

## Methods of organizing and conducting the exam in a foreign language for professional purposes as a form of final control of student achievement in tourist sphere

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**Abstract.** The article considers the problem of organization and conducting of the exam in a foreign language to show students' true level of the knowledge obtained. The notion of final exam of the course was considered to be one of the most important parts of the training process to reveal the result of studying. The article shows that exam in a foreign languages has its own peculiarities. The stress is given to the oral form of conducting the exam. The advantages and disadvantages of the exam in foreign languages are shown. The author gives the criteria concerning evaluation of the students' knowledge.

**Keywords:** *method, exam, foreign language for professional purposes, final control, student, tourist sphere.*

**Introduction.** Integration into European and world community is connected with a focus on social dialogue of cultures. The expansion of international contacts dwells upon the formation of a specialist who is able to talk to representatives of other nationalities not only in everyday life but also in careers. This primarily concerns specialists' occupations in which there is intercultural communication.

Teaching of discipline "Foreign Language for specific purposes" in high school is focused mainly on professional communication skills within the cultural approach mastering by future specialist to the study of a foreign language. Formation of communicative competence of the students is a priority of a foreign language teacher. Student audience must be constantly encouraged to express their views on this or that issue, adds reply to colleagues, give examples of situations, and discuss their position and so on.

The assessment of students' knowledge was very hard but important in education. There are different kinds to assess the knowledge obtained. One of the forms of such assessment is an exam. It is the final stage of training process. All courses tend to finish and have some certain result (positive or negative). The characteristic of any result is the extension of certain knowledge obtained by a student during studying some particular subject. Foreign language is an obligatory subject in the curriculum of any higher educational establishment because now it is necessary to know foreign language not only for everyday communication but also for professional purposes. To assess knowledge of students in foreign language is not a new approach in education but to know how to do it in an appropriate way is a must.

**Short review of the related publications.** Many authors, in particular: W. Badders, S. Brown, C. Rust, G. Gibbs and others, used the topic of assessment of students' achievement in their researches but they paid attention not only to the notion of an exam but to types of assessment in general. For example, W. Badders researched the nature, purpose and tools of the assessment. The scientists from Australia distinguished diagnostic, formative and summative assessment. The idea of diagnostic assessment is to understand the level of students at the beginning of the course, so called background knowledge. Formative assessment allows showing step by step obtaining of knowledge during the training process. The teacher can see the progress from lesson to lesson and can help students who are not good at one or another

aspect of the sphere. Summative assessment show the final level of knowledge obtained. It can be done at the end of the training course or studying year to see the real achievement of students.

**The aim of the article.** The aim of the given article is to show an opinion how to organize the process of the exam in a foreign language and to take into consideration the criteria of the assessment of students' knowledge. We also want to exchange our ideas concerning the improvement of the exam organizing and conducting.

**Materials and methods.** During the research were used the following methods: analysis of the pedagogical and philological literature, comparing, systematization and generalization of the information, studying of the documents and results of current studying.

**Results and their discussing.** To teach and to study must have a result (positive or negative). It depends upon the level of teaching and studying correspondingly. The best way to assess knowledge is to conduct the exam. It can be oral or in written form. As for foreign language as a subject, it is recommended to have an oral exam because the real level of knowledge can be seen at once, without wasting much time on extra checking. In our opinion, the best alternative to only oral exam is to organize it in two parts: in the form of tests or some other kind of writing and another part of obligatory speaking on some topics suggested.

We suggest the idea of the exam with four questions. We must give students opportunities to show their knowledge and skills. We suggest the following structure of the examination card: the first task must include translation of five sentences from native language into English using special terms particular for the very sphere because we take into consideration foreign language for specific purposes, the second task is a situational task on the suggested in native language professional situation. Students should present in this task not only their language mastering but also being aware in professional situations, knowledge of profession. The third task reflects students' competence in business language, in particular: language for negotiations, presentations, meetings, etc. They should complete business letter of the given in the examination card topic. This task is not very simple for students because they think business English is very different from everyday English and needs a lot of time to learn it perfectly. But, honestly speaking, business correspondence is

based on some kind of algorithm of completing and special set of expressions and cliché for the following kind of writing. The fourth task we suggest is an oral one. The topics should be familiar to students. They can reflect current situation in the country or in the world, or they must encourage students to speak on the given topic. Of course, the volume of speaking is of great importance. Sentences must be grammatically and lexically correct. Approximate number of sentences must be minimum 12-15 sentences. Fluent and correct speaking on the topic is appreciated.

The aim of the given exam is to show the ability of students to demonstrate their knowledge of professional disciplines by means of foreign language of professional approach. It is not language for everyday communication; it is language for specific purpose that is to meet needs in professional environment. Nowadays professionals with knowledge of foreign language are of great demand at the labour market. They require higher salary but they do their job in a qualitative way.

We want to give examples of four tasks for exam in English for specific purposes for specialists according to the specialty "International tourism".

