них сказало те, що їхній вчитель використовував книги, надані центром мовного екзамену. Інші використовували для підготовки ті джерела, які були надані центром мовного екзамену. Варто зазначити, що попередні зусилля учасників щодо вивчення мови також є визначальними факторами. Учасники, які приділяли менше часу для підготовки (5), заявили, що цей час був коротшим із-за їх попередніх знань щодо даної мови. Все це підтверджує факт того, що книги, зразки завдань та інші засоби підготовки, видані центрами мовних екзаменів, є надійними, ефективними та значною мірою сприяють успіху учасників. Окрім засвоєння навчальних матеріалів, учні намагалися втілити вивчення англійської у своє дозвілля. Багато людей слухали музику, переглядали фільми, читали книги, грали в онлайн-ігри англійською мовою або розмовляли з носіями мови. Саме із-за цього вибір типу мовного екзамену не було байдужим питанням для учасників. Багато людей обрали один тип мовного екзамену, оскільки, за їх словами, воно не вимірює високої, штучної мовної здатності, а вимірює рівень використання щоденної мови в учасників. Для тих, хто має труднощі з розмовою через свою природу або із недостатньої практики, вони віддавали перевагу мовним екзаменам, в яких наголос ставиться на граматику та письмову частину (Cambridge, IELTS). Багато людей вибирали мовний екзамен з міркувань ефективності та близькості до свого місця проживання (ECL). Дані результати підтверджують факт того, що всі мовні екзамени визначають рівень володіння мовою, однак вони зосереджені на різних сферах використання, і тому допомагають кожному учаснику в досягненні своєї (різної) мети. За останній час створюються центри мовних екзаменів у багатьох країнах, що полегшує їх доступність

Важливість мовного екзамену можна впізнати не тільки за досягнутими результатами, а й за результатами, які з'являються під час підготовки. Вони показують, як в учасників розвивалися мовні вміння та навички. Учасники досягли прекрасних результатів у постійній підготовці своїх слабших навичок. За словами учасників, посилюючи граматику, вони зможуть правильно використовувати англійську мову, що надає їм впевненості (1); розвиток навичок слухання дозволить їм зрозуміти носіїв мови та вступити з ними в розмову (1); практикуючи усне мовлення вони стануть більш впевненими та переконливими (4). Також було визнано, що використання двох учасників в усній частині мовного екзамену значно зменшує стрес в учасниках.

Багато учасників опитування були проінформовані про мовний екзамен. Ця інформація частково перекривається, а частково – ні. Інформації, які містяться в тестових книгах з мовних екзаменів та на веб-сайтах мовних екзаменів, виявилися достовірними.

Багато (6) учасників сказало те, що екзамени проводилися за сценарієм та критерієм, який чітко був описаний в книзі. Це показник достовірності та ефективності мовних екзаменів.

Підсумовуючи, мовні екзамени - це передові, надійні та ефективні інструменти для вимірювання мовних компетентностей. Учасники отримують добре структуровані тести, які забезпечують надійне джерело про знання мови як для екзаменаторів, так і для державних чи освітніх органів.

Мовні центри намагаються зробити все можливе для того, щоб забезпечити своїм учасникам доступність (створення центрів мовних екзаменів у багатьох країнах; онлайн-книги, аудіо матеріали, зразки тестів та рішень, веб-сайти), комфорт (перерви під час іспиту), допомагають зняти стрес (під час усної частини учасники спілкуються між собою; усну частину іспиту можна скласти в інші призначені дні). Водночас вони наполягають на суворих правилах часу та надійності (уникаючи шахрайства). Їх корисність полягає не тільки в тому, щоб дати учасникам само сертифікацію, але і в правильному оволодінні мовою, щоб вони могли використовувати її в рідному мовному середовищі. Більше того, ті, хто мають сертифікат мовного екзамену, набагато більше цінуються у бізнесі та в урядових установах при влаштуванні на роботу та в інших питаннях, пов'язаних з освітою. У багатьох країнах оволодіння другою мовою обов'язкове для участі у вищій освіті. Це було також представлено в цьому опитуванні, оскільки багато учасників склали мовні екзамени з метою продовження вищої освіти.

