



THEORY AND PRACTICE IN TEACHING AND ASSESSING ESP AT CORVINUS UNIVERSITY OF BUDAPEST

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1. Teaching and assessing ESP at Corvinus University of Budapest

A great deal about the origins of ESP could be written. Shortly, there are three main reasons in the international literature common to the emergence of all ESP: the new demands of the information and technological changes, a shift of paradigm in linguistics, and a student-centred approach of language learners. All these changes have had a very slow influence on teaching and testing ESP in Hungary.

The teaching of foreign languages in Hungarian higher education has always been important and significant in its scope. Corvinus University of Budapest (CUB) provides a great variety of foreign languages for students of economics and social sciences. Nine foreign languages have been taught in the structure of autonomous language departments since the 1980s: Arabic, English, French, German, Italian, Portuguese, Russian, Spanish and Hungarian as a foreign language.

As future professionals, our students in higher education need to acquire good communicative competence to prepare not only for the local but the global market as well. Communicative language competence is a prerequisite for successful communication among professionals for general and specific purposes. This concept comprises both linguistic (phonological, grammatical, lexical, discourse) and pragmatic (functional, sociolinguistic, interactional, cultural) aspects of communicative competence.

In view of the above-mentioned need for developing the future professionals' communicative language competence, when preparing Language for Specific Purposes (LSP) course designs, language instructors paid more and more attention to the acquisition of universal communication skills, and language in subject-specific contexts. As a result, these LSP language training courses became characterised as a mixture of communicative general language (GL) teaching and LSP teaching. The teaching of LSP focused on the acquisition of proper grammar and LSP vocabulary, and the development of the four language skills, especially speaking. In LSP testing practice, achievement tests were administered as end-of-year or end-of-term tests at the language departments. In the past there was no common testing policy or co-operation in test design among the departments in the institution. The main characteristics of these earlier LSP tests were the following: testing of grammar and LSP vocabulary (written exam) and testing of listening skill and communicative speaking skill (oral exams). The texts and tasks were, with very few exceptions, non-authentic and non-contextualised. Although the earlier LSP testing emphasised the communicative function of language, the tests missed the lifelike situations.

2. LSP Examination Centre at the university

2.1 Reform of foreign language teaching and testing in Hungary

Foreign language teaching and foreign language examinations became a subject of debate in the years of 2000 in Hungary. The tendency (and the long-term aim of the Ministry

of Education as well) was that the public education curriculum, in the primary and secondary schools, should include foreign languages for general purposes and should be designed to provide the foreign language learner with basic or intermediate language competence in the four skills: speaking, listening, reading and writing. At this stage of the foreign language learning process the students should pass a language examination at any of the foreign language centres accredited in Hungary. According to this concept, undergraduate college/university students – with their good language competence – can focus on mastering foreign languages for their specific purposes during their studies at any higher education institution. On the basis of the new Higher Education Act, the Corvinus University of Budapest has required at least 2 intermediate-level foreign language certificates in LSP, or one advanced-level GL certificate plus one intermediate-level LSP certificate. Without these foreign language certificates, graduate students cannot receive their final university degrees. These changes originated in the preparatory period of the introduction of the Bologna Reform in the Hungarian higher education and the appearance of the Common European Framework of Reference (CEFR) for Languages: Learning, Teaching and Assessment (Council of Europe 2001).

Finally, the Hungarian Accreditation Board for Foreign Language Examinations (HABFLE) was established by the Ministry of Education as an independent body in Hungary.

This highly professional board published the Manual of the Hungarian Accreditation Board for Foreign Language Examinations (Lengyel 1999) containing the basic principles and guidelines of the operation of any accredited foreign language (FL) examination centres. The old examination pattern was slowly transformed into a market-oriented but state-controlled system of state-accredited language examination centres and systems.

