Turkish
Defense Language Proficiency Test 5

Familiarization Guide

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Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Turkish Defense Language Proficiency Test 5 (DLPT5) in constructed-response format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see while taking the test and information on testing procedures are provided.

Overview of the DLPT5

The DLPT5 is designed to assess the global language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix A). All DLPT5s will be delivered via computer.

DLPT5s in many languages include both a Lower-Range Test and an Upper-Range Test. The Lower-Range Test measures ILR proficiency levels 0+ through 3, while the Upper-Range Test measures ILR proficiency levels 3 through 4. Examinees will normally take the Lower-Range DLPT5; those who receive a score of 3 on this test may be eligible to take the Upper-Range Test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

Description of the Turkish DLPT5
Constructed-Response Format

The Turkish DLPT5 in constructed-response format is an Upper-Range Test. Below is a description pertaining to the test design, test content and test format of the upper-range Turkish DLPT5.

- **Test Design**
  - The Upper-Range Reading Test contains approximately 31 questions

with 12 authentic passages. Each passage has up to 3 questions.

o The Upper-Range Listening Test contains approximately 27 questions with 12 authentic passages. Each passage has two to three questions and is played twice.

o Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For both the Listening Test and the Reading Test, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively throughout both tests is the examinee's responsibility.

- **Test Content**
    o The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

    o The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.

    o The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

- **Test Format**: The test includes instructions on how to take the test, examples of how to answer the questions, and question sets containing the following parts:

    o **Orientation**: This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.

    o **Passage**: This is the only element of the test that is in Turkish. The maximum length of a listening comprehension passage in the test is approximately 2.5 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.

    o **Question statement**: Each individual question is based on the

passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage.

o **Answer box**: For each question, there is a box on the screen in which examinees type their answer in English. Examinees may also type notes in these boxes if they wish.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

Scoring

Examinee scores are reported in terms of ILR levels, including "plus" ratings. Lower-Range Tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3. Upper-Range Tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for Reading and Listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees' job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

For the Lower-Range Test, scores will be based on the number of questions answered correctly at each ILR level. Each question targets a specific ILR level. Examinees generally must answer at least 70% of questions correctly at a given level to be assigned that level. Examinees must pass each lower level in order to pass a higher level. Examinee answers will be evaluated by scorers trained by testing experts at the Defense Language Institute according to a detailed scoring protocol.

Scores on the Upper-Range Test will be based on the number of passages for which the examinee demonstrates comprehension. Each passage targets a specific ILR level. Comprehension of a passage is demonstrated by supplying certain information from the passage, as specified by the test developers. Examinees

generally have to demonstrate comprehension of at least 70% of the passages at a given level to be assigned that level. Examinees must pass each lower level in order to pass a higher level. Examinee answers will be evaluated by scorers trained by testing experts at the Defense Language Institute according to a detailed scoring protocol.

Preparation for Taking the Turkish DLPT5

The purpose of this publication is to familiarize prospective examinees with the DLPT5 constructed-response format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from "studying" for the test. The best preparation for the Turkish DLPT5 is the acquisition of a solid base of general proficiency in Turkish through formal training and through language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.

Instructions for Taking the Turkish DLPT5

The purpose of this section is to familiarize prospective examinees with how to take the computer-based Turkish DLPT5 constructed-response Reading and Listening Tests. Test procedures and instructions for both the Reading and the Listening Test are provided. Sample passages from ILR level 3+ in reading and listening with their associated questions and sample expected answers are included in this section.

Answers should be complete, concise, and relevant. Examinees are not expected to write essays or word-for-word complete translations. An example passage with explanations is given below to illustrate the types of answers that would be expected to receive credit.

