Distance Preparation System for The Standard Test of Bulgarian (STBFL)

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Through the mists of time to nowadays
Bulgarian is one of the most ancient living languages in Europe. Its literal period started by the creation of the **Glagolitsa alphabet** in 862-863 by the Holly Brothers Constantine Cyril the Philosopher and Methodius.
The Slavonic liturgy and the translation of the Holly Bible into Glagolitsa met the severe opposition of the Frankish clergy in Moravia. To defend the new alphabet and to win the papal support of their work Cyril said to Pope Adrian II:

“If God sends sunlight, air and rain to all the peoples this is to testify that God loves all people in the same way. Why do you think then that God wants to be praised only in the languages of three peoples?”

Defending the new alphabet against the trilingual dogma

The Pope Adrian II gave his approval to the Slavonic translations of both the Bible and the liturgy, blessed the Slavonic books and authorized the use of Slavonic in the mass in several churches in Rome.

Six years later the new Pope John VIII praised again the Slavonic letters invented by Cyril and ordered that the glories and deeds of the Lord can be told in that same language. (Boczek, Codex, tom. I, pp. 43-44).
By their linguistic and liturgical works yet in the Middle Ages Cyril and Methodius were the first promoters of the multilingual and multicultural Europe – the same fundamental principles proclaimed today in the official papers of the Council of Europe.
Co-Patrons of Europe

In December 31, 1980 mindful of the cause of reconciliation, friendly coexistence, human development and respect for the intrinsic dignity of every nation

Pope John Paul II By His Apostolic Letter Egregiae Virtutis proclaimed Sts. Cyril and Methodius, together with St. Benedict, co-patrons of Europe.
Bulgarian Contribution

Shortly after the death of Cyril and Methodius their works on the Slavonic liturgy and the Slavonic script were almost ruined in the Latin world. Slavonic liturgy was banned and their disciples were arrested and most of them were expelled to Bulgaria.
Several schools, where Bulgarian clergymen and men of letters were taught in their native tongue, were set up throughout the country.

The humanistic heritage of the Holly Brothers was saved grace to the generous financial and political support of the Bulgarian ruler Prince Boris I.
Bulgarian Saint Kliment Ohridski educated more than 3500 followers, simplified the alphabetical script and called it *Cyrillic* in honour of his teacher.
Introducing the System
The Distance Preparation System (DPS) for The Standard Test of Bulgarian (STBFL)

- is a free web-based interactive system
- for training and self-preparation
- for the standard test of Bulgarian as a foreign language.
The Distance Preparation System (DPS) for The Standard Test of Bulgarian (STBFL) is the first training system of Bulgarian, developed according to the principles of CEFR.

The system meets the ALTE Code of Practice and ALTE Minimum Standards requirements, providing the candidates free of charge equally available information they need in order to be familiar with coverage of examination, the type of task formats, the rubrics and other examination-taking instruction.
Distance Preparation System (DPS) for The Standard Test of Bulgarian (STBFL)

- encourages the training of all levels of competency according to CEFR

- provides the appropriate recognition of the standards in the STBFL examination

- uses a flexible approach to develop the necessary skills and competences for the STBFL
System Objectives
The free web-based Distance Preparation Training System:

facilitates learning and refreshing the knowledge of Bulgarian as a foreign language by appropriate multimedia resources.

These resources - both human and material – are made available through Internet.
The DPS **helps**
the learners
to maintain and further develop
their language skills and
encourages those who have
even little language experience
to extend their ability
to use **Bulgarian** for
communicative,
social,
professional and
academic purposes.
DPS promotes learners' understanding of both general and vocational language skills in order to assist their language development and to help covering the STBFL requirements, to facilitate intercultural understanding, mobility and international co-operation.
DPS clarifies the objectives, criteria and procedures of STBFL both to candidates and teachers, thus facilitating the preparation for the test.
When used for self-assessment, DPS provides a realistic estimation of the candidates’ level of competency thus motivating learners and acknowledging their efforts to extend and diversify their language learning. This may also help learners to record their Bulgarian language qualification in personal documents (such as EUROPASS) in an internationally transparent manner.
As a multimedia training system DPS enriches the applied linguistics methods by using the high technologies in education. The DPS reduces the teaching efforts, time and expenses. Due to its main characteristic – interactivity – the multimedia DPS helps the trainers, examiners and examinees in many routine operations.
Based on the communication and information technologies, the DPS promotes the diversified communication skills, linking the autonomous language training to institutionalised learning and feedback.
The use of modern technology, the implementation of the CEFR principles and practice of language testing and assessment, including learner’s self-assessment contribute fully to the accomplishment of the European dimension and quality in language testing.
Description of the system
DPS provides the learners all the necessary instructions, help and training to pass successfully the STBFL. The interactive multimedia modules cover all aspects of the real examination. The receptive, reproductive and productive language skills are trained in accordance with expectations for each testing level.
At this stage of development, DPS provides training and assessment modules for A2, B2, C1 levels of STBFL. B1 and C2 level modules are under construction.
Listening Modules
The listening assessment for A2 level of STBFL includes 5 tasks:
to listen to sentences and a short dialogue and
to choose and mark the correct answers.