Успішний мовний екзамен вимагає великої підготовки, за результатами, яке вимірюється не кількістю, а якістю. Учасники повинні знайти саме ту стратегію навчання, яка найкраще їм підходить, щоб бути добре підготовленими до іспитів такого виду. Це може проводитися як з викладачем мови так і без нього, традиційними книгами чи книгами та зразками тестів, що надаються мовними центрами, а також іншими ефективними методами, такими як відеоматеріали, відеоігри, читання, чат тощо. Також було доведено, що ті, хто мотивований на досягнення своєї мети, успішні під час підготовки та в їх досягненні.

Результати показують те, що отримання мовного сертифікату допомагає учасникам у їхньому житті, оскільки багато з них досягли своїх цілей та успішно вступили до вищої освіти або успішно влаштувалися на роботу, про яку завжди мріяли.

На основі результатів емпіричного дослідження, представленого в роботі, можна зробити наступні педагогічні висновки:

1. Для підготовки до успішного мовного екзамену потрібно відвести достатньо часу. Кожен мовний екзамен по-різному оцінює мовні здібності з різними видами завдань. Тож, навіть якщо учасник володіє мовою, обов'язково потрібно звернути увагу на практику таких типів завдань. Ще одним важливим фактором є наполегливість та

подолання перешкод. Учасник матиме труднощі з підготовкою, але ці проблеми можна подолати / усунути лише через практику. Саме в цьому і допомагає мета. Коли учасник тримає перед собою кінцеву мету і отримання мовного сертифікату зближує його з ним, то це підкріплює наполегливість і рішучість.

2. Учасник вибирає метод підготовки виходячи з власних можливостей. Це можна зробити з вчителем або без нього, або на курсах, визначеними мовним центром. Щодо індивідуальних стратегій навчання, учасник повинен вирішити, яка стратегія найкраще підходить для засвоєння мови.
3. Найбільш надійним джерелом є книги та зразки тестів, опубліковані мовним центром, оскільки вони містять структуру та тип завдань даного іспиту. Книжки та інші матеріали, надані вчителями, також є застосовними та перевіреними джерелами.
4. Найбільш надійним критерієм вибору правильного мовного екзамену, є настанови вчителя- керівника. У більшості випадків викладачі оцінюють здібності своїх учнів та допомагають їм вибрати правильний тип, або готують учнів відповідно до наявних навчальних матеріалів, використовуючи конкретні методи. В інших випадках допоможе опис критеріїв, встановлених мовними центрами, та інструменти і типи завдань, що використовуються для вимірювання мовних навичок, щоб учасник міг вирішити, який тип йому вибрати.

APPENDICES

Appendix 1. IELTS Academic Reading Test.

Matching The Physics of Traffic Behaviour

A Some years ago, when several theoretical physicists, principally Dirk Helbing and Boris Kerner of Stuttgart, Germany, began publishing papers on traffic flow in publications normally read by traffic engineers, they were clearly working outside their usual sphere of investigation. They had noticed that if they simulated the movement of vehicles on a highway, using the equations that describe how the molecules of a gas move, some very strange results emerged. Of course, vehicles do not behave exactly like gas molecules: for example, drivers try to avoid collisions by slowing down when they get too near another vehicle, whereas gas molecules have no such concern. However, the physicists modified the equations to take the differences into account and the overall description of traffic as a flowing gas has proved to be a very good one; the moving-gas model of traffic reproduces many phenomena seen in real-world traffic. The strangest thing that came out of these equations, however, was the implication that congestion can arise completely spontaneously; no external causes are necessary. Vehicles can be flowing freely along, at a density still well below what the road can handle, and then suddenly gel into a slow-moving ooze. Under the right conditions a brief and local fluctuation in the speed or the distance between vehicles is all it takes to trigger a system-wide breakdown that persists for hours. In fact, the physicists' analysis suggested such spontaneous breakdowns in traffic flow probably occur quite frequently on highways.