"According to an official spokesperson, the government of Treden has started a new program to help solve the growing refugee problem there. The program, announced last week by the Tredenian Minister of the Interior, involves the resettlement of refugees to vacant apartment buildings in the Tredenian capital. These refugees are currently being housed in overcrowded camps near Treden's border with war-ravaged Norland. The camps were instituted in 2003 in response to the war. Since that time, the number and size of camps has grown, and the war is still going on. The average population of the camps is 3,000, and most camps were designed for at most 1,000 people. It is hoped that the new program will help alleviate this situation."

In order to receive credit, examinees must provide all the information requested to receive credit. Answers should be complete, concise, and relevant.

- Complete: examinees must provide all the information requested to receive credit. The examinee must not leave out information that was included in the passage and could reasonably be expected as part of an answer to the question being asked. If, based on the above passage, there had been a question "What action was taken by the government of Treden?" a complete answer would include all of the information that the government started a program to resettle refugees from camps near the Norlandian border to vacant apartment buildings in the capital. It would not be acceptable simply to write, "The government started a program," or "The government helped some refugees," or "The government supplied some people with apartments." Where the question is in two parts, such as "What action was taken by the government of Treden and what was the reason for its action?", **both** parts must be answered; i.e., the examinee must say both **what** action was taken and **why** the action was taken in order to receive credit.

- Concise: examinees should not write more than is called for by the question. The amount called for by questions tends to increase as the length and difficulty of the passages increases; nevertheless, examinees are not expected to write essays. As long as the answer is complete (see above), if it can be written in a sentence or even just a phrase, it should not be "padded."

- Relevant: examinees should not include information that does not answer the question, even if that information appears in the passage; the examinee's entire answer should relate directly to the question being asked. Examinees are not expected to write a word-for-word translation of large parts of the passage (or even of the entire passage) in response to a question. With regard to the example passage cited above, if the question asks for the reason for the government's action, the examinee should not offer a translation of the last five sentences of the passage; even though that part of the passage contains the critical information, it also contains some extraneous information.

- Sense: the examinee's response should make sense as an answer to the question asked. Examinees who use the text box for note-taking should ensure that they end up with a coherent answer that appears somewhere within the text box and that can be understood by an English-speaking rater.

- Translation: As noted above, translation of the entire passage is not acceptable as the answer to any single question. Additionally, the strategy of translating pieces of the passage as answers to questions should be used with caution. It is common for questions to require inferences from what is

- Time management: In both the Reading section and the Listening section, the examinee controls the amount of time used to answer a question. It is therefore the examinee's responsibility to monitor time usage while answering and to manage time spent during the overall test. The examinee should **not** spend too much time on any one answer. Also, because of the way the test is scored, the examinee should use the time carefully to ensure that all of the questions at or below his or her ability are answered thoroughly. For the Upper-Range Test, examinees should ensure that, for any particular passage, all of the questions related to that passage are answered.

Test Procedures

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 constructed-response Reading and Listening Tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer screen will be provided.

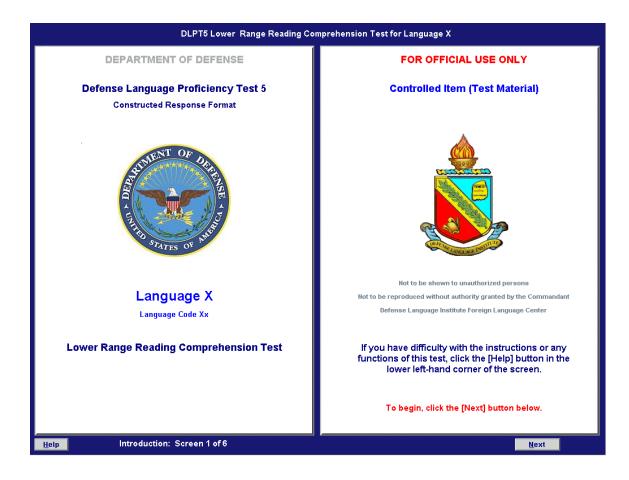At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.

Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Test Administration Statement (of the examinee's ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

Disclaimer for Defense Language Institute Tests:

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

☐ I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

Help

Introduction: Screen 2 of 6

Test Administration Statement:

I understand that I am not required to take the Language X Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

Non-Disclosure Statement:

I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, fellow service member, spouse, or class member.

☑ I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.

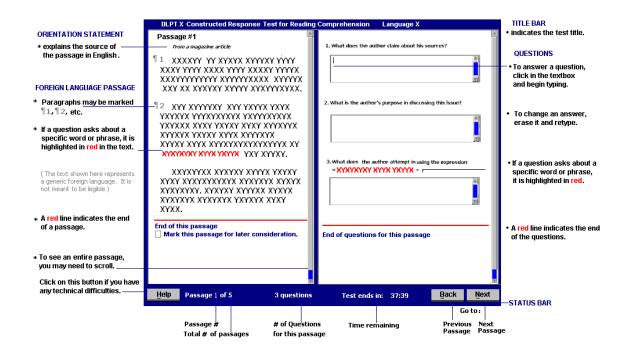Help   Introduction: Screen 3 of 6   Next

The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test: The example text represents a generic foreign language; it is not intended to be legible. Explanations of the parts of the screen are provided.

ORIENTATION STATEMENT
∗ explains the source of the passage in English.

FOREIGN LANGUAGE PASSAGE
* Paragraphs may be marked ¶1, ¶2, etc.

* If a question asks about a specific word or phrase, it is highlighted in red in the text.

(The text shown here represents a generic foreign language. It is not meant to be legible.)

∗ A red line indicates the end of a passage.

∗ To see an entire passage, you may need to scroll.

Click on this button if you have any technical difficulties.

DLPT X Constructed Response Test for Reading Comprehension   Language X

Passage #1
from a magazine article

¶1   XXXXXY YY XYXYX XYYYXY YYYY
XXXY YYYY XXXX YYYY XXXXY YYYYX
XXXYYYYYYYY XYYYYYXXX XYYYYX
XXY XX XYXYXY XYYYY XYXYYYYXXX.

¶2   XYY XYYYYYY XYY YXYYX YXYX
YXYXYX YYYXYXYYXX YXYYYXYYXX
YXYXXX XYXY YXYXY XYXY XYYXYYX
XYYYX YXYY XYXX XYYYYYX
XYYXY XYYX XYXYXYXYXYXYYYX XY
XYXYXYXY XYYX YXYYX YXY XYYXY.

XXXYYYXX XYXYXY XYYYX YXYXY
XYXY XYXYXYXYYX XYXYXY XYXYX
XYXYXYXY. XYXYY XYYYX XXYYX
XYXYYX XYXYYYX YXYYYX XYXY
XYXX.

End of this passage
☐ **Mark this passage for later consideration.**

1. What does the author claim about his sources?

2. What is the author's purpose in discussing this issue?

3. What does the author attempt in using the expression « **XYXYXYXY XYYX YXYYX** » ?

End of questions for this passage

TITLE BAR
• indicates the test title.

QUESTIONS
• To answer a question, click in the textbox and begin typing.

♦ To change an answer, erase it and retype.

• If a question asks about a specific word or phrase, it is highlighted in red.

• A red line indicates the end of the questions.

| Help | Passage 1 of 5 | 3 questions | Test ends in: 37:39 | Back | Next |

STATUS BAR

Go to:

Passage #
Total # of passages

# of Questions
for this passage

Time remaining

Previous   Next
Passage   Passage

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Language X

INSTRUCTIONS

This test measures your reading comprehension. It contains a number of reading passages, and there are two or three questions based on each passage. In taking the test you should do the following:

- Read the short statement before each passage that tells you where the passage came from.

- Read the passage and questions carefully.

- Type your answers in English in the text boxes provided. Your answers should be complete, concise, and relevant. You must provide all the information requested to receive credit. The answer to each question may be stated overtly in the passage or only implied.