The DPS training modules for this level help the learners’ ability
to listen to, to identify and to understand separate words and larger lexical units,
to interpret sentence intonation in a proper way while listening to short texts or dialogues,
to match information with its graphic presentation,
to extract specific information from larger texts.
## Listening modules for A2 Level

The following table describes the correspondence between the real examination tasks and the Listening Comprehension Modules in the Distance Preparation System for A2 level:

<table>
<thead>
<tr>
<th>Text types in real examination</th>
<th>DPS listening comprehension training modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>sentences with cardinal numbers</td>
<td>5 multiple-choice items (audio clips) with cardinal numbers</td>
</tr>
<tr>
<td>sentences which require spontaneous response</td>
<td>5 multiple-choice items (audio clips) which require spontaneous response</td>
</tr>
<tr>
<td>sentences which have to be paraphrased</td>
<td>5 multiple-choice items (audio clips) which have to be paraphrased</td>
</tr>
<tr>
<td>short story containing facts about several people</td>
<td>4 multiple-choice items (audio clips) containing facts for 5 people</td>
</tr>
<tr>
<td>situational dialogue</td>
<td>5 multiple-choice items based on a dialogue</td>
</tr>
</tbody>
</table>
Listening modules for A2 Level

A typical work screen

Instruction, play sound button, question, answers and answer buttons shown.
STBFL listening tasks for B2 level:
5 tasks to listen to phonetically similar utterances, words or collocations naming punctuation marks, sentences, a text and a dialogue.

The DPS training modules for this level helps the learners’ ability to listen to /identify/ understand words or collocations with different phonological and intonational characteristics, to react spontaneously in various communicative situations, to grasp the gist of longer dialogues and texts.
The following table describes the correspondence between the real examination tasks and the Listening Comprehension Modules in the Distance Preparation System for B2 level:

<table>
<thead>
<tr>
<th>Text types in real examination</th>
<th>DPS listening comprehension training modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>couples of phonetically similar utterances</td>
<td>15 sentences (audio clips) which have to be identified and marked</td>
</tr>
<tr>
<td>sentences which require spontaneous response</td>
<td>5 multiple-choice items (audio clips) which require spontaneous response</td>
</tr>
<tr>
<td>words and collocations naming punctuation marks and symbols</td>
<td>5 multiple-choice items (audio clips) naming symbols which have to be identified</td>
</tr>
<tr>
<td>short texts containing facts about places or events</td>
<td>3 multiple-choice items (audio clips) to grasp the basic information</td>
</tr>
<tr>
<td>situational dialogue</td>
<td>5 multiple-choice items to grasp the gist in a dialogue (audio clip)</td>
</tr>
</tbody>
</table>
Listening modules for B2 Level

Example - Sentences which require spontaneous response

Instruction, play sound button, question, answers, answer buttons and RealPlayer® shown.
Listening modules for B2 Level

Example – Listening comprehension module

Instruction, play sound button, question, right answer and current score shown.
Listening modules for C1 Level

STBFL listening tasks for C1 level:
to recognize an utterance among phonetically similar utterances,
to select the right paraphrase of a sentence,
to grasp the gist of a narrative text.