B Though a decidedly unsettling discovery, this showed striking similarities to the phenomena popularized as 'chaos theory'. This theory has arisen from the understanding that in any complex interacting system which is made of many parts, each part affects the others. Consequently, tiny variations in one part of a complex system can grow in huge but unpredictable ways. This type of dramatic change from one state to another is similar to what happens when a chemical substance changes from a vapor to a liquid. It often happens that water in a cloud remains as a gas even after its temperature and density have reached the point where it could condense into water droplets. However, if the vapor encounters a solid surface, even something as small as a speck of dust, condensation can take place and the transition from vapor to liquid finally occurs. Helbing and Kerner see traffic as a complex interacting system. They found that a small fluctuation in traffic density can act as the 'speck of dust' causing a sudden change from freely moving traffic to synchronized traffic, when vehicles in all lanes abruptly slow down and start moving at the same speed, making passing impossible.

C The physicists have challenged proposals to set a maximum capacity for vehicles on highways. They argue that it may not be enough simply to limit the rate at which vehicles are allowed to enter a highway, rather, it may be necessary to time each vehicle's entry onto a highway precisely to coincide with a temporary drop in the density of vehicles along the road. The aim of doing this would be to smooth out any possible fluctuations in the road conditions that can trigger a change in traffic behavior and result in congestion. They further suggest that preventing breakdowns in the flow of traffic could ultimately require implementing the radical idea that has been suggested from time to time: directly regulating the speed and spacing of individual cars along a highway with central computers and sensors that communicate with each car's engine and brake controls.

D However, research into traffic control is generally centered in civil engineering departments and here the theories of the physicists have been greeted with some skepticism. Civil engineers favor a practical approach to problems and believe traffic congestion is the result of poor road construction (two lanes becoming one lane or dangerous curves), which constricts the flow of traffic. Engineers questioned how well the physicists' theoretical results relate to traffic in the real world. Indeed, some engineering researchers questioned whether elaborate chaos-theory interpretations are needed at all, since at least some of the traffic phenomena the physicists' theories predicted seemed to be similar to observations that had been appearing in traffic engineering literature under other names for years; observations which had straightforward cause-and-effect explanations.

E James Banks, a professor of civil and environmental engineering at San Diego State University in the US, suggested that a sudden slowdown in traffic may have less to do with chaos theory than with driver psychology. As traffic gets heavier and the passing lane gets more crowded, aggressive drivers move to other lanes to try to pass, which also tends to even out the speed between lanes. He also felt that another leveling force is that when a driver in a fast lane brakes a little to maintain a safe distance between vehicles, the shock wave travels back much more rapidly than it would in the other slower lanes, because each following driver has to react more quickly. Consequently, as a road become scongested, the faster moving traffic is the first to slow down [61].

Appendix 2. IELTS Academic Reading Test. Sentence Completion.

The origins of birds

The science of evolutionary relationships has undergone a major change in recent decades. It used to be the case that all the features of organisms were important in working out their family tree. But following the work of German entomologist Willi Hennig, many evolutionary scientists now believe that the only features which carry any useful information are the evolutionary 'novelties' shared between organisms. Mice, lizards and fish, for example, all have backbones – so the feature 'backbone' tells us nothing about their evolutionary relationship. But the feature 'four legs' is useful because it's an evolutionary novelty – a characteristic shared only between the lizard and the mouse. This would suggest that the lizard and mouse are more closely related to each other than either is to the fish. This revolutionary approach is called cladistics, and it has been central to the idea that birds evolved from dinosaurs.

