Abstracts

Probleme teoretice ale evaluării
(Theoretical Issues of Evaluation)

Dan Hutanasu

The paper aims at emphasizing on the key-concept regarding the evaluation process: impartiality vs. objectivity taking into consideration, on the one hand, the assessment criteria and methods and, on the other hand, the connection study between instruction (teaching process) and evaluation.
Key words: testing period, measurement period, evaluation period, prognostic evaluation, formative evaluation, normative evaluation, summative evaluation.

Aprecierea pregătirii studenților
(Assessing Students' Preparation)

Ioan Jinga

The paper presents, from both theoretically and practically points of view, exemples of assessments criteria and assessments methods for students' evaluation. There are 4 questions that a teacher is supposed to answer to, related to the students' evaluation: 1. What do we want a student to learn from the course/ seminar? 2. What study and learning conditions a teacher is willing to offer? 3. Which are the objectives of evaluation? and 4. What criteria are going to be used?
Key words: teaching & learning activities, assessment criteria, assessment methods, knowledge, competences.

Théorie du portfolio dans l'évaluation
(The theory of the portfolio in evaluation)

Maria-Antoaneta Livezeanu

The article deals with the portfolio as a tool meant to facilitate teaching by projects. The author discusses the connection between the portfolio and critical thinking, as well as that between this tool and self-evaluation. After having demonstrated the usefulness of the portfolio in loanguage teaching, the article presents the stage in the creation of this tool: introducing the portfolio to the class, selecting the activities to be written down in the portfolio, establishing the criteria for the assessment of these activities and evaluating the portfolio itself. The article ends with an enumeration of the main words used in specialized literature in connection with the portfolio.
 Keywords: portfolio, teaching by projects, self-evaluation, evaluation

Student involvement in teacher evaluation/self-evaluation

Adriana Chiriacescu

The article deals with the teaching profession's inherent strive towards perfection, which can be quantified either by student feedback or self-evaluation. In the case of university-

level education, given the absence of any form of assessment by highly specialized outside evaluators, teachers are forced to rely heavily on feedback provided by their students, as well as individual self-assessment. The article lays considerable emphasis on the importance of questionnaires as a useful tool for teacher evaluation by students, providing a detailed description of each type of assessment possible by way of said questionnaires, namely evaluation from both outside and within the classroom. The article also includes a questionnaire model comprising three different sections and a total of 50 questions.

Keywords: teacher evaluation/self-evaluation, university-level education, questionnaires, feedback, professionalism, approaches to teaching techniques.

La congruence entre enseignement, apprentissage et evaluation
(Congruence between teaching, learning and evaluating)
Corina Cilianu-Lascu

The article advocate a new conception about evaluation in connection, on the one hand, with learning – taking into account the learners' *language needs, the motivations, the social psychological and linguistic characteristics,* and, on the other hand, with teaching – taking into account objectives, contents, strategies and techniques used. Evaluation should not only check what the learner remembers from what he/she was taught, but also the skills and the communicative *know how* he/she has acquired and can use in the outside world.

Evaluation activities are aimed at teaching system, the teacher and the learner, taking into consideration: the theoretical approach teaching is based on, the teaching objectives and the teaching situations lived by the learners. The type of teaching takes into account the various skills: linguistic and grammar, strategic, referential, sociolinguistic and sociocultural, discursive. The results obtained by various types of evaluation, diagnostic or prospective, formative or summative, according to time and periodicity, before, during or at the end of learning, as well as the evaluation objectives, focused on the learner or on the teacher and the institution, constitute landmarks for the congruence between teaching/learning, on the one hand, and the teacher and the learner, on the other hand.

