ENGLISH EXIT TEST

REGISTRATION CODE: EET699

BACKGROUND

- Directive from Senate (Senate Meeting No. 192 on 8 August 2014) .

- An "exit requirement" for graduating students (Academic Regulation 2015, para 2.28).

- Senate Meeting No.197 on 14 January 2015 passed the proposal to administer the English Exit Test (EET) beginning March intake 2015.

BACKGROUND contd.

- Mesyuarat Jawatankuasa Akademik (JAF) APB on 17 June 2015 passed the objective, content and implementation of EET in UiTM.

- EET comprises 2 papers:

  - Writing

  - Speaking

http://apb.uitm.edu.my

OBJECTIVE

To gauge candidates' English proficiency level for the workplace

THE IMPLEMENTATION OF EET

- The fee is RM30.00 per student.

- The first batch of students to take the EET is the March 2015 intake.

- The first EET will take place in June 2016.

- About 7000 -10000 students will sit for EET in one semester.

THE IMPLEMENTATION OF EET contd.

- Students must sit for **both papers** (Writing & Speaking) .

- Results will not appear in the academic transcript.

- A separate certificate will be awarded.

- For the EET Writing & Speaking, a student who does not attempt the questions will be categorised as a non-user .

- For the EET Speaking, a student who logs in but does not attempt the tasks will be categorised as a non-user .

CHARACTERISTICS OF EET

- Framework: The EET is based on the Common European Framework of Reference for Languages (CEFR).

- CEFR is used by international & standardised tests e.g IELTS & TOEFL.

- The levels for the EET are based on CEFR: C2, C1, B2, B1, A2, A1. The highest level - C2 (Proficient User).

- No pass or fail grade in EET.

Descriptions of Levels for UiTM English Exit Test (EET)

EET699 Level		CEFR[1]	Overall Written Production[2]	Overall Spoken Production[2]
6	Proficient User	C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
5		C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
4	Independent User	B2	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
3		B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
2	Basic User	A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
1		A1	Can write simple isolated phrases and sentences	Can produce simple mainly isolated phrases about people and places.

EET WRITING

PURPOSE: To assess writing readiness for the
          workplace

CONTEXT: Semi-formal and formal workplace situations

DURATION: 1½ hours

Task:

Task 1: 150-word response to a comment/query

Task 2: 250-word article to report an event

EET WRITING contd.

TASK 1: Write in response to a comment and/or query:

- Describe (process)

- Explain

- Give suggestions

- Express possibility/probability

- Give examples

EET WRITING contd.

Sample Question for TASK 1

YOUR COLLEAGUE E-MAILED YOU THE FOLLOWING MESSAGE.

CONGRATULATIONS TO YOU FOR ORGANISING A SUCCESSFUL EVENT! I WOULD LIKE TO ORGANISE A SIMILAR EVENT. BASED ON YOUR EXPERIENCE, CAN YOU SHARE WITH ME THE CHALLENGES YOU FACED IN ORGANISING THE EVENT AND HOW YOU HANDLED THEM?

RESPOND TO YOUR COLLEAGUE'S EMAIL IN ABOUT 150 WORDS.

EET WRITING (PAPER 1) contd.

TASK 2: Write an article to report on an event:

- Summarise

- Compare and contrast

- Synthesise

- Give opinions

- Evaluate

EET WRITING contd.

Sample Question for Task 2

WHEN YOU RETURN TO THE OFFICE AFTER ATTENDING A SEMINAR, YOUR HEAD OF DEPARTMENT ASKS YOU TO WRITE AN ARTICLE OF ABOUT 250 WORDS ON WHAT YOU GAINED FROM THE SEMINAR. THE ARTICLE IS TO BE PUBLISHED IN YOUR COMPANY'S NEWSLETTER. INCLUDE THE FOLLOWING DETAILS:

- TOPIC OF SEMINAR

- WHO THE ORGANISER AND ATTENDEES WERE

- WHAT YOU GAINED FROM THE SEMINAR

GUIDELINES FOR RATING ENGLISH EXIT TEST (EET) WRITING – PAPER 1

Score	Level	User	Task Fulfilment (based on CEFR's Overall Written Production, p. 23)	Grammatical Accuracy (p. 28)	Vocabulary Control (p. 28)	Coherence (p. 31)
6	C2	Proficient User	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Consistently correct and appropriate use of vocabulary.	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
5	C1		Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	Occasional minor slips, but no significant vocabulary errors.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
4	B2	Independent User	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	Can use linking words efficiently to mark clearly the relationships between ideas.
3	B1		Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
2	A2	Basic User	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	Can control a narrow repertoire dealing with concrete everyday needs.	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
1	A1		Can write simple isolated phrases and sentences.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	No descriptor available	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
0	Non-User		Does not attempt task.			

EET SPEAKING

PURPOSE: To assess speaking readiness for the workplace given different tasks in different contexts

CONTEXT: Semi-formal and formal workplace situations

DURATION: 20 minutes(listening to instructions/dialogues, preparation time & response time)

NUMBER OF TASKS: 3

(Task 1: Simulated Conversation; Task 2: Job Interview: Task 3: Oral Presentation

EET SPEAKING: THE RATING PROCEDURE

- A holistic/impressionistic approach

- Categorize candidates into:
  - Proficient User (C1, C2)
  - Independent User (B1, B2)
  - Basic User (A1, A2)

- Each task is given scores between 1 – 6

THANK YOU