**TEDU ENGLISH PROFICIENCY EXAM**

**(TEDU - EPE)**

TEDU-EPE is a proficiency level exam designed to assess whether students applying to pursue an undergraduate degree program at TED University possess a satisfactory level of listening, reading, writing and language use proficiency in English in order to carry out their academic studies in their faculties.

Please see <http://www.tedu.edu.tr> for further information on exam dates and rules.

**CONTENTS OF TEDU-EPE**

TEDU-EPE is administered in two separate sessions on the same day. Session 1 is administered in the morning and Session 2 in the afternoon.

Every test taker is required to attend both sessions of the exam. The score obtained from Session 1 and Session 2 make up the final TEDU-EPE score

**EPE SPECIFICATIONS**

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| **PAPER 1 (LISTENING)****FORMAT** | **This paper contains two parts. (While listening& Note-taking)** |
| **TIMING** | 50 minutes |
| **NO OF QUESTIONS** | 10 + paragraph writing |
| **WEIGHTING** | 25% |
| **TASK TYPES** | Four-option multiple choice, sentence completion, choosing more than one answer FOR while listeningWriting 6 – 8 sentences to answer a question based on notes taken during the Note Taking Stage |
| **SOURCES** | Texts taken and adapted from various authentic sources such as monologues, prompted monologues or interacting speakers: interviews, discussions, conversations, radio plays, talks, speeches, lectures, commentaries, documentaries, instructions |
| **POINTS** | Each correct answer receives 1 point (while listening) (total 10 points)The paragraph receives a grade of 15 points. |
| **CONTENT** |  Environment, science and technology, free time, entertainment (media, sports, travel), relationships, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

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| **PAPER 2 (WRITING)****FORMAT** | **This paper contains one part.**  |
| **TIMING** | 60 minutes |
| **NO OF QUESTIONS** | 1 question related to the listening text in topic |
| **WEIGHTING** | 25% |
| **TASK TYPE** | An essay (**350-400** words) |
| **POINTS** | Test taker’s answer is assessed on a scale incorporating three analytical criteria: Content, Organization and Language Use. The essay is graded over 25 points. |
| **CONTENT** | Environment, science and technology, free time, entertainment (media, sports, travel), relationships, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

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| **PAPER 3 (READING)****FORMAT** | **This paper contains three reading texts followed by questions.**  |
| **TIMING** | 60 minutes |
| **NO OF QUESTIONS** | 32 |
| **WEIGHTING** | 25% |
| **TASK TYPE** | Four-option multiple choice, sentence insertion, matching sentence endings, choosing more than one answer |
| **SOURCES** | Texts taken and adapted from various authentic sources such as books (fiction and non-fiction), non-specialist articles from newspapers, magazines and the internet |
| **POINTS** | Some correct answers receive 1 point, while some others receive ½ point. |
| **CONTENT** | Environment, science and technology, free time, entertainment (media, sports, travel), relationships, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

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| **PAPER 4 (USE OF ENGLISH)****FORMAT** | **This paper contains four parts.**  |
| **TIMING** | 60 minutes |
| **NO OF QUESTIONS** | 30 |
| **WEIGHTING** | 25% |
| **TASK TYPE** | Multiple choice grammar cloze, multiple choice vocabulary cloze, open cloze, word formation |
| **SOURCES** | Texts taken and adapted from various authentic sources such as books (fiction and non-fiction), non-specialist articles from newspapers, magazines and the internet |
| **POINTS** | Some correct answers receive 1 point, while some others receive ½ point. |
| **CONTENT** | Environment, science and technology, free time, entertainment (media, sports, travel), relationships, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

**PAPER 1 LISTENING COMPREHENSION SPECIFICATIONS**

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| **CRITERIA** | **DESCRIPTION** |
| **general purpose** | To determine whether students comprehend listening material at B2 Level. |
| **specific purposes** | To determine whether students are able to...* follow the main ideas and supporting details of lectures, talks, reports and other forms of academic / professional presentations which are propositionally and linguistically complex,
* follow extended speeches and take notes using note-taking strategies,
* understand the purpose of the text and attitude of the speaker on concrete and abstract topics,
* use a variety of strategies to achieve comprehension including listening for main points and checking comprehension by using contextual clues.

General Focusa. Gist b. Listening for specific informationc. Listening for important details d. Listening for main ideas and supporting detailse. Listening to infer (propositional) meaning f. Listening to deduce the meaning of a word g. Listening and notetaking |
| **length** | 10-15 minutes per text |
| **authenticity** | Authentic or edited texts to meet the level of test takers at B2 Level |
| **text types** | Recordings of monologues, dialogues etc. e.g. interviews, lectures, talks, reports, animated conversations, announcements, documentaries, news items, speeches, telephone conversations / phone-in programs |
| **speaker characteristics** | accents: variety of standard native and non-native accents exhibiting different voices and pitchspeed of delivery: on average 150–180 wpm |
| **task types** | Multiple choice, sentence insertion, sentence completion, choosing more than one answer |
| **number of texts** | 2 |
| **themes** | Social and physical sciences: Social and professional life; environment, science and technology, free time, entertainment (media, sports, travel), relationships, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

**PAPER 2 WRITING SPECIFICATIONS**

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| **CRITERIA** | **DESCRIPTION** |
| **general purpose** | To determine whether students can produce their opinions and the justification of these opinions in written form at B2 Level. |
| **specific purposes** | To determine whether students are able to...* produce well-structured texts on complex subjects, expressing opinions and giving arguments by supporting them with examples and details,
* achieve clarity of expression and flexibility in relation to the reader,
* use correct, appropriate language structures, vocabulary to produce a cohesive and coherent piece of writing relevant to the topic.
 |
| **task type** | A question as prompt – test takers are expected to answer the question in essay form. The question is somehow related to the listening text they heard in the notetaking section of the LISTENING PAPER. |
| **register/style** | Formal and academic essays |
| **length** | 350-400 words |
| **themes** | Social and physical sciences: Social and professional life; environment, science and technology, free time, entertainment (media, sports, travel), relationships, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