The DPS training modules for this level helps the learners’ ability
to understand various spoken pieces of discourse,
to paraphrase the meaning
of modal and idiomatic expressions,
to grasp the gist of longer informative texts.
## Listening modules for C1 Level

The following table describes the correspondence between the real examination tasks and the Listening Comprehension Modules in the Distance Preparation System for C1 level:

<table>
<thead>
<tr>
<th>Text types in real examination</th>
<th>DPS listening comprehension training modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>couples of phonetically similar utterances</td>
<td>10 sentences (audio clips) which have to be identified</td>
</tr>
<tr>
<td>conditional and declarative sentences, collocations, containing modal use of the future in the past tense, idiomatic expressions</td>
<td>5 multiple-choice items (audio clips) to be paraphrased</td>
</tr>
<tr>
<td>rich in information authentic texts of narration type relating to a general object</td>
<td>5 multiple-choice items (audio clips) requiring the basic, the additional or the new information to be extracted</td>
</tr>
</tbody>
</table>
Listening modules for C1 Level

Example – Paraphrase training module

ТЕСТ ЗА НИВО C1. РАЗБИРАНЕ ПРИ СЛУШАНЕ

Перифраза (5 задачи)

1. Натиснете бутона и слушайте.

Отговорете на въпроса: Защо Милена не взе чадър?
Натиснете бутона A, B, C или D.

<table>
<thead>
<tr>
<th>А</th>
<th>Милена знаеше със сигурност, че няма да завали дъжд и затова не взе чадър.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Б</td>
<td>Милена предполагаше, че няма да завали дъжд и затова не взе чадър.</td>
</tr>
<tr>
<td>В</td>
<td>Милена беше сигурна, че няма да завали дъжд и затова не взе чадър.</td>
</tr>
<tr>
<td>Г</td>
<td>Милена вярваше, че няма да завали дъжд и затова не взе чадър.</td>
</tr>
</tbody>
</table>
Reading Modules
Reading modules for A2 Level

STBFL reading tasks for A2 level:
2 tasks
to read texts
and to choose and mark the correct answers.

The DPS training modules for this level help the learners’ ability
to read and understand general notes,
personal correspondence,
descriptions and instructions,
to extract the necessary information from texts.
The following table describes the correspondence between the real examination tasks and the Reading Modules in the Distance Preparation System for A2 level:

<table>
<thead>
<tr>
<th>Text types in real examination</th>
<th>DPS reading modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>short informal texts (adapted), advertisements, notices</td>
<td>Multiple-choice items to read and fill in a blank in 5 short informal texts</td>
</tr>
<tr>
<td>short story</td>
<td>10 multiple-choice items to read and to fill in blanks in a short story (cloze test)</td>
</tr>
</tbody>
</table>
Instruction, text to read, blank to fill, answers and answer buttons shown.
In B2 level of STBFL
4 reading tasks have to be completed:
to read and fill in blanks in short dialogues or texts,
to read and paraphrase sentences
or short dialogues,
to read a longer dialogue and answer questions,
to read a narrative type of text and answer questions.

The DPS training modules for this level
improves the learners’ ability
to paraphrase the meaning while reading,
to grasp the essential information
while reading texts on everyday topics,
to cope with detailed texts on familiar topics.
The following table describes the correspondence between the real examination tasks and the Reading Modules in the Distance Preparation System for B2 level:

<table>
<thead>
<tr>
<th>Text types in real examination</th>
<th>DPS reading modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>short informal texts and dialogues</td>
<td>5 multiple choice gap-filling items</td>
</tr>
<tr>
<td>sentences and short dialogues</td>
<td>5 multiple-choice items to be paraphrased</td>
</tr>
<tr>
<td>a situational dialogue</td>
<td>5 multiple-choice items to read and to grasp the gist</td>
</tr>
<tr>
<td>a narrative text</td>
<td>3 multiple-choice items to read and to extract specific information</td>
</tr>
</tbody>
</table>
1. Прочетете текста и отговорете на въпрос №1:

Черно море е вътрешно море. То има соленост 18 на хил. д., която е два пъти по-малка от солеността в океаните и повечето морета. Поради големото количество соли във водата, тя замръзва при температури, по-ниски от 0 градуса по Целзий. Това има голямо значение за морските животни.

В резултат на замърсяванията на морето през последните години горната част е намаляла на някои места до 80 м. Около 1000 вида растения и около 2000 вида животни живеят в богатата на кислород горна част на водите.

В долната част на морето - под 200 метра - има само бактерии, които живеят и дишат без кислород.

**Въпрос №1:** Каква е солеността на Черно море в сравнение с другите морета и океани?

Натиснете бутона A, B, C или D.

