

Personal Data

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Professional Experience

- 2020 - **Member of the Hungarian Accreditation Board for Foreign Language Examinations**
- 2023 February - November **Education Authority** (item writer, English language)
- 2008 - **Foreign Language Centre, University of Pécs** (full-time)
- item writer and test developer, ECL listening comprehension tests, English
 - liaising with item writers
 - writing and coordinating professional applications
 - training ECL examiners in Hungarian and English
- 2017 - 2021 **Reformed High School of Pécs** (hourly lecturer)
- English language teacher
 - History teacher
- 2019 - 2023 **Education Authority** (external staff member)
- EFOP 3.2.15-VEKOP-17-2017-00001 project, item writing
- 2015 - 2020 item writing for the National Assessment of Basic Competencies in Hungary, English language
- 1991 - 2008 **Apáczai English-Hungarian Bilingual Secondary School, Pécs**
- Teaching English
 - Teaching History in English
- 2002 – 2003 **Central Falls High School, Central Falls, RI, USA**
- Teaching ESL History and social studies
- 1993 – 1994 **Archbishop Spalding High School, Severn, MD, USA**
- Teaching History and Geography

Studies

- 2012 - 2019 Doctoral Programme in English Applied Linguistics and TEFL/TESOL, University of Pécs, Hungary
PhD
- 2010 Specialist translator in social sciences – English language
- 1986 - 1991 Janus Pannonius University, Pécs
Five-year university degree, teacher of History and English

Language Proficiency

- English** advanced level
- Russian** basic level

Other

- Digital technology in education
- Using computers for teaching English

- Quality management in Education
- Learning Methodology

PhD Dissertation

The Washback of Language Exams on Classroom Practice in Hungary in a Complex Dynamic System Framework

(<https://pea.lib.pte.hu/bitstream/handle/pea/23272/marcz-robot-phd-2018.pdf?sequence=1&isAllowed=y>)

Publications

The Mean Examiner: How Language Anxiety Affects Performance During an Exam In: Stela, Letica Krevelj; Renata, Gelb (szerk.) UZRT 2016: Empirical Studies in Applied Linguistics, Zagreb, Horvátország : FF Press (2017) pp. 104-114. 11 p.

The Benefits of Bilingualism: A Comparative Pilot Study on the Performance of Bilinguals Versus Monolinguals. DARNIOJI DAUGIAKALBYSTE / SUSTAINABLE MULTILINGUALISM: 8 pp. 165-184. , 20 p. (2016)

Az ECL nyelvvizsga vizsgázókra gyakorolt hatása. Egy kérdőíves felmérés eredményei: Előtanulmány. ISKOLAKULTÚRA: PEDAGÓGUSOK SZAKMAI-TUDOMÁNYOS FOLYÓIRATA 25 : 2 pp. 48-57. , 10 p. (2015)

A hallott szöveg értése, mint teljesítmény: Milyen tényezők vannak hatással a vizsgázók teljesítményére egy középfokú angol hallásértésvizsga esetében? MODERN NYELVOKTATÁS 20 : 1-2 pp. 18-34. , 17 p. (2014)

Conferences

ALTE's 8th International Conference, Language Assessment Fit for the Future, Madrid, Spain:

- A comparative study of test-takers' perceptions of paper-based and computer-based language examinations (On behalf of Hungarian Accreditation Board for Foreign Language Examinations)
- Does the mode of delivery influence test takers' performance? A comparative analysis (On behalf of ECL Examinations, University of Pécs)
(<https://www.alte.org/IntConfProceedings/>)

18th EALTA Conference 3-5 June 2022, Budapest, Hungary:

- What can we learn from test-takers' perceptions of online language examinations?
(On behalf of Hungarian Accreditation Board for Foreign Language Examinations)

The 9th Annual EALTA Conference, 2 June 2012, Innsbruck, Austria:

- "Interface" Validity. Investigating the potential role of face validity in content validation (Gábor Szabó, Robert Márcz)

NYESZE konferenciák

2017 – A felelősség közös: A nyelvvizsgarendszerek és a fejlesztő értékelés

2011 – A hallásértés kérdései és fejlesztése online anyagok felhasználásával

2009 – Jól halom: A nemzetközi ECL vizsga és a hallásértés

Educational and research Projects

EFOP 3.2.15-VEKOP-17-2017-00001 project, item writing (2019 - 2023)

item writing for the National Assessment of Basic Competencies in Hungary, English language (2015 - 2020)

FAB - Formative Assessment for Foreign Language Learning & Teaching in Higher Education; (2015-2017)