**PAPER 3 READING COMPREHENSION SPECIFICATIONS**

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| **CRITERIA** | **DESCRIPTION** |
| **general purpose** | To determine whether students comprehend reading texts at B2 Level. |
| **specific purposes** | To determine whether students are able to...* read with a large degree of independence, adapting style and speed of reading to different texts and purposes,
* differentiate between facts and opinions, and between main ideas and supporting details,
* scan quickly through long and complex texts, locating relevant details or a sequence of

events,* quickly identify the content and the relevance of news items, articles and reports on a wide range of semi-academic topics,
* understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints,
* use a variety of strategies to achieve comprehension,
* guess the meaning of unknown words using contextual clues.

**General Focus**1. Gist
2. Reading for specific information
3. Reading for important details
4. Reading for main ideas and supporting details
5. Reading to infer (propositional) meaning
6. Reading to deduce the meaning of a word/phrase
 |
| **authenticity** | Authentic or edited texts to meet the level of test takers at B2 Level |
| **text types** | General interest, literary, non-literary e.g. correspondence, news items, instructions, guidebooks, reports, articles |
| **task types** | multiple choice, choosing more than one answer, sentence completion, sentence insertion |
| **discourse type** | Narrative, descriptive, argumentative, expository, persuasive |
| **register/style** | Formal and informal; literary, non-literary |
| **length** | 750-1300 words |
| **number of texts** | 3  |
| **themes** | Social and physical sciences: Social and professional life; environment, science and technology, free time, entertainment (media, sports, travel), relations with other people, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

**PAPER 4 LANGUAGE USE SPECIFICATIONS**

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| **CRITERIA** | **DESCRIPTION** |
| **general purpose** | To determine whether students have knowledge concerning language use at B2 Level. |
| **specific purposes** | To determine whether students are able to...* understand context and vocabulary in order to complete a paragraph meaningfully and grammatically,
* derive words correctly to complete the paragraph meaningfully and accurately.
 |
| **task types** | Four option multiple choice, open cloze, word formation |
| **length** | 250 -350 words per text |
| **number of texts** | 4 |
| **themes** | Social and physical sciences: Social and professional life; environment, science and technology, free time, entertainment (media, sports, travel), relations with other people, health and body care, education, public services (museums, libraries, hospitals), places, languages, work, multicultural society, crime, global problems, history, art, music, culture, traditions and customs, food, fashion, animals |

**OVERALL OBJECTIVES**

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| **PAPER 1 LISTENING** | **OBJECTIVES** |
| **PART 1****WHILE LISTENING** | To assess the test takers’ ability to… * follow and comprehend spoken input,
* identify and follow the key ideas,
* identify specific information,
* infer meaning from the supporting details.
 |
| **PART 2****NOTE-TAKING** | To assess the test takers’ ability to…* follow and comprehend extended spoken input,
* predict the organization and the content of a talk,
* take notes,
* use note taking strategies to distinguish between facts and opinions,
* use note taking strategies to distinguish main ideas from supporting details,
* understand the speaker’s tone, purpose and argumentation,
* make inferences.
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| **PAPER 2 WRITING** | **OBJECTIVES** |
| **PART 1** **ESSAY** | To assess the test takers’ ability to…* express his/her ideas,
* justify his/her opinions with supporting details,
* use cohesive devices to ensure coherence,
* produce sentences with correct and diverse grammar and vocabulary.
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| **PAPER 3 READING** | **OBJECTIVES** |
| **PART 1** **MULTIPLE CHOICE** | To assess the test takers’ ability to…* understand the general message, main ideas and specific information,
* recognize and interpret cohesive devices linking different parts of a text,
* differentiate between facts and opinions,
* recognize reference signals,
* read between the lines to make inferences,
* guess meanings of words.
 |
| **PART 2** **SENTENCE INSERTION** | To assess the test takers’ ability to…* get a holistic understanding of a text and its paragraphs,
* recognize the relationship between ideas within a text, discourse organization, transitions that tie ideas in a paragraph,
* identify what information could be missing/best fits with the coherence of a text,
* recognize and interpret cohesive devices linking different parts of a text.
 |
| **PART 3** **SENTENCE COMPLETION&MATCHING SENTENCE ENDINGS& MULTIPLE CHOICE** | To assess the test takers’ ability to…* read between the lines to make inferences,
* understand main ideas,
* understand the writer’s tone, purpose and argumentation,
* recognize and interpret cohesive devices linking different parts of a text,
* differentiate between facts and opinions.
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| **PAPER 4 LANGUAGE USE** | **OBJECTIVES** |
| **PART 1** **MULTIPLE CHOICE****GRAMMAR CLOZE TEST** | To assess test takers’ ability to… * use grammatical knowledge in text comprehension and construction.
 |
| **PART 2** **MULTIPLE CHOICE****VOCABULARY CLOZE TEST** | To assess the test takers’ ability to…* use lexical knowledge in text comprehension and construction.
 |
| **PART 3****OPEN CLOZE TEST** | To assess the test takers’ ability to…* understand context and vocabulary in order to produce the right word that fits into the context meaningfully and accurately.
 |
| **PART 4****WORD FORMATION** | To assess the test takers’ ability to…* derive words correctly to complete the paragraph meaningfully and accurately.
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