- Click on the [Next] button at the bottom right of the screen to go to the next passage.

A sample passage follows on the next screen.
If you need help during the test, click on the [Help] button.

Help | Introduction: Screen 6 of 6 | Back | Next

The next screen contains one sample passage with its associated question or questions.

Example of a Reading sample passage:

After the sample passage, the examinee clicks on the [Next] button and moves to the test navigation information screen.
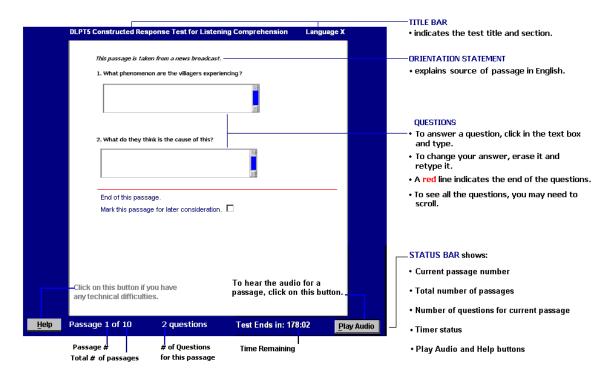
Test navigation information screen:

This screen contains instructions on how to go back to review answers at the end of the test and information on the length of the test.

By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

DLPT5 Constructed Response Test for Listening Comprehension   Language X

This passage is taken from a news broadcast.

1. What phenomenon are the villagers experiencing?

2. What do they think is the cause of this?

End of this passage.

Mark this passage for later consideration. ☐

Click on this button if you have any technical difficulties.

To hear the audio for a passage, click on this button.

| Help | Passage 1 of 10 | 2 questions | Test Ends in: 178:02 | Play Audio |

Passage #
Total # of passages

# of Questions
for this passage

Time Remaining

TITLE BAR
• indicates the test title and section.

ORIENTATION STATEMENT
• explains source of passage in English.

QUESTIONS
• To answer a question, click in the text box and type.
• To change your answer, erase it and retype it.
• A red line indicates the end of the questions.
• To see all the questions, you may need to scroll.

STATUS BAR shows:
• Current passage number
• Total number of passages
• Number of questions for current passage
• Timer status
• Play Audio and Help buttons

The next two screens contain instructions for the Listening Comprehension Test.

DLPT5 Lower Range Listening Comprehension Test for Language X

Test Sequence

- When a passage screen opens, you will see the passage number, orientation statement, and questions with their text boxes.

- At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.

- When you click on the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen. The [Help] button will not be active while the audio is playing. If you experience technical difficulty when the [Help] button is not visible, raise your hand.

- You may answer questions at any time during the playing of the audio. You may also use the text boxes to take notes.

- You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click on it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.

- The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button before moving to the next passage.

The Clock

- The amount of time allotted for this test is 180 minutes (3 hours).

- There is a break in the middle of the test. It does not count against your time.

- It is your responsibility to keep track of where you are in the test, and how much time is remaining.

BEFORE YOU PROCEED, adjust your volume.

Test Volume

Click on the [Test Volume] button to hear a short audio file.

Help   Introduction: Screen 6 of 7   Back

ATTENTION: You should hear a voice reading the instructions below.

If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the questions associated with the passage.

- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.

- You will then hear the short statement in English followed by the passage. Each passage will be played twice. There will be a short tone signal between the two playings.

- You do not have to wait until the passage has finished playing to begin answering the questions. You may also use the text boxes to take notes.

- After hearing the passage you will be reminded to answer the questions. Read each question carefully.

- Type your answers in English in the text boxes provided. Your answers should be complete, concise, and relevant. You must provide all the information requested to receive credit. The answer to each question may be stated overtly in the passage or only implied.

- Click on the [Next] button at the bottom right of the screen to go to the next passage.

A sample passage follows on the next screen.

If you need help during the test, click on the [Help] button.