The accreditation process was carried out in harmony with some decrees and orders (i.e. state regulations), and followed the requirements of the Accreditation Manual and partly of the CEFR. The process was checked and controlled by the HABFLE. Many GL examination centres appeared in the first round of the accreditation process, but only a few LSP examination centres were accredited. These LSP examination centres were established at the biggest Hungarian universities in the fields of economics, military affairs, agricultural and medical science.

2.2 Language Examination Centre for Economics at CUB

It was at this time that the earlier autonomous language departments had to harmonise their respective testing policies with respect to the nine different foreign languages and follow the principles of the Accreditation Manual. (Unfortunately, the CEFR was neglected at this stage.)

The Examination Centre for the Special Language of Economics was accredited in 2000. It offers basic, intermediate and advanced level examinations in the above-mentioned nine foreign languages. Each language examination level has an oral or “A” part and a written or “B” part, and if the examination candidate successfully passes both parts, he or she is awarded a “C” grade State-Accredited Language Examination Certificate.

2.3 General characteristics of English Language Examination for Economics

In theory, the English for Economics examination is a communicative ESP test, but in practice it actually assesses a mixture of ESP and communicative GL skills. The aims of these examinations lie in the assessing of both the specific knowledge pertaining to the characteristics of ESP and of communicative skills.

2.3.1 ESP characteristics

The main ESP feature of the exam is the authenticity of texts. English for Economics tests reflect the shift by using predominantly authentic texts from a wide range of sources such as articles in magazines and newspapers, business documents, and interviews from radio and television. Some of the tasks (e.g. listening and problem-solving tasks) give the test-takers a real-life purpose by using the language in realistic situations or situations of professional relevance. This is achieved through contextualised tasks which provide a context for using the language in a communicative way and in a clear task environment.

The 15 economics-related topics, such as banking, marketing or stock exchange, ensure the discourse elements of ESP testing. The presentation of a topic relating to the business article (see *Table 1*) oral task provides the possibility of testing both specialist knowledge and the test-taker's ability to use that knowledge when communicating.

2.3.2 Communicative characteristics

The communicative features involve a very heavy focus on skills testing, i.e., on all five skills. The complex testing of integrated skills does not appear in the examination because the marking of such testing involves many technical difficulties.

A variety of testing methods are used in the examination for testing different skills: information transfer; multiple-choice; multiple-matching; cloze; note-taking; summarising and commenting in written and oral tasks; correction; filling in the gaps; sentence transformation; word formation; true/false; matching; chart/table completion; role-play etc. The wide range of testing methods is due to the fact that emphasis now centres on language use and fluency rather than on accuracy.

The marking criteria for the examination are more diversified and this reflects the concern to reduce subjectivity in marking. In order to achieve a more objective system of marking, the institution created a criterion-referenced marking system with descriptors, which describe language performance in more detail and can contribute to more accurate marking. Nevertheless, the assessment of speaking and writing (summaries, commentaries) cannot be entirely objective, but even so the evaluators are aiming towards improved subjectivity.

The biggest achievement of our exam is the minimum score system, described in *Table 1* below:

Table 1: Specification of the state-accredited Foreign Language Examination for Economics

Levels and types of exams	Maximum scores	Minimum scores
BASIC LEVEL (B1)		
"A". Oral exam	200	120 (60%)
aa/ Listening test (30 min.)	50	(20) (40%)
ab/ Oral (15 min.)		
1. easy business conversation	50	(20) (40%)
2. speaking about a short FL text	50	(20) (40%)
3. summary of a short FL text in Hungarian	50	(20) (40%)
"B". Written (90 min.)	100	60 (60%)
1. letter writing (general dictionary can be used)	40	(16) (40%)
2. lexical-grammatical test	30	(12) (40%)
3. reading comprehension	30	(12) (40%)