The first task can include the sentences like that:

1. Власники готельно-ресторанних комплексів використовують послуги таємних споживачів, щоб зібрати інформацію про якість обслуговування.

2. Перевагами спеціально збудованого курорту є тисячі робочих місць, розвиток туристичної інфраструктури та економіки країни.

3. Державні фонди були використані для купівлі землі.

4. Пакетний тур включає харчування, проживання та перевезення.

5. Готель пропонує безкоштовну розважальну вечірню програму з музикою.

Of course, in our research we give variants of correct answer that is correct translation of the given sentences:

1. Owners of hotel and restaurant complexes use services of mystery shoppers to collect the information about the quality of service.

2. The advantages of the purpose-built resort there are thousands of jobs, development of tourist infrastructure and economy of the country.

3. Public funds were used to buy land.

4. Package tour includes meals, accommodation and transportation.

5. The hotel offers free evening entertainment program with music.

The second task is a creative one. Students must give their own solution to the given problem. For example:

Підготуйте коротку інформацію згідно поданого ситуативного завдання: Ви – працівник туристської фірми "Супутник". Для розрахунку туру ісландська фірма звернулась до Вас з проханням скласти програму перебування в м. Львові. Подайте інформацію іноземною мовою. Вихідні дані:

- Мета туру: екскурсійний
- Учасники туру: 12 чол.
- Туристський маршрут: Рейк'явік-Львів- Рейк'явік
- Перелік перебування: 3 дні – з 21.06 (09.00) по 23.06 (21.00)
- Проживання: готель "Жорж"\*\*\*. Розміщення – стандарт

- Одномісний
- Харчування: сніданок (6 у.о.)
- Експерсія: піша, 2 год.

Here we give possible answer to the above mentioned situational task. Of course, it is not the only one answer to the given task. You can change the answer up to you.

I am an employee of a tourist firm "Suputnyk". I have a group of 12 tourists from Island planning a trip to Lviv.

Our tourist firm can offer them a three day excursion tour. Hotel "Zhorzh" will offer them double or single rooms depending on their preferences. Their arrival is planned for the 21<sup>st</sup> of June 11 a.m. After a couple of tiring days on a bus from Reykjavik to Lviv they will have to take rest in rooms in the first part of the day.

On the arrival day a visit to Opera and Ballet Theatre is planned for the group of tourists. The performance starts at 7 p.m.

On the second day of their stay they may have a walking tour around Lviv. They will spend time visiting museums and galleries, taking pictures of the downtown of Lviv. They may visit Lviv State Art Gallery, Royal Arsenal, Historical Museum and Pharmacy Museum. Also they can go to the High Castle, from where they can see the whole city panorama, and a lot of other places.

On the third day our guide will take them to Lviv ancient churches and monasteries and tell them their stories. They may visit church of Castelites, Dominican Cathedral, St. George's Cathedral and Bernadine Monastery.

Later on they will have time to buy presents and souvenirs for their friends and relatives.

The third task contains the information concerning business correspondence, in particular theme for business letter. For example:

До вас звернулися зі скаргою щодо поганої організації відпустки: віддаленість готелю від основних пляжів та відсутність цікавих розваг. Напишіть листа-відповідь на скаргу. Запропонуйте клієнту компенсацію у вигляді знижки на вартість наступного замовлення.

The answer to the following topic of business letter can be the following:

William Taylor  
Park Avenue 35 St.  
London  
Great Britain  
81124

Dear Mr. Taylor,

From your letter of complain we understand that you had bad vacation. We have carefully studied your claims and admit, that our worker didn't inform you in details about the trip.

We apologize for this mistake of our young staff and enclosed a voucher for free FB – full board meal in our hotel for one person for one week. Our priority is the satisfaction of your wishes.

We look forward to hearing from you!

Sincerely yours

The fourth question of the examination card is oral topic on the following theme. The topics are of different kinds, they reflect social and economic themes. The last question must be of great importance because it shows the

students' knowledge of the language on the spot. When student speaks fluently, is able to answer the questions of members of examination board, can easily translate some additional sentences, not from the examination card, it means that he knows the language properly and to speak on one of the given topics is not a problem for him or her. Of course, to prepare for this part of an exam extra time is not allowed, just to collect brains and to start speaking. We would like to present one of the topics given in the programme of preparation for the exam.

Ваш семінар був присвячений розділу „туристична індустрія”. Проінформуйте учасників семінару про історію туризму.

As an example of the answer to the given above question can be any of the texts on the following topic or suggested below that shows the full and exact information on the topic.

Travel as activities away from home began around 8000 BC (after the Agricultural Revolution) when human beings became settled farmers and built their permanent homes.

In the ancient world people traveled for various purposes, such as pleasure, trade, scientific exploration, and religious pilgrimage. The ancient Romans and Greeks were considered to be the most famous ancient pleasure seekers. Travel in Europe during Roman times was fast, easy, and safe, because Romans introduced a network of well-maintained stone-paved and metalled roads that facilitated leisure travel in the Roman Empire.