Keywords: teaching, learning, evaluation, skill, teaching system, teacher, learner

Testologia între psiholingvistica şi docimologie
(Testing between psycholinguistics and docimology)
Ion Jurconi

This article explores testing, starting from its definition as a complex process, with a clearly defined object. To avoid subjective elements, it needs to take into consideration the criteria used for the assessment of students (general and specific ones). The second part of the paper presents key references for language acquisition, more specifically business Russian. Models used for the design of about 100 tests were gathered in the volume entitled *Teste de limba rusă de afaceri*. Such aim to assess students, and cover a wide variety of written business documents (requests, offers, advertisements, catalogues, company presentation, adjustment letters etc.), as well as conversation with business

partners, often followed by specific correspondence. Business tests designed and used in the department focus on an the intermediate level of Russian, including reading, listening, writing speaking, lexis, grammar, as well as culture and civilization. Assessment is, however, completed for three main areas: the basic level (addressing a limited issues of business communication); an intermediate level (covering a larger spectrum of messages and spontaneous communication); and an advanced level (implying solutions for an unlimited type of communication, in any circumstance, close to a native). As a conclusion, testing is seen as an ongoing process enabling the student to adjust his/her learning strategy, while the instructor changes his/her teaching and coaching; and the manager will adapt his/her managerial strategy.

Key-words: testing, business Russian, conversation, commercial correspondence.

Types of evaluation and testing techniques
Oana Iuliana Stefanescu

This paper aims to discuss types of evaluation and testing techniques. Firstly, evaluation comprises four key steps: the intention; the measurement; the appreciation (judgement) and, finally, the decision. The two main types of evaluation are: formative evaluation, directed towards an improvement of learning conditions; and summative evaluation, completed at the end of a cycle, course or program. In terms of timing, pedagogic evaluation can take place at the beginning of a training program; during a course, to identify gaps and propose solutions; after a shorter or longer while, to compare achievements versus planned objectives; at the end of a training program, to check completion of aims. Evaluation techniques cover communicative competences such as: linguistic aspects; socio-linguistic and cultural ones; discourse competence and strategic competence. Evaluation techniques can also be grouped as: objective and subjective techniques. The exploration of these elements is followed by the conclusion: presented techniques are to be adapted to students' diverse skills, taking into consideration the implications of the language in use.

Key-words: formative and summative evaluation, measurement, interpretation, communicative competences, technique.

Compétences théoriques et évaluation: un "point chaud" de l'enseignement des langues étrangères
(Theoretical competences and evaluation: a « hot point » in teaching foreign languages)
Teodora Cristea

As the article deals with the evaluation of theoretical competences in a foreign language, the author has decided to examine the transmission of know how, where the teacher should choose either the « traditional » solution » or the lecture as means of conveying theoretical knowledge. She invites her fellow teachers to ponder on the ways of passing over theoretical data without causing indifference or even hostility from the students. This tendency can be thwarted only by showing the advantages in efficiency and effectiveness of a systematical approach based on well calculated dosages according to academic demands and communicative needs. The empirical way of transmitting know

how should be based on the transmission of knowledge, which is specific to academic teaching. Results will be positive provided teachers guide students' thinking by offering them integrating syntactical semantic and expository fulcrums.

Keywords: evaluation of theoretical competences in a foreign language, knowledge, know how, systematic approach

Testing Business English Vocabulary
Alexander Hollinger

The paper focuses on the various techniques employed in order to measure language proficiency, particularly striving to outline a typology of business English vocabulary tests and the techniques that they use. Emphasis is placed on the characteristics of vocabulary tests, as well as the way certain methods are used in such tests, precisely in the case of Business English. For exemplification purposes, the article lists all the major techniques used by the author in vocabulary tests, most of which are included in two Alexander Hollinger books also referenced in the paper. The article concludes that a wide range of tests can be designed and administered in the field of business English teaching.

Keywords: business English vocabulary, measuring language proficiency, outlining a typology of language testing, vocabulary test techniques, formative and summative assessment.

Compétences textuelles et évaluation du travail sur les macrostructures des textes scripturaux
(Textual competences and evaluation of the work on written texts macrostructures)
Cecilia Condei

After having established the theoretical framework, the describes two methods of developing learners' textual competence: a deductive method consisting of the reconstruction of the text starting from a given title, and an inductive method, by which learners are asked to find a suitable title for a given text. At the end of the article, the author presents several exercises aiming at applying the above methods in the classroom.