Introduction: Screen 7 of 7   Audio Playing

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Example of Listening sample questions (the sample passage audio is played while the screen is displayed):

After the sample passage, the examinee clicks on the [Next] button and moves to the test navigation information screen.

Test navigation information screen:

As with the Reading Test, the examinee clicks on the [Start Test] button to hear the first passage and start the clock.

DLPT5 Lower Range Listening Comprehension Test for Language X

End-of-Test Review Information

- At the end of the test, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.

- From the review page you will be able to jump to any given passage.

- You will be able to respond to any questions you have not answered, or change an answer.

- You **will not hear** the audio again during this review period.

- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This listening test contains 30 passages and 60 questions.

- The test is 180 minutes (3 hours) long.

- There will be a 15-minute break after Passage 18. The break does not count against the total time allowed for the test.

- When you are ready, click on the [Start Test] button below.

- The screen will move to Passage 1 and the clock will begin.

Help   End of Instructions   Test ends in: 180:00   Back   Start Test

Navigating in the Listening Test

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. Each passage will be played twice. There will be a short tone between the two playings. When the audio finishes, the [Next] button will appear. Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. Examinees can type in the text boxes at any time after the passage screen opens. They can take as much or as little time as they wish to answer. Examinees will not be able to go back to previous passages until the end of the test. (Note: for the Reading Test, examinees will be able to go back to previous passages if they wish.)

End-of-Test Review Information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

From the review page, examinees will be able to jump to any given passage.

They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Test will **not** be played again during this review period.

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Language X

End of Listening Test

- In the chart below, an asterisk (*) in the Answer column means that you have answered a question.
- If you see the word BLANK, it means that no answer has been registered for this question.
- If you see an X next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row in the chart which corresponds to the question number.

	Passage	Q #	Answer		Passage	Q #	Answer		Passage	Q #	Answer		Passage	Q #	Answer
	1	1	*	X	9	17	*		17	33	*		25	49	*
		2	*			18	*			34	*			50	*
	2	3	*		10	19	*		18	35	*		26	51	*
		4	*			20	*			36	*			52	*
X	3	5	*		11	21	*		19	37	*		27	53	*
		6	*			22	*			38	*			54	*
	4	7	*		12	23	*		20	39	*		28	55	Blank
		8	*			24	*			40	*			56	*
	5	9	*		13	25	*		21	41	*		29	57	*
		10	*			26	*			42	*			58	*
	6	11	*		14	27	*	X	22	43	Blank		30	59	*
		12	*			28	*			44	Blank			60	*
	7	13	*		15	29	*		23	45	*				
		14	*			30	*			46	*				
	8	15	*	X	16	31	*		24	47	*				
		16	*			32	Blank			48	*				

- When you are satisfied and are ready to submit your test, click the [Submit] button below.

Review Answers   Test ends in: 05:32   Submit

Turkish DLPT5 Sample Passages

Below are two sample passages, questions, and answers. Note that it is not necessary to provide the exact wording of the answers in order to get credit; any response that expresses the key ideas is correct.

Reading Comprehension

Level 3+

From an article

Türkiye'nin gündeminden düşmeyen türban tartışması Şule isimli üniversiteli genç bir kızın edindiği dini telkinlerle başını 'Şule Baş' denilen bir biçimde örterek üniversiteye devam etmekte ısrarıyla başladı ve hakkında sayısız davalar açılarak politik bir ivme kazandı, ardından da tesettür modası geldi. O zamana kadar baş örtmek kırsal kesime has, daha çok alt kamusal alanda yer alan muhafazakâr, dindar ve bu sebepten öğrenimden imtina etmiş kadınların geleneğiydi. Cumhuriyetle birlikte öğrenim görmüş hiç bir genç kız, memur olarak çalışan hiç bir kadın başını örtmezdi; çünkü okulda verilen eğitim onlara eşitliği, laikliğin önemini öğretir, genç cumhuriyetin onların omuzlarında yükseleceğini vurgulardı.