INTERMEDIATE LEVEL (B2)		
"A". Oral exam	250	150 (60%)
aa/ Listening test (30 min.)	50	(20) (40%)
ab/ Oral (20 min.)		
1. summary of a Hungarian business article in FL	50	(20) (40%)
2. summary of a FL business article in FL	50	(20) (40%)
3. presentation of a business topic relating to FL article	50	(20) (40%)
4. problem-solving business task in FL with the examiner	50	(20) (40%)
"B". Written exam (180 min.)	200	120 (60%)
1.summary (100-120-words) of a Hungarian business article (1300 n) in FL (bilingual general dictionary can be used)	80	(32) (40%)
2. lexical-grammatical test	60	(24) (40%)
3. reading comprehension	60	(24) (40%)
ADVANCED LEVEL (C1)		
"A". Oral exam	250	150 (60%)
aa/ Listening test (30 min.)	50	(20) (40%)
ab/ Oral (20 min.)		
1. summary of a Hungarian business article in FL	50	(20) (40%)
2. summary of a FL business article in FL	50	(20) (40%)
3. presentation of a business topic relating to FL article	50	(20) (40%)
4. problem-solving business task in FL with the examiner	50	(20) (40%)
"B". Written exam (180 min.)	200	120 (60%)
1. commentary (900 n) of a Hungarian business article (280-300 words) in FL (no dictionary)	100	(40) (40%)
2. lexical-grammatical test	50	(20) (40%)
3. reading comprehension	50	(20) (40%)

3. Reform of 2005- 2007

The growing acceptance of the standards presented by the CEFR has created a situation in which public bodies, examination institutions, language schools and university departments concerned with the teaching and testing of languages are increasingly interested in relating their curricula and examinations to the Common Reference Levels. Immediately after the official publication of the CEFR there were questions posed to the language-testing community in effect requesting advice on how various language testing systems around Europe could be validated and linked to the Framework. In Hungary this was once again brought about by a state decree. According to the decree, exam-providers who are unable or unwilling to abide by the required standards will lose their state accreditation; those who are able and willing partners will obviously agree to follow the processes described in the CEFR.

From the above it follows that this is the latest challenge for the Corvinus LSP Examination Centre (as well as for the Accreditation Board): i.e. to relate the examination systems and the examinations to the standards of the CEFR. A considerable amount of work has to be done again concerning standardisation. (The new levels are going to be B1, B2 and C1 and initially this might confuse Hungarian examinees.) The process involves specification, empirical validation, a piloting system and the participation of teacher-examiners and trained item-writers who are fully conversant with the required standards.

The biggest problem is that, although the CEFR provides theoretical and practical principles for GL testing and assessment, it has not been so forthcoming in extending its recommendations to LSP testing. A number of questions arise from this situation. What is the reason for this apparent deficit? How does professional background knowledge influence the identification of proficiency levels? What kinds of procedure for validating these LSP exam-levels can be used in this special situation? It is these questions that have inspired me do more research in the field of ESP testing.

4. ESP as a Communicative Language Exam

One of the main concerns of my research is to arrive at a firm description with respect to the identity of ESP tests, and to demonstrate clearly how ESP testing can be distinguished from general English as a Foreign Language (EFL) testing and, furthermore, how communicative language ability can be assessed. To achieve these results I studied international literature and finally gained the following theoretical conclusion which is the basis of my empirical research.

4.1 EFL and ESP testing

There has been a consensus among the experts that LSP/ESP testing is a special form of communicative language testing. ESP tests differ from general language tests in two basic ways. First, the tasks in ESP tests reflect specific language use more than general tests do. Second, non-linguistic background knowledge plays a more significant role in ESP tests.

Widdowson (1983) claims, that the ESP problem is rather 'atheoretical' (1983:62), and says that ESP has no status in theory. Davies (1990) agrees that ESP tests are not theoretically justified, but he states that, 'tests of LSP/ESP are indeed possible, but they are distinguished from one another on non-theoretical terms. Their variation depends on practical and *ad hoc* distinctions that cannot be sustained.' (Davies 1990:62)

Although there are many concepts offering a detailed theoretical rationale for ESP testing, other approaches underline the distinctive features between ESP and EFL tests. It was West (1998:50) who contrasted the basic characteristics of EFL and ESP tests more clearly.

