



SÜLEYMAN DEMİREL ÜNİVERSİTESİ  
SULEYMAN DEMIREL UNIVERSITY

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# SDU English Proficiency Exam

**A Guide for the Test Takers**

*Departments of English Language Teaching and  
English Language and Literature Students*

**School of Foreign Languages**



## SDÜ İNGİLİZCE YETERLİLİK SINAVI (SDÜ-İYS)

## SDU ENGLISH PROFICIENCY EXAMINATION (SDU-EPE)

### Purpose of EPE

SDU English Proficiency Examination (EPE) is a test designed to assess the English language proficiency level of the students who are entitled to undertake their undergraduate studies at Süleyman Demirel University. The aim of EPE is to determine whether the test taker's proficiency in English is sufficient to perform communicative tasks in English, at a level that will enable them to follow the courses offered in their respective fields of study and fulfill the requirements of the courses with relative ease (C1 level for the departments of ELT & ELL, B1 for the other departments) Thus, the SDU-EPE is mainly concerned with assessing students' proficiency in Reading, Listening, Writing and Speaking through various tasks, understanding written and oral academic texts, their ability to follow lectures, as well as their competence in composing academic texts of varying lengths.

### Components of SDU-EPE

SDU-EPE consists of two stages, each administered on a separate day. Test takers are expected to take both stages. The scores obtained from the two stages make up the final EPE score.

**Stage One**, is administered on the first day in three separate sessions. It comprises selected multiple choice type questions, which are machine scored.

The weightings allocated to each sessions and the time allowed are given in Table 1.

Table 1 *The EPE content of Stage I*

Stage I				
	Component	Number of Questions	Weight	Time
<b>The morning session</b>	Use of English (Vocabulary and Grammar)	50 questions	%40	50 minutes
<b>The afternoon sessions</b>	Listening	25 questions	%30	~ 45 minutes
	Reading	25 questions	%30	50 minutes

Stage One of SDU-EPE determines whether a candidate may take the second stage of the test or not. The students of ELT and ELL departments who take at least **60 points** and the students of other departments who take at least **50 points** in the first stage **can take the Stage Two** of the EPE. The final SDU-EPE score of those candidates who do not qualify for the second stage of the test will be whatever they have scored on the first stage of the test.

**Stage Two** is administered on the second day in two separate sessions. It comprises a writing task and two speaking tasks. The raters go through standardization before each grading session. Each task is graded by two raters, and by a third rater if it is needed.

The weightings allocated to each sessions and the time allowed are given in Table 2.

Table 2 *The EPE content of Stage II*

<b>Stage II</b>			
<b>The morning session</b>	<b>Component</b>		<b>Time</b>
		Writing	1 Task
<b>The afternoon sessions</b>	Speaking	2 Tasks	~ 5-10 minutes

The scores of all sessions consist the final score of EPE. The weighs allocated to each session is equally **%20**. The tests takers are supposed to take at least **70** to pass the exam.

Table 3 *Weighs for the Final Score of EPE*

<b>Test</b>	<b>Weight</b>
Use of English	%20
Listening	%20
Reading	%20
Writing	%20
Speaking	%20

#### **Announcement of the SDU-EPE Scores**

The score obtained on the entire exam are announced on the following web page:

<http://ydyo.sdu.edu.tr/>

## STAGE I

Session 1 (Duration: 50 minutes / 50 questions)

### USE of ENGLISH

Task	Objectives	Number of Questions	Question Type
<ul style="list-style-type: none"> <li>- Choosing the alternative that best completes each sentence in the paragraph (cloze test).</li> <li>- Choosing the alternative that best completes the sentence.</li> <li>- Choosing synonym/antonym for the underlined word in the sentence.</li> </ul>	<p>To assess the candidate's ability to decode simple, compound and complex sentences and to detect correct, appropriate language structures, vocabulary and discourse markers, to recognize words that are commonly used in entry-level academic texts.</p> <p>Also, to assess the candidate's awareness of the essentials and intricacies of English grammar, including tenses, prepositions, and stylistic variations of certain structures.</p>	<p>25 vocabulary and 25 grammar questions.</p> <ul style="list-style-type: none"> <li>- 2 cloze test texts with 13 questions.</li> <li>- 31 sentence-level questions.</li> <li>- Synonym/antonym in the sentence: 6 questions.</li> </ul>	<p>Multiple choice with 4 options</p> <ul style="list-style-type: none"> <li>- sentence completion</li> <li>- paragraph completion</li> <li>- synonym/ antonym (scored by an optic reader).</li> </ul>

Session 2 (Duration: about 40 minutes / 25 questions)