Tabii ki genelde bütün toplumu, özelde ise çağdaş kadınları kaygılandıran bu gidişat dün başlayan bir olgu değil. Cumhuriyetle birlikte batı ülkelerinden bile önce kazanılan medeni hak ve hukuklara rağbet 60lardan itibaren Demokrat Parti iktidarıyla ivme kaybedip iyice yavaşladı. Böylece 60lı, 70li yıllar, alt kamusal alanda, alternatif hayat tarzı oluşturarak, modern hayat ile ilişkisini daha ziyade 'karşı duruş' olarak ifade etmeyi seçen, genelde İslami kesim, özelde de tesettürlü kadınlar için zemin hazırlamış oldu. 1980'lerde Özal dönemiyle her şeyin 'İslamcası'nı üretmeyi gaye edinen ve kadınların karşı duruşunu değiştiren bir tüketim anlayışı yerleşti; bunu takiben de Refah Partisi'nin kadınları alt kamusallıklardan üst kamusal alana taşımasıyla, örtülü kadınlar her sosyal alanda boy göstermeye başladılar.

Böylece okul yüzü görmüş, meslek sahibi kadınlar da bu tesettürlüler kervanına katıldılar. Gerçi evlere kapanmıyorlar, modayı yakından takip ediyorlar ama aynı zamanda da açık açık Cumhuriyetin altını oyanlara yandaşlık ediyorlar. Sınır komşularımızdan biri örnek alınacak olursa bu sefa fazla sürmeyecek. Zira bu gericilik virüsü düşmanını hemen yok etmiyor; yavaş yavaş ama emin adımlarla ilerliyor.

1. What transformation emerges in the author's analysis of the traditional Islamic woman?

— While covering a woman's head was a traditional/religious act/ was seen in rural areas/ among uneducated women, today covering ones head is a political statement.

or

— In order to gain political power, Islamic/religious parties are tolerating anti-Islamic practices/giving women more freedoms/ giving women rights that are contrary to Islamic/previously practiced tradition.

2. What is the writer's implied message in the last paragraph?

— Women are tools/objects of political agendas/ women are contributing to the ruin/damage of the principles/ revolutions of the Republic.

or

— Women are serving the hidden agenda of Islamic Parties/ women are tools/objects of political agendas of Islamic parties (who want to reintroduce the Sharia).

or

— Women will lose the advantages/social rights the republic provided them with.

or

— Women are allowing Islamic parties to manipulate/take advantage of them**.**

or

— Today women think they are equal with men, but this is (merely) an illusion/ it will end eventually/they will lose their equality like the women in Iran/the neighboring country (as fundamental Islam does not regard women as equal).

If your answers include the essential elements as illustrated in these examples, you will be given credit.

Listing Comprehension

Note: Examinees will not see passage transcripts in an actual DLPT5 Listening Test.

Level 3+

This passage is from an interview with a literary critic

– Orhan Pamuk'un Nobel Edebiyat Ödülü'nü kazanması ülkemizde bazı serzenişleri de beraberinde getirdi. Bu konuda neler söyleyeceksiniz?

- Bazı çevreler bu ödülü hak edecek başka Türk yazarlar olduğunu iddia ediyor ama Orhan Pamuk'un bu ödüle layık görülmesindeki en belirlin özelliği olayları evrensel bir gözle sunabilmesi. Daha birçok değerli yazarlarımız var ama roman içerikleri hep bölgeye kısıtlı kalmış. Tabii, bunları ödül verenlerin noktayı nazarından söylüyorum, yoksa ben Türk Romanını çok severim ve takdir ederim.

- Bunu biraz açar mısınız, evrensel yaklaşım nasıl oluşmuş?