Table 2: Contrastive features of EFL and ESP tests (West 1998:50)

GENERAL EFL TESTS	ESP TESTS
General or social content	Specific/specifiable content
Wide test population	Narrow/closely defined test population
Objectives derived from textbooks or syllabus	Objectives derived from target situation
Predictive validity is rarely important	Predictive validity is important
Detailed needs analysis is difficult	Detailed needs analysis is straightforward
Often concentrate on competence/usage	Usually concentrate on performance /use
Four skills given equal coverage	Skills tested according to need
Skills usually tested in isolation	Skills may be tested in combination
Texts/tasks often not authentic	Texts/tasks normally authentic
Scoring often norm-referenced	Scoring normally criterion-referenced

It is generally accepted that ESP tests cater for a narrower test population than EFL tests, and they aim to assess specific knowledge in terms of skills, functions or subject-specific fields. ESP test constructors may decide to test linguistic ability separately, or to give

equal weight to listening, speaking, reading and writing. Most ESP testing teams give equal coverage to the four or five basic skills and reject the idea of integrated skills-testing. These decisions represent a practical compromise since the framework intends to cater for various disciplinary areas where the importance of these skills might be very different. (The needs analysis can explore the target language use situations clearly.) Of course, the testing of integrated skills would result in higher situational authenticity and it would make language performances less comparable across disciplines. Certainly, the overall picture is not as straightforward as this comparison might suggest, since a number of EFL proficiency tests set out to assess use as well as usage and employ criterion-referenced marking.

Therefore, the main characteristics of performance-based ESP tests, where the constructors, by means of different needs analysis techniques, first look at the discourse domain associated with the special field to be tested in terms of skills, functions and tasks (i.e. target language use situations), and then select representative tasks to be sampled by test items. The test-takers' linguistic performance is usually compared to criteria derived from the target language use in the form of 'can-do' statements. Thus, the predictive validity of ESP tests in general is assumed to be high.

4.2 Theoretical approach of ESP assessing

Several theories have been developed over the past few decades. Hutchinson and Waters (1987:5-21) define ESP as a learning-centred approach and see ESP's 'coming of age' with the introduction of the target situation analysis, which followed register and rhetorical analysis. They emphasise the need to concentrate 'less on differences and more on what various specialisms have in common' (1987:19). In their view, the primacy of language use over specialist content is stressed. With regard to language use, they follow Munby's (1978:67) watershed approach which focuses on target language use analysis and concentrates on functions and skills.

Dudley-Evans and St John (1998) take a more cautious stance when they claim the primacy of language use and state that 'ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities' (1998:5). At this stage ESP is defined as real-life instances of academic and professional communication which has to be taught and tested.

The latest developments in ESP/ESP testing make a compromise which resembles the Dudley-Evans and St John approach and it does not examine the candidate's specialist factual knowledge, although special background knowledge plays a significant role in test performances. Consequently, ESP assessment criteria formulate a candidates' output more in linguistic terms than in the successful completion of the task itself.

The most up-to-date and commonly accepted theory of ESP testing was developed by Douglas (2000), who discusses three problems in ESP/LSP testing, and gives a theoretical justification and framework for this testing. The main concerns of his approach are the following. In ESP testing (1) the test content and methods are derived from a needs-analysis of the characteristics of the specific target language use situation. Consequently, (2) the test tasks and content are authentically representative of tasks in the target situation, which (3) allow an interaction between the test taker's language ability and specific purpose content knowledge, and the test tasks. The tests, constructed by the disciplines of the above, allow the examiners to make inferences about the test taker's capacity to use language in a specific purpose domain. (Douglas 2000:19)

Besides the definition of ESP testing, Douglas (2000) developed the Specific Purpose Language Ability model, consisting of: (1) language knowledge, (2) a modified formulation of strategic competence and (3) specific purpose background knowledge.