- [ ] A. Черно море е два пъти по-малко солено.
- [ ] B. Черно море е 18 хил. д. по-сълзено.
- [ ] C. Черно море е два пъти по-сълзено.
- [ ] D. Черно море е най-сълзено море.
Reading modules for C1 Level

STBFL reading task for C1 level:
3 tasks:
to read factual texts and to answer questions,
to paraphrase idiomatic expressions in short texts.

The DPS training modules for this level helps the learners to improve their skills
to understand authentic texts belonging to different registers and discussing a wide variety of topics,
to grasp the gist of written pieces of discourse, including professional or informative discourse and
to extract the relevant information from longer texts.
# Reading modules for C1 Level

The following table describes the correspondence between the real examination tasks and the Reading Modules in the Distance Preparation System for C1 level:

<table>
<thead>
<tr>
<th>Text types in real examination</th>
<th>DPS reading modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>an authentic factual text</td>
<td>5 multiple-choice items to read and to choose the correct answers to the questions</td>
</tr>
<tr>
<td>an authentic factual text</td>
<td>10 true/false statements</td>
</tr>
<tr>
<td>short narrative texts containing idiomatic expressions</td>
<td>5 multiple-choice items requiring a paraphrase of idiomatic expressions</td>
</tr>
</tbody>
</table>
### Instruction:
Pърво прочетете целия текст, за да разберете общото му съдържание. След това прочетете текста отново и отговарете вярно ли е твърдението:

**Компютъри, видеоигри, зрение**

Видеоигрите - това ново увлечение - принуждават много деца да спожат очила, и то с доста диоптрии, съчишува се на Министерството на образованието в Япония. Даниите говорят за влошаване на зрението в рекордни размери. Ситуацията напомня на специалистите за 1980 година, когато персоналните компютри навъзлока в домовете и игри с тях завладяха учениците.

Резултатите от тестовете, направени през 1993 година на 6,4 % от всички 1,25 млн. японски ученици, са твърде тревожни. Около 60 % от гимназистите са поставени в групата "със сериозно увредено зрение. През 1983 г. около една четвърт от учениците на възраст от 15 до 18 години са в същата група. През 1993 г. процентът е станал 33,5. За същия период учениците от 12 до 15 години със силно влошено зрение се увеличават от 13,4 % на 20,4 %. В началното училище (деца от 6 до 12 години) числото спуска от 3 на 5 процента.

"Трудно е да бъдат обяснивани само видеоигрите за лошите резултати" - каза професор Такаши Токоро от Токийската медицинска стоматологична клиника. В тестовете била включена една група деца, които нямали отношение към това занимание. Те не седели с часове пред екрана на компютъра, но прекарваха времето си главно под учебниците - някои, които също има доказана вреда за очите. Сред японските деца в момента преобладават две красти. Дали учат сериозно, или играят на компютър, все едно - има реална опасност за влошаване на зрението. Заключението на специалистите не се променя - видеоигрите водят до носенето на очила.

(Краен текст)

**Утверждение:** Видеоигрите, които японските деца и играят на домашните си компютри, оказват отрицателно влияние върху зрението им. (вярно или невярно?)

Напишете бутона A или B.

<table>
<thead>
<tr>
<th>A</th>
<th>вярно</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>невярно</td>
</tr>
</tbody>
</table>
Writing Modules
The DPS writing modules provide an interaction between the learners and a team of qualified teachers, aimed to help learners’ ability to write.
The interaction between the learners and the teachers is organized through The Common Gateway Interface and e-mail.
Each writing task is presented in a special cgi-form, which describe the task and allow the learner to write and submit the answer to the Department.
The number of tries is not limited. The learners have the opportunity to extend their language practice or to improve their performance in order to achieve satisfying results.
All submitted answers are checked by a qualified examiner and the results are sent back to the learners with all necessary corrections, explanations and recommendations for improving.
Writing modules for A2 Level

Writing assessment for A2 level of STBFL include 5 tasks:
gap-filling,
writing: short dialogues, requests, offers,
comparisons, orders,
a story / descriptive text / dialogue,
an essay.

