



**İSTANBUL
KÜLTÜR
UNIVERSITY**

**ISTANBUL KÜLTÜR UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES**

ENGLISH PROFICIENCY EXAM

EXAM HALL: SFL / _____

NAME SURNAME: _____

MAJOR: _____

STUDENT NO: _____

FOLLOW-UP NO: _____

FORM A

GENERAL EXAM INSTRUCTIONS

- Keep your student ID card on your desk throughout the exam.
- Fill in the exam banners on your Exam Booklet.
- You are allowed to use a pencil and an eraser only.
- Dictionaries of any kind or any electronic gadget with a dictionary feature and smart watches are not allowed. Please hand over any such items to the Exam Invigilator before the exam starts.
- Look through each and every page of your Exam Booklet, checking page numbers and readability.
- Do not ask any questions to the Exam Invigilator during the exam.
- You are not allowed to go to the restroom during the exam.
- Your Exam Booklet will be taken by the Exam Invigilator at the end of the exam.
- There are 20 questions in the exam. The listening and readings parts of the exam will be marked out of 50 points.

THERE ARE TWO SESSIONS IN THIS EXAM.

1. Writing: 10:00 – 10:50 (Suggested Time: 50 minutes)
2. Listening and Reading: 11:10 – 12:15 (Suggested Time: 65 minutes)

LISTENING (10x2.5=25 points)

(Suggested TIME: 25 minutes)

Part 1. Note-Taking: You will listen to a lecture on Business Culture. For questions 1-5, write the correct answer on the answer sheet. For the gap-fill question, write NO MORE THAN THREE WORDS. You will hear the recording twice.

1. One of the advantages of Power Culture is that a power-oriented organization _____.

- A. is widely seen in small organizations that can always take action effectively
- B. depends on a lot of rules and procedures for proper functioning
- C. focuses on formal meetings and written memos instead of conversations
- D. can respond well to threat, danger, and new opportunities by acting quickly

2. Power Culture suits people who are willing to _____.

3. In Role Culture, the organization _____.

- A. often fails to realize the importance of change
- B. doesn't contain a set of clear rules or procedures
- C. can succeed in spite of a lack of technical expertise
- D. has high fixed costs most of the time because of its nature

4. Role Culture suits people who think that it is important to feel _____.

- A. responsible
- B. secure
- C. cooperative
- D. competitive

5. Which of the following is FALSE about Task Culture?

- A. It suits people who value teamwork most.
- B. It doesn't need too much control to manage tasks.
- C. It has no big disadvantages because it is flexible.
- D. It involves finishing projects in competitive situations.

Part 2. While Listening: You will listen to a talk about Australian Aborigines. For questions 6-10, write the correct answer on the answer sheet. For the gap-fill question, write NO MORE THAN THREE WORDS. You will hear the recording twice.

6. In Aboriginal society, _____.
- A. not every individual was considered to possess the same rights
 - B. the group of elders consisted of both wise males and females
 - C. being older or more mature was not the only criterion for leadership
 - D. knowledge of the wider world and tribal affairs was expected of everybody
7. The size of the camp was primarily determined by the accessibility of _____.
8. Which of the following is true about marriage arrangements?
- A. Marriage among males was restricted to members of the same tribe
 - B. Not only men but also women were allowed to marry multiple times.
 - C. Males, rather than females, were granted greater rights and responsibilities.
 - D. Marriage decisions were postponed until children reached adulthood
9. The aboriginal women _____.
- A. gained higher social status by having more children
 - B. were in charge of hunting and food gathering
 - C. were given a child even when they were not married
 - D. could raise their social status by marrying many times
10. Which of the following is **FALSE** about aboriginal customs?
- A. The gender of the newborn was conveyed through the length of the message stick.
 - B. Giving names to children was postponed until they reached one year of age.
 - C. Male partners were prohibited from witnessing the birth of their children.
 - D. The message stick was used only to announce the birth of boys rather than girls.

READING (10x2.5=25 points)

Suggested TIME: 30 minutes

READING 1

Part 3. Reading for Main Ideas: You will read a text about Learning a Foreign Language. For questions 11-15, read the text and match the main ideas to the paragraphs (A-G). There are two extra paragraphs which you do not need to use.

Learning a Foreign Language in the Twenty-First Century

¶A In the twenty-first century, learning a foreign language has become far more than memorising grammar rules or repeating vocabulary lists. It increasingly involves understanding how languages operate within a globalised, technology-driven environment. Learners today are expected to develop skills that enable them to communicate across cultures, adapt to rapid technological change, and critically evaluate the information they encounter. As international connections continue to intensify, knowledge of another language provides not only practical advantages but also significant intellectual and social benefits. Consequently, many educators argue that modern language education must move beyond traditional approaches and foster the flexibility required in an increasingly interconnected world.

