

## ABSTRACTS

**DRINGÓ-HORVÁTH, IDA: ICT in teacher training: measuring trainers' ICT indicators in the teacher training module in Hungary**

The study intends to present the importance and relevance of ICT-competences and the possibilities of its development in teacher training. A very important part of this process is the activity, competences and attitude of teachers in the teacher training. After clarifying the most important concepts related to this topic we will get a detailed description of an empirical research focused on different ICT-components (such as activity, competence or attitude) of teachers in the teaching training module. The results show, that there is a rather teacher-centered, presentation-oriented use of ICT and teachers make little use of the opportunities offered by

the online learning environment. The level of competence of respondents in relation to these more specific tools is very low, and the factors determining the competence level are mainly the learning background, the ICT-activity and -attitude. The survey also reveals shortcomings in the field of institutional support, where in addition to technical difficulties, the need for methodological training and the assessment of teaching needs is also shown. In reflecting the results, some specific suggestions will be made, which can contribute to the more pronounced appearance of a modern learning environment in teacher training.

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**Keywords:** *teacher training, ICT-competence, digital pedagogic, digital competence, empirical research*

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### LUKÁCS, ZOLTÁN – FÜKÖH, BORBÁLA: **Exam development in the context of tertiary education in Hungary: The development and reception of a university ESP examination**

The foreign language learning environment at the tertiary level is infused with the heightened tension between centrally mandated academic requirements and locally realized learning outcomes. A managerial decision at the Budapest Business School commissioned a complex departmental L2 examination irrespective of resources. The primary aim of this case study was to outline an assessment framework that fits into the institutional context, is realistic about departmental L2 instructors' teaching practice and testing competence, and meets with student needs. The research builds upon three sources of data. First, a documents analysis to reveal the institutional rules and regulations. Second, an online survey tapping (a) instructors' language assessment literacy, (b) their willingness to collaborate in test development, and

(c) their expectations about the test construct and administration. Third, student surveys and interviews to disclose language learners' perceptions of and preferences for language instruction and academic requirements. In our iterative data collection plan, each stage informed and refined the subsequent one through emerging thematic patterns. The information from the complex survey coupled with student interviews gave the input for a methodology workshop for the teachers, where the tasks for the productive skills were first introduced. Given the general support, the oral presentation and the written portfolios were then piloted for a semester in two study groups. Despite the positive feedback and the overall acceptance, the management eventually refused the proposed test format.

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**Keywords:** *tertiary education, ESP, exam development, addressing audiences, writing portfolio*

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