Keywords: textual competence, title-text relation, inductive method, deductive method, text markers

Sur l'évaluation et l'auto-évaluation dans la perspective du Cadre européen commun de référence et du Portfolio européen des langues
(On evaluation and self-evaluation in the Common European Framework of reference for Languages and in the European Language Portfolio)
Janeta Draghicescu

The remarks on evaluation and self-evaluation inscribed in the two documents elaborated by the Education Committee of the Council for Cultural Co-operation of the Council of Europe lead to the conclusion that learning/teaching languages is a priority for decision makers and it is or must become a priority for all EU citizens. Important and relatively well defined tasks are incumbent, on the one hand, on all institutions and authorities

responsible for education, be it initial or lifelong training, and, on the other hand, on the learners themselves. The two documents seem to have divided the two aspects between them: the C.E.F.R. includes a relatively comprehensive framework which helps practitioners (learners, teachers, curriculum authors, experts in evaluation, administrators, employers, etc.) to make choices and inform each other in a transparent and coherent manner ; the Portfolio is mainly oriented towards the learners and offers them a framework to build their skills in foreign language(s) collecting and systematically presenting their qualifications, results and experience in language learning.

Keywords: living languages, performance descriptors, learning, teaching, evaluating

« Unser täglich' wirtschaftsdeutsch » (I). Zur frage der sprachhandlungsfähigkeit und der kommunikativen fertigkeiten
(Our Daily German for Economics (I). On ASction Competence and Communication Skills)
Lora Constantinescu

In the brave new world of the 2000s, after the "Renaissance" of Business German teaching at the Bucharest Academy of Economics, we can still raise the question: how can the teaching of German for Special Purposes (the so called "Fachsprachenunterricht" or "Wirtschaftsdeutschunterricht") meet the demand of the socio-economic and professional community in Romania and not only, which reassesses the position of German as a means of professional communication. In this regard, the present article is devoted to some theoretical and practical aspects of teaching German to students of Economics.

For a coherent overall picture, the paper refers to interpretations of the term "Wirtschaftsdeutsch" and presents some particularities of the FLT-landscape at the above mentioned university. It discusses the German learners' language needs and the communication competence in the area of Economics, as it is acquired on the strategic level by bundling receptive and productive communication skills, whereas by offering motivating topics/texts (business letters, advertising texts) in the content area, together with adequate learning activities and social work forms (didactic games/ simulations).

Key-words: "Fachsprachenunterricht", German for Special Purposes, action competence, communication skills

L'évaluation de la compétence de communication dans la négociation commerciale face-à-face
(Evaluating communication skills in face-to-face business negotiation)
Ruxandra Constantinescu-Stefanel

Teaching face-to-face business negotiation means, on the one hand, transmitting structures specific to this discourse *genre*, and, on the other hand, conveying the typical behaviour in this situation of communication. Hence, evaluation must check that both these skills have been acquired. The article describes a case where both summative and normative evaluations were applied. The former was done by simulations and its main criteria were adequacy to the situation of communication and the success of communication. The latter was carried out on the transcripts of these simulations and its

criteria were adaptation to the parameters of the situation of communication and the level of the elements composing the situation of communication.
Keywords: business negotiation, simulation, summative evaluation, normative evaluation, communication skills

Expérimentation des consignes d'évaluation dans les épreuves de compétence communicative écrite
(An experiment on evaluation instructions in written communicative skill tests)
Elena Popa

The article aims at establishing whether the instructions in business letter writing exercises should be written in French or in the students' mother tongue. With this end in view, the author presents an experiment conducted during the final term written test on two groups of students who had to write the same letter, one of them receiving instructions in French and the other one in Romanian. The article also contains the author's opinions on the type of situation of communication which has to be taught in the class of French for business and on how to penalize students' errors.
Keywords: French for business, business correspondence, instructions, errors, situations of communication

L'évaluation de la compétence langagière professionnelle
(Evaluating professional language skills)
Maria-Antoaneta Livezeanu

