



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
Proficiency Exam Specification for the Testing and
Assessment Unit



1. Session 1 — Written Examination (Duration: 120 minutes; 60% of the final grade)

Internal timing of Session 1 (120 minutes in total): Oral Comprehension (Listening) 25 min → Reading 40 min → Linguistic Competence (Grammar and Vocabulary) 15 min → Written Production and Interaction (Writing) 40 min. The Oral Comprehension (Listening) section is administered FIRST and is timed centrally for all candidates.

Answer sheet: responses to all objective items 1–45—including sentence completion, multiple choice, short answer, matching and cloze—must be recorded on the official answer sheet. The two writing tasks are completed in the examination booklet. No extra time is given for transferring answers; transfer time is included in the timings above.

All objectives listed in this specification are final and approved. They are aligned with the CEFR (2020) B2 descriptors and with the B2 level learning outcomes of the English Preparatory Program.

1.1. Oral Comprehension (Listening) (items 1–10; 20 points)

Administration: each listening text is played TWICE. This section is administered first in Session 1 and is timed centrally (25 minutes in total).

Objectives Assessed		Question Type	Numbers of Questions / Sample questions
Listening 1 Items 1–3 6 points	L1 Task-level gist / L2 Specific factual information / L3 Supporting details	Sentence completion	Three gaps; no more than two words per answer; recording played twice.

	Objectives Assessed	Question Type	Numbers of Questions / Sample questions
Listening 2 Items 4–7 8 points	L2 Specific factual information / L4 Attitude, opinion or purpose / L5 Logical inference / L8 Relationships between ideas	Multiple choice	Four multiple-choice questions with four options (A–D); recording played twice.
Listening 3 Items 8–10 6 points	L2 Specific factual information / L3 Supporting details / L7 Follow an extended recording / L8 Relationships between ideas	Sentence completion	Three gaps; no more than two words per answer; recording played twice.

1.2. Reading (items 11–25; 30 points)

	Objectives Assessed	Question Type	Numbers of Questions / Sample questions
Text 1 Items 11–15 10 points	R1 Identify the main idea / R2 Identify supporting details / R4 Identify writer's purpose or attitude / R5 Make logical inferences	Multiple choice	Five four-option multiple-choice questions (A–D).
Text 2 Items 16–20 10 points	R1 Identify the main idea / R2 Identify supporting details / R4 Identify writer's purpose or attitude / R5 Make logical inferences	Short answer	Five short-answer questions; no more than five words for each answer.
Text 3 Items 21–25 10 points	R2 Identify supporting details / R4 Identify writer's purpose or attitude / R5 Make logical inferences across texts	Multiple matching	Five questions matching statements to texts A–D; a text may be used more than once.

1.3. Linguistic Competence (Grammar and Vocabulary) (items 26–45; 20 points)

Linguistic Competence (Grammar and Vocabulary) total: 10 vocabulary items + 10 grammar items = 20 items × 1 point = 20 points.

Objectives Assessed		Question Type	Numbers of Questions / Sample questions
Vocab. Items 26–35 10 points	LC1 Recognize and select appropriate vocabulary to express meaning accurately in a range of general, academic, and everyday contexts. LC2 Understand the meaning and use of words, phrases, and expressions appropriate to the B2 level.	Multiple-choice item	Two contextual multiple-choice gap-fill sets, five items each, with four options (A–D).
Grammar Items 36–45 10 points	LC3 Recognize and select accurate grammatical structures in context. LC4 Demonstrate understanding of a range of grammatical forms, including complex	Multiple-choice item	Items 36–40: banked cloze with five options (A–E). Items 41–45: standalone multiple-choice questions with four options (A–D).

