

THE ORAL EXAMINATION QUESTIONS

Welcome to the oral examination of the entrance exam for English. My name is XX, and together with my colleague YY we will be asking you some questions that will allow you to show us your language skills. Before we get started, though, we need to check your identity. Could you please show the camera your ID? Thank you.

Here's how this exam will proceed: We will pose you just three questions, each worth up to 4 points, and we will also assess your overall language skills throughout the exam on a scale of 0-3 points. The maximum score for this exam is 15 points, and you need to get a total of 9 points to pass the entrance exam. We expect everyone to pass this exam, so you shouldn't worry about your performance too much! Your score will be added to your score from the written exam, and the final ranking is based on the combined scores. This exam is not recorded, so we will be writing notes while you talk, and one of us will also be keeping track of the time.

Please listen to the questions carefully and only answer what we ask for. You will get a certain amount of time to prepare your answers, and a certain amount of time to give your answer. You are welcome to write down notes at any time if you so wish. We will show you the questions and all the necessary texts, and you can always ask us to repeat a question.

Are you clear on this? Any questions?

Before we ask you the first official question, could you tell us your impressions of the written exam, especially the text you were asked to summarize? You don't need to remember any specifics, but do you remember what that text was about? Did you find it difficult? Interesting?

- The text is about language ideology and the so-called common-sense attitude that some language forms are correct and others are wrong.

Question 1

Our first question is about your opinion of some of the claims made in that text about standard language and common sense. You will be assessed on how you express your opinion, that is, the coherence and logic of your justification for your opinion. You will have two minutes to prepare your answer and no more than one minute to give your answer.

Question: According to the writer, standard language cultures consider it to be “common sense” that some language forms are correct and others are wrong. It is also considered “common sense” that children need to be taught correct forms of their native language(s) – grammar, usage, pronunciation – at school.

In what ways, if any, would you say this common-sense attitude is relevant to the teaching or learning of English as a foreign language?

Question 2

This second question tests your ability to understand theories of word formation and to apply that understanding to the analysis of words. You did this in some of the multiple-choice questions of the written exam, but now we ask you to analyze the formation process of two new words and to explain to us how you arrive at your answers. You will have two minutes to prepare your answer and no more than one minute to give your answers.

Question: How have the following two words been formed? Explain your answers by referring to the terms explained here.

Set A

infodemic

- blending from information and epidemic]

Set 2

hackathon

- blending from *hack* and *marathon*

Question 3

This third question tests your general ability to listen and to explain English grammar. We will read you a list of five word pairs. Listen carefully to how we pronounce the word pairs. You should hear a difference between the words in each pair and identify a pattern.

Question: What is the difference you hear and how is it meaningful? Explain your answer by using grammatical terms. You will have one minute to prepare your answer and no more than one minute to give your answers.

Set A:

conflict	conflict
decrease	decrease
insult	insult
permit	permit
protest	protest

Set B:

contrast	contrast
increase	increase
present	present
record	record
suspect	suspect

[The words have about the same meaning, but one pronunciation is a noun (stress on first syllable), one a verb (stress on second syllable).]

EVALUATION GRID FOR ORAL EXAMINATIONS OF THE ENTRANCE EXAM FOR ENGLISH, 18 JUNE 2020

Objective of assessment / points	4	3	2	1	0
Question 1 – Analysis and application of content: Demonstrating an ability to express and justify coherently an opinion based on ideas from the written exam text.	The applicant is able to apply the provided ideas to formulate a logical, analytical and coherent justification for their opinion.	The applicant is able to formulate a coherent opinion and justify it, but they make only limited use of the provided ideas.	The applicant expresses their opinion but may need prompts to help them. They justify their opinion.	The applicant expresses their opinion but provides no justification for it.	The applicant is unable to answer the question, or their answer shows that they have not understood the ideas correctly.
Question 2 – Analysis of content and grammatical constructions: Demonstrating an ability to understand and apply theory to analyze grammatical constructions.	The applicant explains correctly the word formation process for both words. The explanations are based on the provided theory.	The applicant gives the correct terms, and explains one of them correctly. One explanation is incorrect. Both explanations are based on the provided theory.	The applicant provides a correct answer and explanation (using the theory) for one of the words, but one answer and explanation is incorrect.	The applicant gives one or two correct answers, but cannot explain either of the correct answers. Only eliminating incorrect answers does not count as a correct explanation.	The applicant cannot provide any correct terms or explain them using the theory, or their explanations indicate that they have not understood the theory correctly.
Question 3 – Analysis of grammatical constructions: Demonstrating an ability to hear differences in pronunciation and explain grammatical patterns.	The applicant explains correctly, using the correct grammatical terms (noun & verb) in English, how the difference in pronunciation equals a difference in grammatical function.	The applicant explains correctly how the difference in pronunciation equals a difference in grammatical function. They do not use the correct terminology in English (e.g. “substantive”).	The applicant recognizes that there is a difference in function/meaning, but explains it using incorrect grammatical terms.	The applicant recognizes that there is a difference (e.g. in stress) but cannot explain the pattern as a difference in function/meaning.	The applicant does not recognize a pattern.
Language skills: Vocabulary, complexity of expression, discourse skills [=holding the floor, stalling for time, self-correcting, building coherence and cohesion], grammatical correctness, pronunciation [=clarity]	X	The applicant uses fluent English. Their speech shows a range of expression, grammar and discourse skills (e.g. linking adverbials, holding the floor). They speak clearly and rarely pause to search for words (without filling in the pause).	The applicant uses fluent English, with good variety in their vocabulary and grammatical structures. There are only a few minor errors in their expressions. They speak clearly but leave some blanks while searching for words.	The applicant uses basic English vocabulary and only simple sentences. There may be some unidiomatic expressions or systematic grammatical errors (e.g. in the use of articles), but their English is comprehensible. They often stop to search for words and may opt to use a Finnish word or two.	The applicant uses basic English vocabulary, with many unidiomatic expressions. They may opt to use Finnish instead of English in several answers. There are many grammatical errors. The applicant’s English is difficult to understand.