Given the importance of evaluation and certification in French for business, the article attempts to present the guideline of this specific field. The author starts by the history of measuring and evaluating language skills by the Chamber of Commerce and Industry in Paris (CCIP) and by the project of extending the exams in French for business to other professions and continues by putting into perspective the importance of an international francophone collaboration.
Keywords: certifying language skills, French for business, CCIP exams, certificate of professional French

Y a-t-il une compétence interactive ? Si oui, comment l'évaluer ?
(Is there an interactive competence? If so, how to evaluate it?)
Carmen Ştefania Stoean

The article defines interactive competence as a set of capacities enabling a person to organize his/her language activity according to three categories of norms: interactional rules, socio-cultural rules, discourse rules and conversational rules. Consequently, the evaluation of this competence in non native speakers must include the evaluation of the acquisition of each type of norm. In principle, such evaluation consists of observation, followed by sequential evaluation of each component and culminating in the integrative evaluation of all four components and in matching them with the speaker's attitude.
Keywords: interactive competence, communicative activity as form of social interaction,

face theory, politeness systemt, principle of cooperation, conversational strategy, evaluation

Business English Certificates (BEC)

Monica Dobre-Laza

This paper presents a series of business English certificates (BEC) offered by the University of Cambridge Local Examinations Syndicate (UCLES). BEC comprises three types of examinations: BEC1 (aimed at elementary and lower level of competence), BEC2 (aimed at intermediate level of competence) and BEC3 (for an advanced level of competence). The BEC suite of examinations offers an English language qualification for learners wishing to use English for purposes of international business. In terms of content, all three levels test the four language skills: Reading, Writing, Listening and Speaking, in a variety of options and tasks. Corporate recognition (or recognition for employment purposes) is increasing rapidly as more and more companies use BEC for recruitment, promotion, focus for in-company training courses etc. BEC examinations provide an independent objective assessment of an employee or potential employee's ability. In Romania, this type of examinations started in 1999, followed by a rapid growth in the coming years.
Key-words: Business English Certificates (BEC), examination, language skills, results, recognition.

Tests offered by the Educational Testing Service

Mihaela Arsene

Educational Testing Service/ETS based in Princeton, New Jersey is the U.S. authority on standardized educational testing. ETS was responsible at the time the article was written for three standardized tests, TOEFL, GRE, and GMAT.
The article provides a comprehensive presentation of the three tests extensively used for admission to study in the USA and beyond. Each test close-up highlights the purpose each test serves and then dwells on the structure and the sections of the tests under survey. Each test presentation covers also the test administration in Romania, provides information on test validity and, finally, outlines practical approaches to effective preparation for acing these standardized tests.
Key words: standardized tests in the USA; test goal, structure, and validity; test administration in Romania; preparation tips

DELF, DALF, TL, TCF, les certifications françaises en Roumanie et dans le monde (DELF, DALF, TL, TCF, French certificates in Romania and all over the world)

Anne Madelain

The author presents internationally accepted French certificates drawn up in accordance with the principles in the Common European Framework of Reference for Languages: le Diplôme d'étude de langue française (DELF – the French Language Study Diploma), le Diplôme approfondi de langue française (DALF – the Advanced French Language Diploma), le Diplôme de langue (DL – the Language Diploma) and le Test de

connaissance du français (TCF – the French Knowledge Test). At the end of the article, she specifies which of these certificates is available in Romania.
Keywords: French certificates, DELF, DALF, DL, TCF

Réforme des examens du français des affaires et du français juridique
(French for business and legal French exams reform)
Michel Danilo

The article deals with the reform of the French for business and legal French exams, offering a detailed explanation of reasons that led to this reform, the changes it involved and the objectives it has pursued and reached.
Keywords: CFP, DFA1, DFA, DAFA, CEJ, professional French certificate, CEST

TFI – le test de français international
(TFI – the international French test)
Carmen Ştefania Stoean

The article presents TFI – the international French test – which evaluates non francophones' ability to communicate in French in a professional context and in internationals exchanges. The author describes the purpose of the test, its preparation, its content and how to pass it.
Keywords: TFI, using the test, preparation, content

