

## TOPTULTE

### Test of Performance for Teaching at University Level Through the medium of English

The TOPTULTE test is designed to ensure that candidates have the necessary linguistic competence to teach their subject through the medium of English at university level.

The required level is equivalent to C1 of the European framework.

The test is designed to establish the productive skills of speaking and writing.

### TEST FORMAT

**WRITTEN PART** (1 ½ hours in total)

#### 1. Use of English test. (40 minutes)

Texts with multiple choice or cloze options to test the correct use of English.

e.g.

Claudio Casali is a manager of a small firm in Bologna 

has joined	joined	joins
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the company in 2015 and 

has been working	worked	works
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 there ever since.

Before 

move	to move	moving
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 to Bologna, he worked in Belgium and in

Switzerland, and before that he 

has been	was	was being
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 a student at the European

Business School in Paris. So far he 

isn't	wasn't	hasn't been
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 in Bologna for as long as

he was in Switzerland, but he likes the city a lot and 

should	would	could
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 like to

stay there for at least another two years, or, 

how	which	as
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 as he puts it, until

his two children 

have	will have	will be
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 grown up a bit.

## 2. Written tasks (50 minutes)

### Task 1: a description of visual information (graph / table / diagram, etc.)

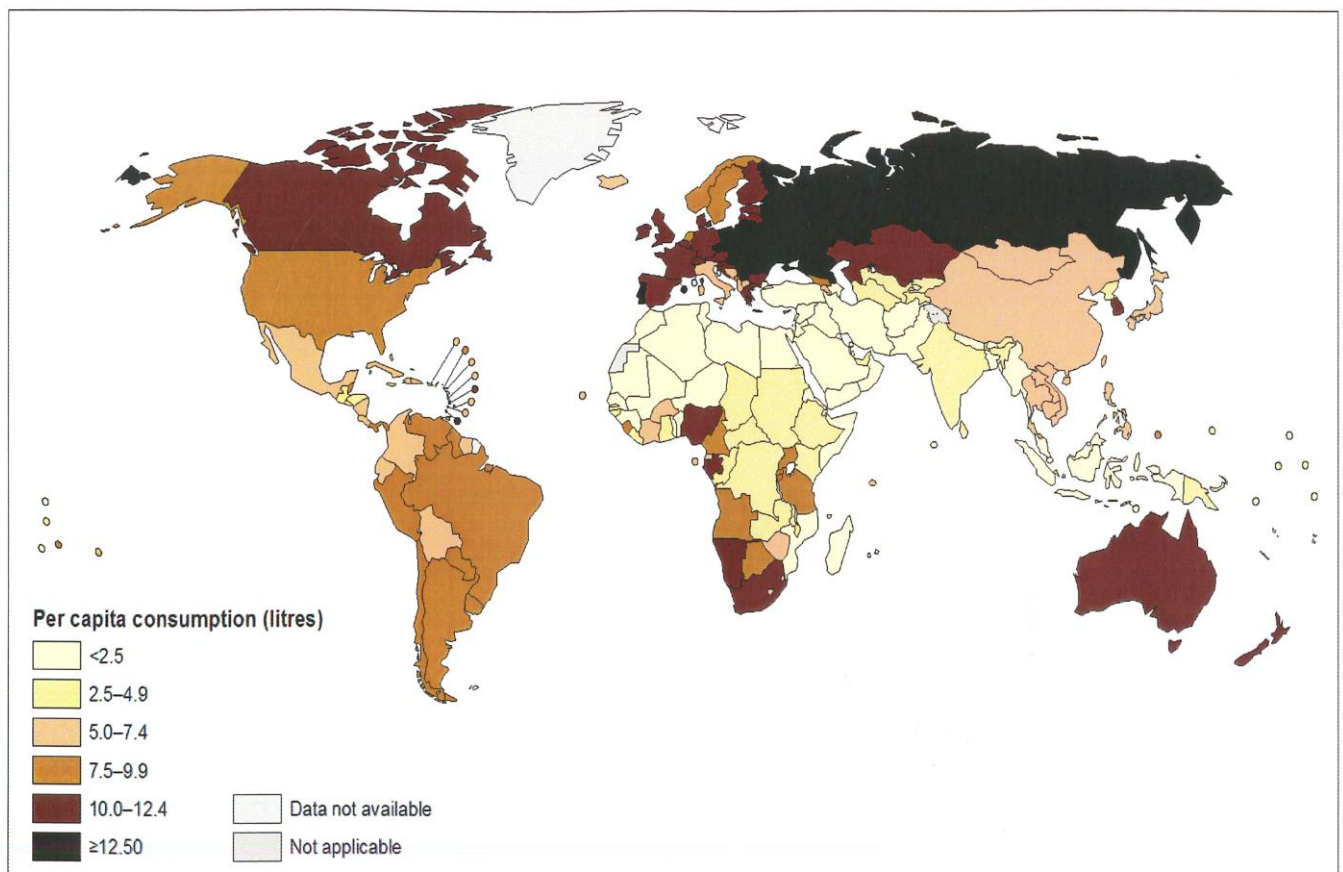
e.g.

The diagram below shows the total per capita consumption of alcohol among adults.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

- You should write about 120 words.

#### Total alcohol per capita (15+ years) consumption, in litres of pure alcohol, 2010



**Task 2:** a discursive text in response to an argument or problem.

e.g.

‘More university graduates when they finish their studies are going to work abroad than ever before.’ What does this migration suppose for the future of these young people, the countries they go to and the country they leave behind?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words

### **ORAL PART** (15 minutes)

#### **1. An oral discussion** in pairs.

Candidates are asked to:

- communicate opinions and information briefly on everyday topics.
- take an individual longer turn on a given topic.
- discuss issues related to the topics in pairs.

e.g.

‘Working hours are too long and people are not spending as much time as they should with their families or on leisure activities.’ How far do you agree with this?

If you had unlimited resources, what scientific or medical problem or question would you choose to investigate? Why?

## CRITERIA FOR MARKING TESTS

♦ **ORAL.** The most important section of the exam is the oral. The examiners need to ensure that the candidates can express themselves fluently and accurately at a level that makes for comfortable listening for the audience.

The level required by the UPV/EHU is the European Framework level C1.

- *Can express him/her fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocution. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.*
- *Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.*
- *Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.*

The examiners mark the following features separately on a scale A1- C2 and then award an overall grade:

- range of vocabulary
- accuracy
- fluency
- interaction
- coherence
- prosodic features

In order to provide as much reliability as possible, two examiners are employed and the orals are recorded so that they can be listened to and scrutinised further in doubtful or borderline cases.

♦ **WRITTEN TASKS.** The written tasks provide additional information about the candidate's ability to produce well structured and appropriate texts. The examiners mark the following features separately:

- argument
- range of vocabulary
- accuracy
- coherence
- mechanics

and then award an overall grade.

The level required is the European Framework level C1.

- *Can express themselves in clear, well-structured text, underlining salient issues and supporting their point of view with reasons and relevant examples.*
- *The candidates should have a good command of a broad range of language allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of academic or general topics without having to restrict unduly what he/she wants to say.*
- *Can produce clear, smoothly flowing, well-structured text, showing controlled use of organizational patterns, connectors and cohesive devices.*
- *Consistently maintains a high degree of grammatical accuracy with occasional errors in grammar, collocations and idioms.*

♦ The use of English test provides essential, objective, additional information about the candidate's knowledge and use of standard English grammar.