¶B A key dimension of contemporary language learning is the development of cultural awareness. In earlier approaches, learners tended to focus primarily on grammatical accuracy in speaking and writing. However, effective communication now also depends on an understanding of how language reflects cultural values, social conventions, and patterns of thought. For instance, attitudes towards politeness, disagreement, or personal space vary considerably across cultures and communicative contexts. By engaging with such differences, learners become better equipped to communicate in ways that are both appropriate and respectful. This intercultural awareness reduces the risk of misunderstanding and supports the formation of stronger international relationships, particularly within multicultural workplaces and global communities.

¶C Another significant shift in language education is the integration of digital tools. Technology plays an increasingly central role in supporting the development of listening, reading, and speaking skills. Language-learning applications, online dictionaries, automatic subtitles, and virtual classrooms allow learners to engage with the target language on a daily basis while promoting a degree of learner autonomy. Moreover, these tools facilitate personalised learning by enabling students to progress at their own pace and receive immediate feedback. Nevertheless, the effective use of such resources requires a certain level of digital literacy. Learners must be capable of evaluating online information, identifying reliable sources, and using technology responsibly in order to avoid misinformation. When used wisely, digital tools can substantially enhance both the efficiency and enjoyment of language learning.

¶D At the same time, critical thinking has become an integral component of modern language education. Learning a foreign language involves more than memorising linguistic forms; it requires analysing patterns, making comparisons, and interpreting meaning within context. When reading a text in another language, for example, learners are expected to identify the writer's purpose, assess the validity of the arguments presented, and relate the ideas to their own background knowledge. This process encourages the development of autonomous learners who are capable of handling complex information and expressing ideas with greater clarity and precision. In addition, critical thinking skills are essential for academic tasks such as essay writing, oral presentations, and participation in structured discussions.

¶E Creativity also occupies an important place in twenty-first century language learning. Communicating in a foreign language frequently requires learners to express ideas in unfamiliar ways, particularly when their lexical or grammatical resources are limited. This constraint often leads learners to experiment with alternative expressions, construct original examples, and approach communicative challenges from different perspectives. Activities such as storytelling, role-play, and project-based learning encourage this creative engagement while gradually increasing learner confidence. Over time, sustained creative practice contributes to greater fluency and enables learners to use the language more naturally and effectively in real-life situations.

¶F In addition, collaboration has become a defining feature of effective language learning environments. Many contemporary classrooms rely on group work, peer interaction, and cooperative projects to provide opportunities for meaningful communication. Working collaboratively exposes learners to a range of accents, viewpoints, and problem-solving strategies, while also fostering skills such as active listening and shared responsibility. This emphasis on collaboration reflects the realities of modern professional contexts, where international teams are expected to communicate efficiently across linguistic and cultural boundaries. Through teamwork, learners develop not only linguistic competence but also a broader set of social and interpersonal skills.

¶G In conclusion, learning a foreign language in the twenty-first century is a complex and multifaceted process that extends well beyond traditional classroom practices. It requires a careful balance of cultural awareness, technological competence, critical thinking, creativity, and collaboration. Together, these elements enable learners to become more adaptable and better prepared for global citizenship. As communication increasingly transcends national and cultural borders, those who develop these competencies are more likely to participate successfully in academic settings, build meaningful international connections, and contribute to a world in which languages and cultures continue to interact dynamically.

QUESTION	MAIN IDEA	PARAGRAPH
11.	The use of electronic instruments for independent and efficient language learning	
12.	The strengthening of collective interaction skills for proficient and responsible information exchange	
13.	The development of analytical reasoning skills for effective and independent language use in context	
14.	The development of cross-cultural understanding for respectful and effective interaction	
15.	The development of imaginative skills for flexible and confident language use	

READING 2

Part 2. Reading for Details: You will read a text about Effective Communication. For questions 16-20, write the correct answer on the answer sheet. For the gap-fill question, write NO MORE THAN THREE WORDS.

Fundamentals of Effective Communication

¶1 Effective communication is widely recognized as a core skill in academic, professional, and social contexts. Although it may seem like a natural talent, many researchers emphasize that skilled communicators depend on certain principles to express their ideas with precision. These principles are clarity, which ensures that messages are easy to understand; conciseness, which involves conveying meaning briefly without unnecessary words; awareness of the audience; and purposeful language use. Together they create the foundation for communication that promotes shared understanding. To appreciate why these elements are essential, it is helpful to explore how they interact and reinforce one another.