After the decline of the Roman Empire, during the so-called dark Ages travel became difficult and dangerous because of the deterioration of the roads and bandits' attacks on travelers. People traveled mainly for religious pilgrimage in the medieval Europe.

In the epoch of Renaissance (14<sup>th</sup> – 17<sup>th</sup> centuries) art, literature, philosophy, and scientific ideas became very important. People wanted to explore, discover, and understand other places. The sailing of Christopher Columbus in 1492 started the great age of exploration and the advent of capitalism. This period was characterized as the opening of sea travel.

In the 17<sup>th</sup> – 18<sup>th</sup> centuries it was fashionable for the upper classes to visit the European cultural, artistic, musical, and government centers to increase knowledge of the world. This was the so-called Grand Tour of Europe. When Thomas Cook organized his first excursion from Leicester to Loughborough in 1841, he probably didn't know that he was starting mass tourism.

Nowadays tourism is one of the biggest industries in the world.

Given above examples can be varied in different situations. They are an example of exam in foreign language of specific purposes for the tourist sphere.

In our research we suggest below the following criteria to assess the students' achievement.

The evaluation "excellent" are students who translated the sentence with a high degree of accuracy, combined with a clear logical discourse. They analyze information from the text and make their own conclusions, basing on the heard or seen, expressing their own attitude to the subject of speech (in speech there can be mistakes that do not hinder communication) and show a profound knowledge of vocabulary necessary for everyday communication in professional situations, the rules of business corre-

spondence and business talks in a foreign language and logical use of professional vocabulary of business communication. They know how to discuss topical issues clearly in socio-economic, political, historical, cultural and professional life.

The evaluation "good" is assigned if the student translates the sentence to the normal degree of accuracy, can read and translate authentic texts and articles using a dictionary, finds and analyzes the necessary information. He expresses his opinions on a range of issues using various linguistic means (in his speech may be minor errors), is able to write a resume and compose a business letter on the given topic, and also shows good knowledge of vocabulary for everyday communication, professional vocabulary, rules of business correspondence and business negotiations.

Assessment "satisfactory" is prepared for students who translate the sentence with a low degree of accuracy, read with understanding the given text, which may contain a number of unknown words. Weak student can make a short message to tasks using simple sentences; in his speech there are mistakes. He is not able to use the learned words in everyday and professional communication. Student makes significant grammatical errors.

An "unsatisfactory" is prepared for students who are not able to translate a sentence at a sufficient level, who could not provide specific information on the given problems even with a dictionary, can not properly formulate questions and answers on everyday topics, have significant grammatical errors in communication. They have low level of vocabulary for everyday communication and do not have professional vocabulary at all.

So, taking into consideration the following criteria of the students' achievement we can understand what should be stressed on during the preparation and conducting of the exam in foreign language of specific purposes. We recommend students and teachers before an exam to read these criteria to know what to expect after the exam. As it is known, after the exam there can be some students' complaints towards the examination board concerning the results of the assessment. In our opinion, it is very good idea to have the programme of the exam prepared and given to students in advance to be aware of the exam requirements and criteria of assessment.

The notion of final assessment is necessary not only for students but also for their teachers. Both categories are interested in positive results of the educational process. Students want to become competitive at the labour market and be good at speaking with foreigners in future. Teachers would like to see result of their work. If students are successful using their knowledge, the teacher is also a successful person because he/she could give their knowledge to somebody else to use it in further professional and everyday life.

**Conclusions.** In conclusion, assessment is vital especially in the educational process. When the teacher sets some tasks for students they must be checked and assessed by the teachers in order to encourage further progress in studying as well as to determine the level of the obtained knowledge in students. The assessment can be of different kinds but one of the most popular and known in education is an exam. Although they are of different kinds they are chosen by the examiners taking into consideration the specificity of certain subjects. Foreign language

for specific purposes is a specific subject because written form of the exam must be combined with the oral speaking as language is a means of communication. The given article suggests an example of organizing and conducting

the exam in foreign language for specific purposes. We suppose that some teachers can discuss the structure and materials used but we specified that such things can be changed up to their topics, specialties, needs and wants.

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#### **Методика организации и проведения экзамена по иностранному языку профессионального направления как формы заключительного контроля успеваемости студентов в туристической сфере**

**Ю.А. Матвиив-Лозинская**

**Аннотация.** В статье рассматривается проблема организации и проведения экзамена по иностранному языку, чтобы показать истинный уровень студентов из полученных знаний. Понятие выпускного экзамена курса считается одной из самых важных частей учебного процесса, чтобы выявить результат изучения. В статье показано, что экзамен по иностранному языку имеет свои особенности. Стресс уделяется устной форме проведения экзамена. Представлены преимущества и недостатки экзамена по иностранному языку. Автор дает критерии, касающиеся оценки знаний студентов.

**Ключевые слова:** метод, экзамен, иностранный язык для профессиональных целей, итоговый контроль, студент, туристическая сфера.