

# ASSESSING PHD STUDENTS' LANGUAGE PROFICIENCY LEVEL

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# SKILLS TO BE DEVELOPED

to use syntactic constructions typical of scientific and research communication;

to use specific lexico-syntactic models constructing scientific discourse

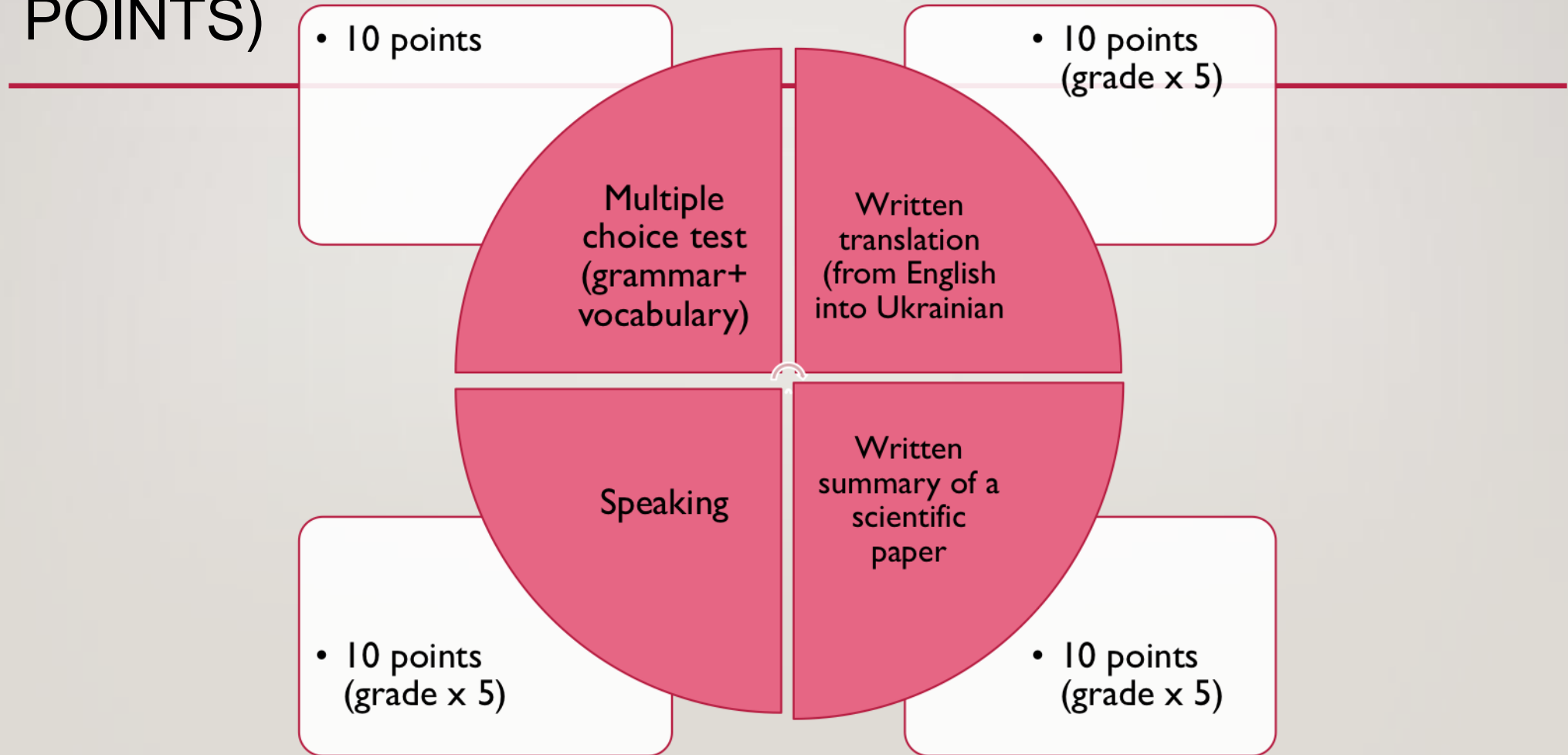
to select appropriate vocabulary and grammar tools for producing scientific texts of various genres (papers, summaries, reviews, conference presentations, monographs, etc.)

to make written translations and reviews of texts belonging to a specific field of scientific thought

to differentiate between various types of scientific texts and structure them according to existing international standards

to represent research outcomes both in the oral and written form

# STRUCTURE OF THE FINAL EXAMINATION (40 POINTS)



# ASSESSING THE MULTIPLE CHOICE TEST

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- is

**EASY**

0.5 point for each correct answer.