L'évaluation dans les environnements multimédia – le projet Camille
(Evaluation in multimedia environments - project Camille)
Maria Antoaneta Livezeanu

The article presents recent developments in research on the impact of It environments on second language (L2) learners and mainly on learners of French as a foreign language. The author focuses on the European projet CAMILLE, and examines the evaluation of project software, multimedia aspects, learners ' variability, autonomy of learning, efficiency with respect to language skills and to learning contexts, identification of learning strategies and the evaluation of the level of competence in L.2.
Keywords: multimedia environments, L2 learning, software evaluation, autonomy of learning, learning strategies, evaluating the level of competence

The 1999 national evaluation of the English language skills of Finnish 9th form pupils
Eeva Tuokko

According to new school legislation, adopted in Finland in 1999, schools are subject to external evaluation organised by the National Board of Education. The principal objective of the national evaluations is to examine the extent to which the aims set in the 1994 Framework Curriculum have been achieved. The general objectives are defined as skills, knowledge, and attitudes. In addition, learning-to-learn skills are emphasized. In

general, the national test seemed to assess the pupils´ English skills quite well if the marks are regarded as criteria. The school mark explains 64 % of the variation of success in this test. The highest correlation was observed between the marks and the results in the grammar and writing subtests. As for speaking, arranging specific oral tests is probably rather rare in schools but judging by its fairly high correlation with the marks, a conclusion could be drawn that it is practised in school and the result is included in the mark under the criterion "work / performance during the lessons".

Key-words: evaluation, preparation, design, sampling, overall results.

Developments in ESP testing practice
Radadiana Calciu, Liliana Kiritescu

The PROSPER Project brought about change in ESP teaching in Romania, after 1990. The traditional grammar translation method still in use was replaced partly and step by step by the communicative approach, with an emphasis on authentic tasks similar to real life activities. Testing, as an important part of this methodology shift has to reflect what is being taught in the classroom. So, tests have to test all the four skills, besides grammar and vocabulary which still play an important part in any language test. Testing methods and tasks cover a wider range of activities and test language in use rather than usage. Speaking, which was usually neglected in the traditional method, except for some long monologues, is tested in a meaningful way, such as interviews, dialogues, presentations, etc. Listening is also tested by asking students to concentrate on gist or specific information.

Of course, the change in testing methods did not come all of a sudden. It is the result of a lot of training offered to ESP teachers by the BC. The one year long distance course with MANCHESTER University has raised teachers' awareness on such issues as: validity, reliability, discrimination power, practicality. Teachers have become more confident in designing their own tests instead of using off-the-peg materials. The Impact Study of the Prosper Project has revealed changes in testing practices in ESP universities, but they continue to coexist with more traditional, PRE- PROSPER or NON- PROSPER tests.

Key-words: authentic tasks, language in use, validity, reliability, real life activities

Evaluating graduates' performance on the job in relation to the language course
Tania Magureanu

The paper revolves around one of the aspects researched within the PROSPER Impact Study, a comprehensive assessment project carried out by a group of university-level Romanian teachers of English. A British Council initiative, PROSPER (the Project for Special Purpose English in Romania) was centered on upgrading the teaching/learning of ESP (English for Specific Purposes) in major Romanian institutions of higher education, in order to boost the proficiency of future players in the economic sector, as well as render PROSPER graduates more employable. Having benefited from the PROSPER project's methodological innovations, graduates demonstrate an increased awareness of professional needs and improved professional communication skills, thus increasing their chances as prospective employees on the market.

Evaluer … l'évaluation sommative
(Evaluating … summative evaluation)

Monica Vlad

This article questions the relevance of summative evaluation tests in French as a foreign language based on which candidates are admitted to the Faculty of Modern Literature. As it is placed at the crossing between secondary studies and future University studies, this test should have taken into account two types of repositories: the profile of the speaker of French as a foreign language at level B2, as well as the profile of the future student of literature. Communication skills and metalinguistic competence should have been found in this evaluation. Or, one notes that only grammar skills are evaluated.