¶2 Clarity stands at the centre of effective communication because listeners and readers cannot respond accurately to messages that they do not understand. Clarity does not simply mean using simple words; rather, it requires choosing language that matches the context and the audience's background knowledge. Research in applied linguistics shows that messages with well-structured sentences and explicit explanations reduce misunderstandings significantly. Therefore, communicators who think carefully about the structure of their ideas are more likely to be understood.

¶3 While clarity focuses on how a message is expressed, conciseness addresses how much language is necessary. Long, wordy sentences may seem impressive, but research in communication studies indicates that excessive wording increases the cognitive load on the audience. In other words, people spend more time trying to interpret the language than understanding the meaning. This is why many experts recommend removing unnecessary repetition, overly complex phrases, and vague expressions. By doing so, communicators help the audience follow the message more easily.

¶4 Closely related to clarity and conciseness is the idea of purposeful vocabulary choice. Words carry not only literal meanings but also connotations, emotional tones, and cultural associations. Selecting appropriate key terms is especially important in academic settings, where precision is expected. For instance, using discipline-specific vocabulary demonstrates precision, yet overusing technical terms can create distance between the communicator and the audience. Therefore, skilled communicators integrate accuracy and clarity, avoiding language that might overwhelm the listener or reader.

¶5 Another essential component of effective communication is audience awareness. Every message is shaped by who receives it. A communicator who explains a scientific concept to a group of experts will choose different examples, structures, and key terms than one addressing young learners. Recent research on audience-centred communication demonstrates that people grasp information more quickly when it is presented in a way that reflects their experience, requirements, and expectations. Thus, understanding the audience becomes a guiding principle for all other communication strategies.

¶6 To see how these communication principles function in real interactions, it is helpful to revisit a well-known framework: Grice's Maxims of Communication. Although first introduced in the 1970s, these maxims continue to influence how scholars discuss meaning-making across different contexts, including face-to-face and digital communication. Grice argued that successful interaction relies on cooperation between speakers and listeners, guided by four expectations: providing sufficient information, being truthful, staying relevant, and expressing ideas clearly. Since then, researchers have debated how well these principles apply to modern communication environments and whether new theories are needed to address emerging patterns. Even with these discussions, Grice's model remains a valuable tool for analyzing whether a message helps the audience understand it or instead leads to confusion.

¶7 Modern research shows that communication involves far more than simply transmitting information; it also plays a central role in forming meaningful connections. Scholars point out that tone, politeness, and active listening are essential in establishing credibility and fostering a sense of confidence in one's message. Studies in workplace settings, for instance, reveal that employees feel more motivated when managers express respect and offer feedback in a supportive manner. Such findings highlight that the emotional dimension of communication is just as significant as the linguistic choices we make. For this reason, effective communicators must pay attention not only to the content of their messages, but also to the manner in which those messages are delivered.

¶8 Taken together, these principles—clarity, conciseness, purposeful vocabulary, audience awareness, cooperative interaction, and emotional sensitivity—form a comprehensive model of effective communication. Each element contributes to the larger goal of making messages easy to understand and meaningful for the recipient. When communicators apply these ideas thoughtfully, they not only transmit information more successfully but also create stronger connections in academic, professional, and everyday contexts.

16. The main reason for using short, clear, and well-structured language in communication is to _____.

- A. make the message sound more impressive and sophisticated
- B. reduce the effort required by the audience to understand the content
- C. replace technical vocabulary with everyday words for simplicity
- D. allow speakers to convey multiple ideas at the same time

17. Using specialized vocabulary in communication _____.

- A. should usually be avoided because it doesn't indicate precision
- B. is only useful in informal or everyday conversations
- C. shows accuracy but should be balanced not to overload the audience
- D. replaces the need for clear sentence structure and conciseness

18. Recent studies indicate that information is processed more efficiently when communication is shaped around the audience's background, needs, and _____.

19. Grice's framework is still considered valuable today because it _____.

- A. offers a practical way to judge whether a message promotes or prevents understanding
- B. demonstrates how online communication has completely transformed communication norms
- C. proves that traditional conversational principles are no longer necessary
- D. introduces recently developed theories that replace older communication models

20. According to recent investigations, _____ is essential for developing trust in communication.

- A. using highly formal language to sound more authoritative
- B. providing extensive details to avoid any confusion
- C. focusing mainly on grammatical accuracy and vocabulary range
- D. showing respect through tone, courtesy, and attentive listening

THIS IS THE END OF THE TEST.

ANSWER KEY

Listening

Part 1: 1. D 2. take risk(s)/ risk 3. A 4. B 5. C

Part 2: 6. C 7. food 8. B 9. A 10. D

Reading

Part 3: 11. C 12. F 13. D 14. B 15. E

Part 4: 16. B 17. C 18. expectation(s) 19. A 20. D