- İlk olarak, yazar doğunun problemlerini bir doğulu gibi anlamış ama bir batılının alışık olduğu yöntemle, batılı gözüyle yazmıştır; analizlerinde zıtlıkları büyük bir maharetle kullanmıştır. Okuyucusuna sürtüşmeleri ifade etmek için bulduğu yeni semboller sayesinde Doğu ve Batı arasındaki değişik kültürleri, inançları, çatışmaları yaşatmış, onları sorunların ortasına oturtturmuştur.

- Sembollerine bir örnek verebilir misiniz?

- Mesela, İstanbul adlı biyografik romanı Doğu ile Batı'nın kesişme noktasındaki İstanbul kentinde, sembol olarak kullandığı melankolik bir ruhun izini sürerken kültürlerarası çatışmaları, örülmeleri anlatıyor. Ayrıca, Beyaz Kale romanında Venedikli bir köle ve onun Osmanlı efendisi, Doğu ve Batı iletişimin ve egomuzun nasıl geliştiği, daha sonra kişiliğimizin, düşünce sistemimizin nasıl değiştiği konusundaki sembolleri oluşturmakta.

- Tabii, dönüp dolaştığımız nokta hep aynı.

- Doğru. Kâh hayranlık beslediğimiz, kâh kızdığımız Batı ve doğulu olup Batılı gibi görünme ikilemimiz veya laik Türkiye ideali-Osmanlı özlemi gibi bizi 150 yıldır meşgul eden ve hala çözüm bekleyen meseleler. İşte Orhan Pamuk bu ikilemin bizi ne kadar zor bir durumda bıraktığını ve kişiliğimizi bulmakta ne kadar zorlandığımızı çok iyi tahlil ediyor.

1. In the critic's view, how does Orhan Pamuk's approach as a writer set him apart from other Turkish authors?

— He understands the Eastern mentality as an Easterner, but he uses Western tools/writes from the perspective of a Westerner (to convey his messages).

or

— Orhan Pamuk's work is not limited to only one regional perspective, but encompasses all human cultural clashes/issues.

or

— Pamuk's works speak not just to Turkey (as other / regional authors do), but to a world that bridges East and West.

2. According to the critic, what effect do Orhan Pamuk's symbols have on readers?

— He uses symbols to make his readers experience (by feeling to be in the middle of) the conflicts between East and West.

3. According to the book critic, what do Orhan Pamuk's novels reveal about the attitude of Turks?

— They are conflicted/are in a dilemma about wanting a(n ideal) secular state while yearning for their Ottoman past.

or

— They are conflicted/are in a dilemma about wanting to be like the West/admiring the West, but they cannot overcome their Eastern culture / cannot deny their Eastern roots / cannot find their own identity.

If your answers include the essential elements as illustrated in these examples, you will be given credit.

Appendix A: Interagency Language Roundtable Language Skill Level Descriptions

Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [*sic*] considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)
No practical understanding of the spoken language. Understanding is limited to

occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications. [Data Code 00]

Listening 0+ (Memorized Proficiency)
Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

Listening 1 (Elementary Proficiency)
Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time, and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for

understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)
Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example, through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

Listening 2+ (Limited Working Proficiency, Plus)
Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

Listening 3 (General Professional Proficiency)
Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and

supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)
Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural, and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

Listening 4 (Advanced Professional Proficiency)
Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some nonstandard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural, and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

Listening 4+ (Advanced Professional Proficiency, Plus)
Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)
Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)
No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

R-0+: Reading 0+ (Memorized Proficiency)
Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

R-1: Reading 1 (Elementary Proficiency)
Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings

possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

R-1+: Reading 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)
Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence that aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

R-2+: Reading 2+ (Limited Working Proficiency, Plus)
Sufficient comprehension to understand most factual material in nontechnical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

R-3: Reading 3 (General Professional Proficiency)
Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter that is highly dependent on cultural knowledge or that is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writer's implicit intent in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)
Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)
Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated nonprofessional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)
Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)
Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but nonspecialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]