Table 3: Components of specific purpose language ability (Douglas 2000: 35)

Specific Purpose Language Ability	
LANGUAGE KNOWLEDGE	
Grammatical knowledge	<ul style="list-style-type: none"> Knowledge of vocabulary Knowledge of morphology and syntax Knowledge of phonology
Textual knowledge	<ul style="list-style-type: none"> Knowledge of cohesion Knowledge of rhetorical or conversational organization
Functional knowledge	<ul style="list-style-type: none"> Knowledge of ideational functions Knowledge of manipulative functions Knowledge of heuristic functions Knowledge of imaginative functions
Sociolinguistic knowledge	<ul style="list-style-type: none"> Knowledge of dialects/varieties Knowledge of idiomatic expressions Knowledge of cultural references
STRATEGIC COMPETENCE	
Assessment	<ul style="list-style-type: none"> Evaluating communicative situation or test task and engaging an appropriate discourse domain. Evaluating the correctness or appropriateness of the response.
Goal setting	<ul style="list-style-type: none"> Deciding how (and whether) to respond to the communicative situation.
Planning	<ul style="list-style-type: none"> Deciding what elements from language knowledge and background knowledge are required to reach the established goal.
Control of execution	<ul style="list-style-type: none"> Retrieving and organizing the appropriate elements of language knowledge to carry out the plan.
BACKGROUND KNOWLEDGE	
Discourse domains	<ul style="list-style-type: none"> Frames of reference based on past experience which we use to make sense of current input and make predictions about that which is to come.

In this framework (see Table 3) language knowledge consists of *grammatical knowledge* (knowledge of vocabulary, morphology, syntax and phonology), *textual knowledge* (knowledge of how to structure and organise language into larger units: rhetorical organization; and how to mark such organization: cohesion), *functional knowledge* (knowledge of the ideational, manipulative, heuristic and imaginative functions of language), and *sociolinguistic knowledge* (sensitivity to dialects, registers, naturalness and cultural references and figures of speech).

Strategic competence comprises the process of *assessment* (evaluating the communicative situation and engaging a discourse domain, a cognitive interpretation of the context), *goal setting* (deciding whether and how to respond to the situation), *planning* (deciding what elements of language and background knowledge are required), and *control of execution* (organizing the required elements to carry out the plan).

Background knowledge here refers to specific purpose background knowledge related

to academic, professional or vocational contexts. There are a few studies which suggest that, background knowledge does not influence test performance to any significant degree, but, on the other hand, several other studies found significant interactions between background knowledge and language test performance. It appears that under some conditions, where test content and tasks are sufficiently specified, background knowledge makes a difference to language test performance. In ESP test situations specific purpose background knowledge and language knowledge will interact, resulting in a performance that can be interpreted as specific purpose language ability.

In Douglas's model strategic competence serves as a mediator between background knowledge and language knowledge, controlling the interaction between them. Thus the engagement of strategic competence is of central concern in ESP testing. As a cognitive aspect, strategic competence is responsible for assessing the characteristics of the language use situation (including the language user's own background and language knowledge, as well as, subsequently, assessing the success of communicative response to the situation), setting communicative goals, planning a response in light of goals, and controlling the execution of the plan. This is the essence of the interactionist perspective of communicative specific purpose language competence, which results an authentic specific purpose language performance that can be measured and evaluated on ESP examinations.

Douglas defines specific purpose language ability in ESP testing as follows:

"Specific purpose language ability results from the interaction between specific purpose background knowledge and language ability, by means of strategic competence engaged by specific purpose input in the form of test method characteristics". (Douglas 2000:40)

The above mentioned definitions are the bases of my ongoing research about ESP testing. Though a further analysis is still to be done about the assessable competences provided by the CEFR, and the specific purpose language competence defined by Douglas (2000).