1.4. Written Production and Interaction (Writing) (2 tasks; 30 points)

Objectives Assessed		Question Type	Numbers of Questions / Sample questions
Writing 1 20 points ≈200 words	W1 Introducing and explaining an issue clearly; organizing information W2 Developing arguments with reasons and examples W3 Discussing alternative viewpoints and evaluating solutions W5 Using appropriate register, genre conventions, and organization	Writing an opinion essay	A sample question and progression: “You are contributing to a discussion in your university’s student magazine about campus life. The magazine has invited students to share their views on how universities can better support student success: <i>“Remote working is ultimately better for employee well-being and productivity than working in a traditional office environment.”</i> Write an opinion essay responding to the statement (200 words). In your essay: ○ clearly state your point of view in the introduction,

Objectives Assessed	Question Type	Numbers of Questions / Sample questions
		○ develop your arguments with relevant explanations and examples, ○ address different perspectives where appropriate, ○ conclude with a clear summary of your main position. Write approximately 200 words. Organize your essay into well-structured paragraphs.
Writing 2 10 points ≈100 words W4 Respond appropriately to another person's ideas or requests / W5 Use appropriate email register, genre conventions and organization / W6 Provide, summarize and respond to information	Integrated email response to a given text	• One email response that briefly summarizes the supplied source statement and then responds to the correspondent with an appropriate position, advice and reasons. Workplace communication/Responding to a colleague. Prompt: You are working on a group project. A team member, Alex, sends you the following email: <i>"I am really struggling with this new project management software we are supposed to use. It's far too complicated, and I'm spending more time trying to figure it out than actually doing my work. I think we should just go back to using our old spreadsheet system."</i> Write a response email to Alex (approx. 100 words). In your email: • Acknowledge their frustration. • State clearly why sticking with the new software is necessary for the team. • Offer a specific piece of advice or help on how they can learn the system better.

2. Session 2 — Speaking Examination (Duration: approximately 8–10 minutes per candidate, including a 1–2-minute unscored warm-up and preparation phase; scored out of 100 and weighted at 40% of the final grade)

a. Oral Production and Interaction (Speaking) (100 points; 40% of the final grade)

Scoring: Session 2 is scored out of 100 using the institutional analytic speaking rubric (Speaking 1 = 50 points, Speaking 2 = 50 points).

Progression criterion: Candidates must score at least 50 points out of 100 in Session 1 (Written Examination) to sit Session 2 (Speaking Examination).

Candidates scoring below 50 points are deemed unsuccessful and are not admitted to Session 2. Final grade = (Session 1 score × 0.60) + (Session 2 score × 0.40). Both sessions are scored out of 100. Pass mark = 70.

Duration per candidate: approximately 8–10 minutes, including a 1–2-minute unscored warm-up and preparation phase, a 3–4-minute individual presentation (Phase 1), and a 3–4-minute examiner discussion (Phase 2).

Objectives Assessed		Question Type	Numbers of Questions / Sample questions
Speaking 1 (50 points)	OP1 Clear, detailed, organized spoken production	Individual presentation task	Phase 1 (Unscored warm-up and preparation: 1–2 minutes; speaking time: 3–4 minutes) An example prompt: “You are participating in a university orientation event. New students are interested in learning about effective ways to manage university life. You have been invited to give a short talk sharing your experience and advice. Talk about a challenging experience you have had and explain how you managed it. In your response: - describe the experience clearly, - explain the steps you took to deal with the situation,
	OP2 Description of experiences/processes		
	OP3 Development of opinions with reasons/examples		
	OP5 Structured presentation		
	OP9 Appropriate language and register		
	OP11 Accurate communication of information		

Objectives Assessed		Question Type	Numbers of Questions / Sample questions
			○ discuss what you learned from the experience, ○ give advice to other students.”
			Phase 2: Examiner Discussion Phase (Discussion time: 3-4 minutes) Sample examiner questions: • Follow-up questions on the candidate’s experience (OP2, OP4, OP6, OP10, OP11) ○ You mentioned that this experience was challenging. What was the most difficult part of the situation for you? ○ Looking back, would you handle the situation differently now? Why or why not? ○ What skills or qualities helped you overcome this challenge? ○ Which is more effective for dealing with challenges: careful planning or flexibility? Why? • Discussion questions: generalizing the topic (OP3, OP8, OP10) ○ Do you think university students today face more challenges than students did in the past? Why? ○ Some people believe that students should solve their problems independently, while others think
Speaking 2 (50 points)	OP4 Comparing alternatives and discussing advantages/disadvantages OP6 Participating in extended discussions OP7 Turn-taking, asking questions, clarification OP8 Agreement, disagreement, reservations OP10 Expressing attitudes and personal significance OP11 Effective communication in academic/professional contexts	Integrated presentation + discussion task with the examiner	

Objectives Assessed	Question Type	Numbers of Questions / Sample questions
		they should seek support from others. What is your opinion?