# ASSESSING THE TRANSLATION (E-MT) OF A TEXT (1,800 CHARACTERS, APPROX. 400 WORDS)

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Distorting the meaning of a sentence/  
sentence omission

3 penalty  
points

Terminological vocabulary mistake

1 penalty  
point

Other mistakes (orthographic, non-terminological  
vocabulary, grammar, stylistic)

0.5 penalty  
point

# TRANSFERRING PENALTY POINTS INTO A 4-GRADE SCALE

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<b>Number of penalty points</b>	<b>Grade</b>
<b>0-4</b>	<b>5</b>
<b>4,5-8</b>	<b>4</b>
<b>8,5-16</b>	<b>3</b>
<b>16,5 and over</b>	<b>2</b>

## Assessing speaking (holistic 4-grade scale) QUALITATIVE RUBRICS

GRADE

The PhD student produces a clear, complete, coherent answer which is properly-structured (contains an introduction, a body-part and a conclusion; and an appropriate range of linking elements). Demonstrates a high degree of control of varied grammatical structures as well as of lexical control (including specific scientific terminology). Can speak fluently with good phonological control. Demonstrates a level of language competence without much sign of having to restrict what he/she wants to say, adopts a level of formality appropriate to scientific communication.

5

The PhD student produces a clear, complete, coherent answer which is properly-structured (contains an introduction, a body-part and a conclusion; and an appropriate range of linking elements). Demonstrates a relatively high degree of control of varied grammatical structures as well as of lexical control (including specific scientific terminology) though can make several (up to 3) errors of each type unless they cause misunderstanding. Demonstrates good phonological control though can make several (up to 5) pronunciation errors which do not cause misunderstanding. Can correct most of his/her errors.

4

The PhD student provides information concerning his/her research, however the answer is not complete or violates principles of cohesion. The stretch of speech is not clearly structured. Demonstrates a relatively low degree of control of grammatical structures as well as of lexical control (including specific scientific terminology). Makes a considerable number (over 3) errors of each type including ones that can cause misunderstanding. Opts for simple structures and vocabulary. Phonological control is relatively low: the student makes a considerable number of pronunciation errors (over 5), including ones that may cause misunderstanding.

3

The PhD student produces either no answer or separate sentences with no evident connection between them. Makes a considerable number of basic errors of all types, which prevents the listener from misunderstanding the answer on the whole.

2

**Assessing the written summary  
(holistic 4-grade scale) QUALITATIVE AND QUANTITATIVE RUBRICS**

GRADE

The summary is appropriate in length (contains 500 +/- 10% printed characters). The PhD student produces a complete, concise, clear, well-structured (contains an introduction, body-paragraphs, a conclusion) summary. Demonstrates a high degree of control of varied grammar structures and vocabulary (including specific scientific terminology). Can though make minor grammar, vocabulary and orthographic mistakes (up to 2 of each kind) unless they mistakes cause misunderstanding.

5

The summary is almost appropriate in length (contains 500 printed characters +/- 20%). The PhD student produces a concise, clear, well-structured summary. Demonstrates a relatively high degree of control of varied grammar structures and vocabulary (including specific scientific terminology). Can though make minor grammar, vocabulary and orthographic mistakes (up to 4 of each kind) unless they cause misunderstanding, or if they cause partial misunderstanding of separate sentences.

4

The summary is not appropriate in length (contains 500 printed characters +/- 40%). The PhD student produces an incomplete answer violating principles of cohesion. The summary is not properly structured. Makes a considerable number of minor or basic grammar, vocabulary, and orthographic mistakes which cause partial misunderstanding of the stretch of writing on the whole.

3

The summary is not appropriate in length (contains 500 printed characters +/- over 40%). The PhD student produces either no summary or separate sentences with no evident connection between them. Makes a considerable number of basic errors of all types, which prevents the listener from misunderstanding the answer on the whole.

2



THANK YOU FOR BEING MY LISTENERS TODAY!

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