5. A theoretical overview of needs analysis

The other focus of my theoretical study was the conceptual discovery of different NA models. As we have seen above the highly valid characteristic of ESP tasks and content can be achieved by detailed needs-analysis of specific texts, carried out before constructing the ESP test. In the process of needs analysis the best way is to use the SSI technique (Spolsky 1995:2-11), which is based on the cooperation of a *subject specialist informant* and a professional language teacher.

The role of needs analysis in the LSP/ESP setting evolved through similar phases of development. The movement's dominant paradigm is the more theoretically-inclined work of Munby (1978:33). He is best known for his development of a *Communication Needs Processor*, which was a tool for analysing what language would be required for various target situations based on analysis of purposes, topics, settings, participants and mediums. In his model of target situation needs analysis Munby produced a list of linguistic features of the target situation, but failed to put the human learner with various needs at the heart of his analysis. Munby's model focuses on the final aims and the objective needs of the learners, and represents a teacher-centred and orthodox approach of NA methods which predicts the needs of learners before instruction begins. Thus we can find out the communicative needs that are prerequisite to the appropriate specification of what to be taught and what to be tested.

Tarone and Yule (1991:33) suggest that determining what to teach/test involves both the learning aims and language aims of the learner. They make clear that it is the learner and

the learner's knowledge, perceptions and needs that are the greatest source of information in planning language courses/tests. Brindley (1989:63-78) observes that two types of needs analyses have emerged: product and process. A *product-orientation* NA involves analysis of target communication situations and focuses on target needs. A *process-orientation* NA defines the needs of the learner as an individual in the learning situation, so it focuses on the learning needs as 'the situation'. In his theory process-oriented NA would assess learner's attitudes, motivation, awareness, personality, wants, expectations and learning styles.

The difference between product and process needs analyses correlate with Hutchinson and Waters' (1987:53-65) distinctions between target needs (What does the learner need to do in the target situation?) and learning needs (How people learn to do what they do with language?). Analysis of target situation needs is concerned with language use, while analysis of learning needs is concerned with the language learner. Consequently, this model represents a learner-centred communicative and methodological approach of NA, which focuses on communicative behaviours of language users and the subjective and direct needs of the language learner.

6. Empirical research in higher education

Due to the challenging changes in the field of LSP/ESP testing in my research project I have planned to carry out a representative survey among English learners (two thirds of the Hungarian university students learn English) and English language users (majority of the Hungarian employees use English). In view of the above-mentioned theoretical overview, I conclude that there is room for different approaches of NA. That is the reason that made me divide my empirical project into two parts. (1) I constructed a questionnaire to reveal the learning needs of the Hungarian university students in the field of social sciences. For this survey I used Hutchinson and Waters' model (1987:53-65). (2) In the survey of target situation needs I used Munby's theory (1978:33) to reveal the task-based objective targets and indirect needs of professions in the field of social sciences. My aim is to gather and analyse data and then use the results in the Hungarian ESP technique and practice.

The logistic part of the research has been just finished. The target groups of my research were Hungarian undergraduate college/university students who learn ESP, and finally plan to take an ESP exam, and professionals who have been using ESP at their workplaces. I covered a wide range of disciplines of social sciences as I am interested in the common learning needs of higher education students and experts. The disciplines were the following: law, economics, diplomacy, sociology and pedagogy. I constructed the questionnaires with the help of the sociologists of social science research methods and discussed some of the questions with ESP teachers and field specific experts. The surveys were carried out in Hungarian language. The piloting of the questionnaires was carried out in a group of 20 respondents.

The results of the research are going to be published in a case study soon.

Summary

The purpose of my paper was to highlight the latest changes of the Hungarian foreign language policy, and introduce the ESP/LSP testing system of the Corvinus University of Budapest. The linking process to the CEFR puts a lot of pressure to the examination centres of Hungarian Higher Education whereas even the lately published Manual (2003) has not been either so forthcoming in extending its recommendations to LSP testing.