L'évaluation des "évaluateurs"
(Evaluating the « evaluators »)

Monica Ioani

The training of several future teachers of French as a foreign language in an exolingual environment (France) places them in the position of initial training as adults of a language they do not know at all (Romanian), thus allowing them to observe and examine the activity of a teacher in front of a group of students. The training reports evaluating not only teaching but also the teacher-evaluator encourage the latter to take a step back, ask himself/herself the right questions on his/her lectures, be able to theorize his/her techniques and to pass from intuitive practice to reflexive practice.

Evaluer la traduction de textes fonctionnels : repères et perspectives
(Evaluating the translation of functional texts: landmarks and perspectives)

Anca-Marina Velicu

The evaluation of the translation of functional texts regards the translating activity, in other words the target text. Whether it is guided by theory or by professional perspectives, reflection on the evaluation of specialized translations includes points of convergence consisting of: recognizing the communicative dimension of translation, and assuming its impact on the evaluation of the translated texts; stating the relativity of criteria and methods of evaluation, but recognizing the privileged status of those focusing on meaning (message) and on the receiver.

L'évaluation de la traduction spécialisée
(Evaluating specialized translations)

Ileana Busuioc

When judged in an instrumentalist way in the professional environment, translation is means which makes communication between different civilizations, cultures and languages possible. In order to establish the most efficient communication, the translator must capture the reality or the notion expressed in the source language and must render this reality or this notion in the target language. Consequently, the translator performs a double function as he/she must understand the documents to be translated, decode it, before recoding it and rendering it in the target language. Revision is not mere reading; skills needed for this activity should exceed those of the translator mostly in regard to the particularities of specialized language. Revision means an evolution of the quality of the translation and supposes that every prescription of the client, every principle of terminological coherence is respected, that every text segment is fully understood before being translated and that the rules of art are fully observed.
Keywords: ensuring quality, adequacy, specialized terminology, evaluation-revision

Applications of IT in the evaluation of linguistic competence

Cristian-Radu Bucsa

The evaluation and self-evaluation based on IT means presents a number of advantages in comparison with the classical means. Among them, one could mention: the possibility to evaluate several aspects (writing, and reading comprehension); less time spent to produce a written piece of work by eliminating the preparation stages, such as jotting down the subjects of the test by the students; the possibility of long distance evaluation, with the advantages pertaining to this kind of learning; combining various types of subjects; an increased amount of information / data and a relatively small storage space; less time devoted to marking. The programs to be used include: Microsoft Access (to design forms), and various resources for audio-visual files: Windows Media Player, MS Office Power Point, and Windows Sound Recorder. The most important innovation is the fact that the organizer has to facilitate the access of the students to the body of courses. This can be done in various ways: printing the textbooks as such, virtual courses on CDs or online, TV programs broadcast on their own TV stations, etc. The virtual courses and questionnaires have the advantage that they can be accessed and sent to long distances at any time.
Key-words: IT, linguistic competence, data bases, programs, open and distance learning.

Evaluons-nous selon le Guide qualité de la Commission Européenne?
(Do we evaluate according to the Quality Guide of the European Commission?

Ruxandra Constantinescu-Stefanel

The article compares the evaluation procedure applied in the French classes at the Faculty of Economics and Business of the Bucharest University of Economic Studies to the evaluation procedures stated in the quality guide for evaluation and elaboration of

curricula and teaching materials for language teaching and learning created by the European Commission. The author reaches the conclusion that certain types of evaluation recommended by the Guide are applied, others are not for objective reasons and, finally, others could and should be implemented.

L'évaluation motivante
(Motivating evaluation)

Micaela Gulea

The article presents the conclusions drawn at the conferences on motivating evaluation held at the Seminar of the International Federation of teachers of French, which took place in Sèvres from the 28th to the 29th of June 2001. The author considers that motivating evaluation is based on: the partnership between teacher and learner, stimulating learner's progress, respect for the learner and his/her personality and development of his/her self-learning ability. Also the teacher is a factor of motivation.