The DPS training modules for this level help learners’ ability
to write short, simple messages,
standard personal letters and notices,
to describe people, places, events and objects.
DPS includes four A2 level writing forms, which provide **writing** and **submitting**:
(a) 5 texts with completed blanks
(b) 5 short situation-based texts
(c) a guided story
(d) a dialogue on a chosen topic from 5 provided
Writing modules for A2 Level

Example - Gap-filling form

Instructions, text with gaps to fill, and answer box shown.
Writing modules for A2 Level

Example - Dialogue composition form

Instruction, 5 topics, answer box, mailing details and submit/clear buttons shown.
Writing assessment for B2 level of STBFL include 4 tasks:
- making up short dialogues, requests, offers, comparisons, orders,
- story completion,
- descriptive text, dialogue, essay

The DPS training modules for this level give the learners the opportunity to improve their written competency to compose situation-based or descriptive texts, dialogues and essays on everyday and professional topics.
DPS includes four B2 level writing forms, which provide *writing* and *submitting*:
(a) 5 short situation-based texts
(b) a guided story
(c) a dialogue on a chosen topic from 5 provided
(d) an essay (descriptive or analytic) on a chosen topic from 5 provided
## Writing modules for B2 Level

### Example - Guided story writing form

<table>
<thead>
<tr>
<th>Прочетете ситуацията:</th>
<th>Разказ с продължение</th>
</tr>
</thead>
<tbody>
<tr>
<td>На пейката в градинката пред Народната библиотека седи момиче и чете списание. След около 30 минути идват още едно момиче и едно момче. Тримата нещо говорят. След малко тръгват заедно. Бързат.</td>
<td>&lt;&lt; situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Според Вас:</th>
<th>&lt;&lt; hint #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Кое е момичето, което седи на пейката? Как се казва? Как е облечено? Кого чака?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Напишете отговора на български език тук:</th>
<th>&lt;&lt; answer</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Според Вас:</th>
<th>&lt;&lt; hint #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Кой са момичето и момчето, които идват на срещата? Как се казват? Опишете ги. Защо закъсняха?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Напишете отговора на български език тук:</th>
<th>&lt;&lt; answer</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Според Вас:</th>
<th>&lt;&lt; hint #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Какво говорят тримата, преди да тръгнат заедно? Напишете кратък диалог.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Напишете отговора на български език тук:</th>
<th>&lt;&lt; answer</th>
</tr>
</thead>
</table>
Writing assessment for C1 level of STBFL include 3 tasks:
composing short requests, offers, comparisons, orders,
story completion,
writing a descriptive text and an essay.

The DPS training modules for this level give the learners the opportunity
to improve their written competency
to compose situation-based or descriptive texts,
dialogues and essays (descriptive or analytic).
DPS includes three C1 level writing forms, which provide writing and submitting:
(a) 5 short situation-based texts
(b) a guided story
(c) an essay (descriptive or analytic) on a chosen topic from 5 titles provided
Writing modules for C1 Level

Example - Writing form for situation-based texts

Situations, questions, answer boxes, mailing details, submit and clear buttons shown.
Speaking Support Modules
At this stage of development, the DPS cannot help the speaking itself, but it can help the learner’s ability to generate, elaborate and memorize adequate patterns and reactions to real communicative stimuli.
Various communicative situations are presented in special cgi-forms, which allow the learners to write and submit their reactions.
The number of tries is not limited, thus providing the learners the opportunity to elaborate their reactions or to improve their performance.
DPS Speaking Support Modules

All submitted answers are checked by a qualified examiner and the results are sent back to the learners with all necessary corrections, explanations and recommendations for improving.
Speaking assessment for A2 level of STBFL includes:
(1) general interview
   (5-10 personal identification questions)
(2) situational dialogues on everyday topics
(3) monologue expressing personal opinion or providing a description

DPS provides 3 speaking support forms for A2 level to deal with:
(a) 5 groups of personal identification questions
(b) 6 groups of situational topics
(c) 5 topics of communication
Speaking support modules for A2 Level

Example - Speaking support form for situational dialogues

The 6 topics, learner’s text, mailing details, submit and clear buttons shown.
DPS provides 3 speaking support forms for B2 level:
(a) 5 groups of personal identification questions
(b) 6 groups of situational topics (everyday and professional)
(c) 5 topics expressing personal opinion, describing and analysing topical events
The speaking support modules help the learners’ ability to use various spoken patterns:

- to introduce themselves or other people,
- to keep up a conversation on familiar topics,
- to describe,
- to discuss and support their arguments.
DPS provides 3 speaking support forms for C1 level:
(a) 5 groups of personal identification questions
(b) 6 groups of everyday and professional situational topics and phraseology
(c) 5 topics of communication expressing personal opinion, describing, analysing and commenting topical events
The modules are designed to help the learners’ ability to discuss various topics freely and fluently, to express personal opinion and ideas correctly and adequately.
Grammar, structures and vocabulary Modules
Each grammar module involves 30 multiple-choice items with vocabulary, structures, and grammar tasks, relevant to the corresponding level.
Grammar, structures and vocabulary

Example – Grammar module for B2 level (prepositions)

Резултат до тук 4%

Обектилен тест. Лексика, граматика (първа част, 15 задачи)

Предишна задача 3/15 Следваща задача

3 Попълнете празното място в изречението с правилната форма:

Касиерка в театър: - Ето, вижте! Тези места в залата са много удобни.
Зрител: - Къде по-точно се намират?
Касиерката: - _______ балкона, на първия ред по средата.

Натиснете бутона A, B, C или D.

Не A Във
Не B Врху
Не C От
Да D На
Using the system
After typing the address in the browser’s window (or running the system locally on a CD or on a hard disk) the initial page appears and the appropriate level of competency must be selected.

**Using the system**

**СОФИЙСКИ УНИВЕРСИТЕТ "СВ. КЛИМЕНТ ОХРИДСКИ"**

**ДЕПАРТАМЕНТ ЗА ЕЗИКОВО ОБУЧЕНИЕ- ИЧС**

Асоцииран член на ALTE

<table>
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<th>Български език</th>
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**Изберете ниво на компетентност:**

- Базова компетентност A2
- Прагова компетентност B1
- Добра компетентност B2
- Висока компетентност C1
- Езиково съвършенство C2

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**<< chose the level of competency**
The next screen provides an explanation of the selected level and a link to the first training module.
All modules in a specific level are linked by buttons at the bottom of the screen. The items in a module are also linked by buttons, which appear at the top of the screen.
All multiple-choice modules have a uniform screen. If an audio clip is provided, a green play button appears at the top and the clip can be played several times.
After listening to the clip and reading the task the answer can be entered by clicking the corresponding button or the item can be skipped by pressing the Next Item button.
Any answer is immediately marked as true or false and the current score appears at the top of the screen. If the answer is true the Next Item button must be clicked to go further. If the answer is false a new answer can be entered on the same screen or the item can be skipped and answered later.
The module is **finished** when **all** the **items** are **answered true**. Then the final score appears at the top and the NEXT TEST button must be pressed to go further. After finishing the last module the examinee is sent back to the initial page.
All mailing forms have a uniform structure. Instructions how to fill and send the form are given at the top. The description of the task follows with radio buttons to choose a topic (if necessary). Text boxes are provided for learners’ answers. The contact details (name, phone and e-mail address) have to be filled at the bottom.

The task, radio buttons, text box, mailing details, submit and clear buttons shown.
Using the system

The form is sent automatically to the special e-mail address of the Department.

bulang@abv.bg

No local e-mail agent (like Outlook Express®) is necessary to send the form. The form can also be printed, filled and faxed.
Scoring
Each multiple-choice module is scored individually. No total score either for a series of modules or for the whole level test is provided. The maximum score for each module is set to 100%, while the minimum passing score is 51%.
The maximum score is evenly divided into the number of items to get the item weight. The calculate the real score of any item its weight is reduced by the correction factor $\{1 - W/(N - 1)\}$, where $W$ is the number of selected wrong answers among $N$ provided.
The sum of the scores of completed items yields the current score at any step and the final score of the test.
To make the score more realistic, the examinee must reach the right answer for each item before getting the final score.Skipping some items does not affect the score, but all skipped items must be answered to get the final score.
Mailing forms are scored by a qualified examiner according to the real examination criteria and the results are sent to examinees via e-mail.
Technical and licence issues
The DPS can be used on any computer with Windows® installed. The system modules are written as web-pages and a browser supporting frames and Java script must be used to run the system correctly. To play the speech records a RealPlayer® or other player supporting rm audio format will be necessary. To type texts in Cyrillic a Cyrillic alphabet and Cyrillic keyboard manager is needed.
Licence issues

The text content of the modules, the embedded speech records and mailing forms are a matter of copyright of the authors.
The multiple-choice modules are based on the Hot Potatoes™ educational software developed by Half-Baked Software Inc on the condition that the product is freely available as is to anyone via the WWW. The authors are working for the Sofia University, which is a state-funded non-profit making educational institution.