### LISTENING

Task	Objectives		Number of Questions	Question Type
Listen to a dialogue between two or more people and answer the questions.	Interviews	<p>To assess candidate's ability to</p> <ul style="list-style-type: none"> <li>- follow a conversation, to identify specific information on a range of topics</li> <li>- distinguish between facts and opinions</li> <li>- understand problem/solution and cause/effect relationship</li> <li>- understand implied meanings and speaker's point of view</li> <li>- understand advise and instructions</li> <li>- understand the main reasons for or against an idea</li> <li>- to follow topic development and identify its purpose,</li> <li>- to distinguish between facts and opinions and to understand main ideas, supporting details, implied meanings</li> <li>- identify attitude, mood, tone, viewpoints,</li> <li>- understand paraphrasing or summarizing</li> </ul>	2 interviews with 11 questions.	25 Multiple choice questions with 4 options (scored by an optic reader).
Listen to a monologue and answer the questions.	Lectures		1 lecture with 6 questions.	
Listen to a dialogue between two or more people and take notes. Then, answer the questions based on your notes	Note- Taking		8 questions	

**READING**

Task	Objectives		Number of Questions	Question Type
Choosing the alternative that best completes each sentence or thought.	Sentence Completion	To assess the candidate's ability to recognize the relationship between ideas in a text and to recognize and interpret cohesive devices for linking different parts of a text.	2	Multiple choice with 4 options (scored by an optic reader).
Choosing the alternative that best completes each paragraph.	Paragraph Completion	To assess the candidate's ability to recognize the relationship between ideas in a text, discourse organization and transitions that tie ideas to one another in a paragraph.	2	
Choosing the alternative that does not support the given topic sentence.	Supporting Ideas	To assess the candidate's ability to recognize ideas that support a given topic sentence.	2	
Choosing the irrelevant sentence in a paragraph.	Coherence	To assess the candidate's ability to recognize the coherence between ideas in a text, discourse organization and transitions in a paragraph.	2	
Choosing the alternative that stands for the best order of the sentences to make a paragraph.	Coherence	To assess the candidate's ability to recognize the coherence between ideas in a text, discourse organization and transitions in a paragraph.	2	
Choosing the alternative which best answers the questions about the graph/chart.	Graph or chart comprehension	To assess the candidate's ability to understand the main/specific information, rates or inferences on a graph or a chart	1 grap or chart accompanied with 4 questions	
Choosing the alternative which best answers the question or completes the statement about the text.	Text Comprehension	To assess the candidate's ability to understand the main/specific ideas in a text and answer comprehension questions about it, to distinguish between different levels of information, to identify the purpose of a text, to understand the author's point of view, to make out inferred meaning and o guess word meaning.	3 texts of varying lengths accompanied by 12 questions.	

## STAGE II

Session 1 (Duration: 50 minutes / 1 Task)

### WRITING

Task	Objectives	Number of Questions	Question Type
<p>Writing an essay approximately 300 words within the given topic. You are expected to develop your own ideas. Make sure you write well-organized paragraphs in your essay and all your ideas are relevant to the topic. The essay will be graded according to: the content, the organization and the range and accuracy of vocabulary and grammar equally.</p>	<p>To assess the candidate's ability</p> <ul style="list-style-type: none"> <li>- to use correct, appropriate and expanded range of language structures, vocabulary and discourse features that relates to a variety of topic areas in writing</li> <li>- to follow the conventions of standard written English,</li> <li>- to logically organize, define, explain, compare or contrast information to produce cohesive and coherent piece of writing</li> <li>- to follow the conventions of spelling, punctuation and capitalization</li> </ul>	1 Task	1 essay approximately 300 words (scored by a group of experienced raters in accordance with the guidelines provided. The raters are trained in using the guidelines for grading in a standardization session. Each paper is graded by two co-raters or more.

Session 2 (Duration: 5-10 minutes/ 2 Tasks)

### SPEAKING

Task	Objectives	Number of Questions	Question Type
<p>Making a description of a given term/ person/ place/ situation/ experience, etc. on the topic card including the given details for one to two minutes without being interrupted. Before you talk, you'll have two minutes to think about what you're going to say. You can make some notes if you wish.</p>	<p>To assess the candidate's ability</p> <ul style="list-style-type: none"> <li>- to use correct, appropriate and expanded range of language structures, vocabulary and discourse features that relates to a variety of topic areas in speaking.</li> <li>- to follow the conventions of standard spoken English,</li> <li>- to logically describe, define, explain, exemplify, compare or contrast information to produce cohesive and coherent piece of speaking</li> <li>- to follow the conventions pronunciation and fluency.</li> </ul>	1 instruction 2 or 3 questions.	1 prepared speaking task, 1 unprepared interactive task (scored by a group of experienced raters in accordance with the guidelines provided. The raters are trained in using the guidelines for grading in a standardization session. Each paper is graded by two co-raters or more.
<p>Answering the questions asked by the examiner.</p>			