The 'birds are dinosaurs' theory was first developed by English palaeontologist Thomas Huxley (1825–1895). According to some accounts, one evening Huxley went to dinner still thinking about a mystery dinosaur bone in his lab. He knew he was dealing with the lower leg bone (tibia) of a meat-eating, two-legged dinosaur belonging to the classification known as theropods, but attached to the tibia was an unidentified extra bone. On the menu that evening was quail, a small bird similar to a pheasant, and Huxley noticed the same strange bone, attached to the quail tibia on his plate. He later realised that it was in fact the bird's anklebone. More importantly, Huxley concluded that its forms in both dinosaur and bird skeletons were so similar that they must be closely related.

Huxley's idea fell out of favour for fifty years following the 1916 publication of *The Origin of Birds* by the Danish doctor Gerhard Heilmann. During this time, Heilmann's theory was widely accepted. Heilmann had noted that two-legged, meat-eating dinosaurs lacked collarbones. In later

evolutionary stages these bones fuse together to form the distinctive 'Y'- shaped bone in a bird's neck, known as the furcula. Heilmann proposed the notion that such a feature could not be lost and then re-evolve at a later date, so dinosaurs could not be the ancestors of birds.

Then, in the late 1960s, John Ostrom from Yale University in the US, noted 22 features in the skeletons of meat-eating dinosaurs that were also found in birds and nowhere else. This reset the thinking on bird ancestry and once again Huxley's ideas caught the attention of the scientific community. Subsequent work has found up to 85 characteristics that tie dinosaurs and birds together. But what of Heilmann's missing bones? It turns out that not only did many dinosaurs have collarbones, these were also fused together into a furcula. Unfortunately for Heilmann, the fossil evidence was somewhat lacking in his day, and the few furculae that had been found were misidentified, usually as belly ribs.

US ornithologist Alan Feduccia and palaeontologist Larry Martin are two vocal opponents of the dinosaur theory. They contend that birds evolved from some unknown reptile at a time long before dinosaurs. Their reasoning is that flight is most likely to have started from a treeclimbing ancestor, yet all the proposed dinosaurian ancestors were ground-dwellers. But the dino-bird supporters contend that an unknown dinosaurian bird-ancestor could have been tree-dwelling, or that birds evolved flight from the ground up by chasing and leaping after insects. Most of Feduccia and Martin's case against the 'birds-are-dinosaurs' hypothesis is based on differences between birds and dinosaurs. Supporters of cladistics, however, maintain that differences between organisms do not matter, as it is the similarities between them that count. Evolution dictates that organisms will change through time, so it is only the features which persist that carry useful information about their origins.

Most people on either side of the debate do accept, however, that the ancient winged creature known as Archaeopteryx is an ancestor of today's birds. This is in spite of the fact that its form is distinctly non-bird-like, with a long bony tail, and teeth instead of a beak. The 'birds-are-dinosaurs' supporters contend that, if clearly-preserved feathers had not been found alongside two of the seven Archaeopteryx specimens, it would probably have been identified as a small dinosaur. However, Archaeopteryx does have some bird-like features, such as a furcula and bird-like feet, that suggest that it is too bird-like to be considered a dinosaur.

Over the last few decades several dinosaurs with bird-like features and primitive birds with dinosaur like features have been found in several countries, connecting Archaeopteryx back to dinosaurs, and forwards to modern birds. Sinosauropteryx, excavated from 130-million-year-old rocks in northeast China, is one example. It is a dinosaur skeleton surrounded by a halo of fuzz, thought to be primitive feathers. And a reassessment of other dinosaurs reveals such bird-like features as hollow bones and a foot with three functional toes, characteristics that appeared over 50 million years before Archaeopteryx took to the air. And Rahonavis, a primitive bird from Madagascar is more bird-like than Archaeopteryx, yet retains some distinctive dinosaur features, including a long and vicious claw at the end of its wing. Over a century since Huxley's discovery, it seems that cladistics may have finally settled the 'dinobird' debate [60].