As there is a big demand for ESP learning and ESP testing in Hungary, and I have been involved in teaching and assessing ESP for more than fifteen years, my practical experiences inspired me do more research in the field of ESP assessment. On the basis of the theoretical

studies I carried out an empirical research to see if theories and principles can be incorporated into professional language testing practice.

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Abstract

The idea of ESP emerged in the 1960s in response to the recognised need for improved communication between the developed and the developing countries. English language became a natural link within multi-cultural, multi-lingual societies and a vehicle for international communication.

Because of the economic, technological and linguistic changes, teaching and testing ESP/LSP have been dynamically improving in Hungarian Higher Education. Nowadays communicative LSP competence is a prerequisite for successful communication among university students while preparing for the international labour market.

This paper reports an introductory part of an ongoing research about ESP testing and it also introduces the accredited Corvinus LSP Examination Centre, and then highlights a theoretical overview of communicative ESP testing and needs analysis. After a deeper study of theories we carried out an empirical survey among Hungarian ESP test-takers (results are going to be published soon) in order to match theory and practice in ESP testing.

Résumé

Le concept d'anglais pour des buts spécifiques est apparu entre 1960-1970 comme une réponse à la nécessité de communication efficace entre les pays développés et ceux en cours de développement. L'anglais est devenu une liaison naturelle entre les sociétés multiculturelles et multilingues aussi comme un instrument de communication internationale. Due aux changements économiques, techniques et linguistiques l'enseignement et l'évaluation de l'anglais pour des buts spécifiques/langages pour des buts spécifiques ont connu un vrai progrès dans le système d'enseignement supérieur hongrois. Aujourd'hui, la compétence communicative dans le domaine des langages spécialisés est un avantage pour une communication réussite au niveau des étudiants des universités hongroises qui se préparent pour le marché international du travail.

Le papier ci-dessus décrit l'introduction d'un projet de recherche en déroulement sur l'évaluation des connaissances de langue étrangère pour des buts spécifiques et présente le Centre Corvinus d'examins des connaissances des langages spécialisés et de faire une présentation théorique de l'évaluation de l'anglais pour des buts spécifiques interprétés par la visée

communicative et l'analyse des besoins professionnels. Après une étude approfondie des théories on a procédé à une recherche empirique administrée à un group d'étudiants hongrois qui étudient l'anglais pour des buts spécifiques (dont les résultats seront publiés tôt) pour mettre ensemble des éléments de théorie et de pratique de l'évaluation de connaissances de langue déjà mentionnée.

Rezumat

Conceptul de **limba engleză pentru scopuri specifice** a apărut în anii 1960-1970 ca răspuns la necesitatea unei comunicări îmbunătățite între țările dezvoltate și cele în curs de dezvoltare. Limba engleză a devenit o legătură firească între societățile multiculturale și multilingve și un instrument de comunicare internațională.

Datorită schimbărilor economice, tehnice și lingvistice, predarea/evaluarea cunoștințelor de limba engleză/străină pentru scopuri specifice au cunoscut o dinamică accentuată în sistemul de învățământ superior din Ungaria. În prezent, competența comunicativă în cazul limbii străine pentru scopuri specifice reprezintă un avantaj pentru comunicarea fructoasă la nivelul studenților din universitățile Ungariei care se pregătesc pentru piața internațională a muncii.

Lucrarea descrie partea introductivă a unui proiect de cercetare în derulare privind evaluarea cunoștințelor de limbă străină pentru scopuri specifice și prezintă Centrul Corvinus de Examinare a Limbajelor pentru scopuri specifice și de a face o prezentare teoretică a evaluării a limbii engleze pentru scopuri specifice, văzute prin perspectiva comunicativă și a analizei de nevoi profesionale. După un studiu profund al teoriilor, am procedat la efectuarea unei cercetări empirice administrate unui grup de studenți unguri care studiază limba engleză pentru scopuri specifice (ale căror rezultate vor fi date publicității curând) pentru a pune laolaltă elemente de teorie și practică a evaluării cunoștințelor de limbă menționate anterior.