



ALANYA
**ALAADDIN
KEYKUBAT**
UNIVERSITY

**SCHOOL OF FOREIGN
LANGUAGES**

**PREPARATORY PROGRAM
ENGLISH PROFICIENCY EXAM
GUIDE**

1. ENGLISH PROFICIENCY EXAMS OF THE PREPARATORY PROGRAM

1. The exam is at the B1+ level, which is our school's target, and aims to determine whether you meet the required proficiency. It is held twice a year, at the beginning and end of the academic year.
2. The exam consists of two sessions: written and oral. The written session lasts 90 minutes and includes listening, use of English (grammar-vocabulary), reading, and writing. The oral session (speaking exam) takes place either on the same day or the following day.
3. A sample proficiency exam is available on our website. (<https://ydy.alanya.edu.tr/ogrenci/olcme-ve-degerlendirme-politikasi/>)
4. All parts are prepared according to CEFR B1+ learning outcomes.
5. Weighting of scores is standard, but question types may vary.
6. To be exempt from or successfully complete the preparatory program, you must score 70 or above.

2. EXAM FORMAT

Part	Operational structure	Item value	Total	Task types / subskills
1. Listening	3 tasks / 15 items	1 point	15	4-option multiple choice; True/False; gist, specific information, detail and speaker purpose
2. Grammar	3 tasks / 20 items	0.75 point	15	4-option sentence completion, error recognition and equivalent-sentence items; contextual cloze; tense/aspect, modality, conditionals, clauses, voice and complementation
3. Vocabulary	3 tasks / 20 items	0.75 point	15	4-option meaning-in-context items with two-sentence contexts; lexical cloze; phrasal verbs, dependent prepositions, collocations and word families; CEFR B2
4. Reading	4 texts (150-200 words each) / 20 items	0.75 point	15	4-option multiple choice; True/False/Not Given; sentence insertion; heading matching; main idea, detail, inference, vocabulary in context, cohesion and reference
5. Writing	Choose 1 of 3 topics	Holistic/analytic rubric	20	Opinion; problem-solution; cause-effect / evaluation; 200-300 words
6. Speaking	-	Analytic rubric	20	Interview; individual long turn; follow-up discussion

3. B1+ LEARNING OUTCOMES MEASURED IN THE EXAM

1. The following outcomes for B1+ level in CEFR are measured through the proficiency exam:

READING
1. Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
2. Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.
3. Can understand straightforward, factual texts on subjects relating to my interests or studies.
4. Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).
5. Can identify the main conclusions in clearly signaled argumentative texts.
6. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
7. Can read newspaper/magazine accounts of films, books, concerts, etc. produced for a wider audience and understand the main points.
8. Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.
9. Can extrapolate the meaning of a section of a text by taking into account the text as a whole.
10. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
WRITING
1. Can produce short, simple structured paragraphs/essays on topics of interest if provided with a model.
2. Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify my opinion.
LISTENING
1. Can identify both general messages and specific details.
2. Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
3. Can generally follow the main points of extended discussion and animated conversation around me.
4. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
5. Can extract relevant information in everyday material, such as letters, brochures and short official documents.
6. Can recognize significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.
7. Can understand straightforward, factual texts on subjects relating to my interests or studies.
8. Can follow the linear structure of a short formal talk.
9. Can take effective notes while listening to a simple, straightforward listening text or lecture on a familiar topic.
10. Can understand the key points about a radio program on a familiar topic.
SPEAKING
1. Can express belief, opinion, agreement and disagreement politely.
2. Can give or seek personal opinions and give brief comments on the views of others.
3. Can exchange, check and confirm information.
4. Can describe how to do something, giving detailed instructions.
5. Can communicate with some confidence on familiar routine and non-routine matters related to my interests and professional field.
6. Can take follow up questions but may have to ask for repetition if the speech was rapid.
7. Can express thoughts on more abstract, cultural topics such as films, books, music etc.

4. PROFICIENCY EXAM EVALUATION CRITERIA

1. Listening, Use of English, and Reading are scored via optical forms.
2. Writing is independently evaluated by 3 instructors based on the criteria below.
3. Speaking is independently evaluated by 2 instructors based on the criteria below.