Appendix 3. IELTS Academic Reading Test. Summery Completion.

'This Marvellous Invention'

Of all mankind's manifold creations, language must take pride of place. Other inventions – the wheel, agriculture, sliced bread – may have transformed our material existence, but the advent of language is what made us human. Compared to language, all other inventions pale in significance, since everything we have ever achieved depends on language and originates from it. Without language, we could never have embarked on our ascent to unparalleled power over all other animals, and even over nature itself.

But language is foremost not just because it came first. In its own right it is a tool of extraordinary sophistication, yet based on an idea of ingenious simplicity: 'this marvellous invention of composing out of twenty-five or thirty sounds that infinite variety of expressions which, whilst having in themselves no likeness to what is in our mind, allow us to disclose to others its whole secret, and to make known to those who cannot penetrate it all that we imagine, and all the various stirrings of our soul'. This was how, in 1660, the renowned French grammarians of the Port-Royal abbey near Versailles distilled the essence of language, and no one since has celebrated more eloquently the magnitude of its achievement. Even so, there is just one flaw in all these hymns of praise, for the homage to language's unique accomplishment conceals a simple yet critical incongruity. Language is mankind's greatest invention – except, of course, that it was never invented. This apparent paradox is at the core of our fascination with language, and it holds many of its secrets [60].

Appendix 4. IELTS General Training Reading. True or false.

London to Brighton Bike Ride

The start.

The bike ride starts at Clapham Common tube station.

- Your Start Time is indicated by the colour of your body number in this pack. It is also printed on the address label of the envelope. Please arrive no earlier than 30 minutes before that time.
- We allocate an equal number of cyclists for each Start Time to ensure a steady flow. Please keep to the time you've been given so we can keep to our schedule and avoid delaying other riders and prevent 'bunching' further down the route.
- An Information Point, toilets and refreshment stands will be open from very early in the day.

Ride carefully

We put together as many facilities as possible to help ensure you have a troublefree day. But we also rely on you to ride safely and with due consideration for other cyclists and road users. Although many roads are closed to oncoming traffic, this is not always the case and you should be aware of the possibility that there could be vehicles coming in the opposite direction. Please do not attempt reckless overtaking whilst riding – remember it is NOT a race.

Follow all instructions

- Professor: [a bit hesitantly, new idea] Actually [changes mind]... no, never mind...
- Student: [anxious to help] What is it?
- Professor: Well... It's nothing to do with the party, and I'm sure there are more exciting ways you could spend your time, but we do need some help with something. We're compiling a database of articles the anthropology faculty has published. There's not much glory in it, but we're looking for someone with some knowledge of anthropology who can enter the articles...I hesitate to mention it, but I don't suppose this is something you would...
- Student: [enthusiastic, accepting] No, that sounds kinda cool. I'd like to see what they're writing about.
- Professor: Wonderful... and there are also some unpublished studies. Did you know Dean Adams did a lot of field research in Indonesia? Most of it hasn't been published yet.
- Student: No, like what?
- Professor: Well, she's really versatile. She just spent several months studying social interactions in Indonesia, and she's been influential in ethnology. [remembering, excited] Oh, and she's also done work in South America that's closer to biology—especially with speciation [SPEE she A shun].
- Student: Uh, not to seem uninformed...
- Professor: Well, how species form... you know, how two distinct species form from one—like when populations of the same species are isolated from each other and then develop in two different directions, and end up as two distinct species.
- Student: Interesting.
- Professor: Yes, and while she was there in South America, she collected a lot of linguistic information, and songs...really fascinating.
- Student: Well, I hate to see her leave.
- Professor: Don't worry. She'll still be around. She's got lots of projects that she's still in the middle of [87].

NYILATKOZAT

Alulírott, Benkő Réka Adrienn angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2020. május 4.

Benkő Réka Adrien