

завршним тестовима. Резултати на иницијалном и завршним тестовима првог и другог семестра директно су упоређени у оквиру предмета енглески језик на одсецима и између њих. Њихова разматрања су допуњена тенденцијама које у тестирању и евалуацији показује мањи узорак студената који уче француски. Потенцијал упо-

требе налаза лежи у развијању ефикасних техника учења кроз фреквентнију употребу тестирања као технике учења у настави језика струке на факултетима.

**Кључне речи:** тестирање, евалуација, ефекат тестирања, техника учења, страни језик струке.

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## Use of Digital Practice Tests in Foreign Language Education for Specific Purposes

The objective of this research is to describe the use of practice tests to motivate students to exercise their language skills as well as assist them to remember the study material for the long term. Practice (self-study) tests rank among the most effective learning methods. These tests are constructed by the teacher based on the specific study material by following explicit criteria. Self-study tests are administered online and students are provided with ample time to take the tests in their own place and time. The research methods used are questionnaires and observations to obtain feedback from students. The expected results are enhanced motivation to learn and better lasting retention of the studied material.

Self-study tests can be used both for individual practice at home and for student assessment in class. Until now, we have created and administered self-study tests to check the acquisition of the learning material from student books used during seminars and from additional materials supplied by the teacher, including comprehension of English idioms, grammar and vocabulary used in authentic short stories, knowledge of Latin, and specialized vocabulary for medical purposes.

**Keywords:** digital tests, practice tests, foreign language education for Specific Purposes, test construction, test evaluation.

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## ESP – The Essential Stepping Stone to a Teaching Career

Foreign languages for general and specific purposes make an essential part of one's academic education and are indispensable to young professionals today. Unlike second-language contexts, foreign-language settings do not necessarily imply the use of a foreign language as the medium of instruction.

This paper presents ESP as a springboard course in the academic education of the future preschool and primary school teachers who aspire to teach English to young learners. Since the primary area of study of these gifted students is not linguistics or philology, the fact that a significant part of their university education is conducted in English as a medium of instruction adds relevance to ESP as an essential stepping stone in their professional

training. Drawing on the students' general EL knowledge, and introducing them to the basic pedagogical, psychological and didactic principles of teaching, their ESP course further evolves into a comprehensive programme of study and professional training, permeating all their other courses conducted in English and complementing their core curriculum subjects taught in the native language. Besides the integrated knowledge and skills, these students are provided with bilingual academic experience they will be able to transfer to young learners once they become in-service English language teachers.

**Keywords:** English for specific purposes, EMI, integrated curriculum, preschool and primary school teachers, young learners.