5. WRITING ASSESSMENT CRITERIA

Task Achievement / Communicative Competence	Organization / Coherence / Style	Range and Accuracy of Language	Range and Accuracy of Vocabulary
5 -Content fulfills the requirements of the task/question - Very good expansion of ideas with relevant examples - Supporting ideas are sufficient for the topic	5 - Effective introduction and conclusion - Topic is stated with a clear topic sentence - Effective use of cohesive devices - Effective organization of ideas	5 - Wide range of appropriate sentence structures - Effective use complex structures - No/minor grammatical errors which do not obscure meaning/ communication - No / minor punctuation, capitalization errors	5 - Effective use of target vocabulary - Wide range of target vocabulary - No / minor lexical mistakes - No / minor spelling mistakes
4 - Content shows an attempt to fulfill the requirement of the task/question - Good expansion of ideas with relevant examples - Good supporting ideas and examples	4 - Good attempt to introduce/conclude the topic - Topic sentence is quite clear - Good use of cohesive devices - Good organization of ideas	4 - Good range of appropriate sentence structures - Good attempt to use complex sentence structures - Few grammatical errors or occasional errors which do not obscure meaning/ communication - Few punctuation, capitalization errors	4 - Good use of target vocabulary - Good range of target vocabulary - Few lexical mistakes - Few spelling mistakes
3 -Content shows some attempt to fulfill the requirement of the task/question - Adequate expansion of ideas with relevant examples - Some attempt to use supporting ideas/examples	3 - Some attempt to introduce/conclude the topic - Topic sentence is adequate - Some attempt use of cohesive devices - Ideas are adequately organized	3 - Simple and compound sentences are used - Some attempt to use complex structures - Grammatical errors sometimes affect meaning / communication - Some punctuation, capitalization errors	3 - Adequate use of target vocabulary - Adequate range of target vocabulary - Some lexical mistakes - Some spelling mistakes
2 - Content shows very limited attempt to fulfill the requirements of the task / question - Inadequate expansion of ideas - Limited supporting ideas/examples	2 - Limited attempt to introduce/conclude the topic - Topic sentence is inadequate - Limited use of cohesive devices - Ideas are not organized effectively	2 - Simple sentences are used - Limited attempt to use complex structures - Frequent grammatical errors which sometimes obscure meaning / communication - Frequent punctuation, capitalization errors	2 - Limited use target vocabulary - Limited range of target vocabulary - Frequent lexical mistakes - Frequent spelling mistakes
1 - Content shows almost no attempt to fulfill the requirements of the task / question - No expansion of ideas - Poorly developed supporting ideas / examples	1 - No attempt to introduce/conclude the topic - There's almost no organization - Very limited use of cohesive devices	1 - Very simple sentences are used - No attempt to use complex structures - Frequent grammatical errors which often obscure meaning / communication - Serious punctuation, capitalization errors	1 -Very little attempt to use target vocabulary - Very limited range of target vocabulary - Lexical mistakes often obscure meaning / communication - Serious spelling, capitalization mistakes
0 - Ideas are totally irrelevant - Content fails to fulfill the requirements of the task/question	0 - Absence of introduction/conclusion - Disconnected ideas - No organization	0 - Serious grammar errors which totally obscure meaning / communication	0 - No concept of target vocabulary - Many lexical errors which severely obscure meaning / communication

5. SPEAKING ASSESSMENT CRITERIA

	POOR	FAIR	GOOD	EXCELLENT	GRADE
CONTENT (4 pts.)	Totally irrelevant to the assigned task or information is too little to assess. (0-1)	Content may have been covered, however, not very interesting, but monotonous. (2)	Ideas expressed covering all content elements with some elaboration. There may be some minor repetition or digression. (3)	Ideas expressed fully. Completely relevant to the assigned task. Interesting and informative. (4)	
USE OF VOCABULARY (4 pts.)	Student rarely uses correct words to answer questions (0-1)	Student uses a limited number of words from the chapter; answers are short (2)	Student uses some words from the chapters; some answers are short (3)	Student uses a variety of words from the chapters covered; answers are complete (4)	
GRAMMATICAL ACCURACY (4 pts.)	Many grammatical errors; breakdown in communication (0-1)	Several errors; some may interfere with communication (2)	Responses are mostly correct, with a few minor errors (3)	Responses are grammatically correct, with only an occasional error (4)	
FLUENCY (4 pts.)	Many long pauses; speech is fragmented or uneven (0-1)	Several pauses, but student is able to continue (2)	Flow of communication is mostly natural, with only minor pauses (3)	No unnatural pauses; natural flow in communication (4)	
PRONUNCIATION (4 pts.)	Many errors; poor pronunciation interferes with communication (0-1)	Several errors; some may interfere with communication (2)	A few minor errors; does not interfere with communication (3)	No pronunciation errors or only an occasional minor error (4)	