English as a Second Language Placement Test (EPT)

Information and Registration

Bulletin
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1. **EPT Test at a Glance**

**The ESL Placement Test (EPT)** is the primary vehicle to determine accurate placement in the ESL courses administered by the Department of Linguistics (formerly DEIL). It is given to new international students whose TOEFL scores are 610 (paper-and-pencil TOEFL), 253 (computer-based TOEFL), 102 (TOEFL iBT) or below, inclusive. This requirement is established by the University of Illinois at Urbana-Champaign Senate. However, individual departments may set still higher standards. Thus, students will be required to take the EPT based on the standards that each department sets. Further details about TOEFL and IELTS requirements are given at the following websites:

- For graduate students/applicants: [http://www.grad.illinois.edu/admissions/instructions/04c.cfm](http://www.grad.illinois.edu/admissions/instructions/04c.cfm)
- For undergraduate, transfer, and non-degree students/applicants:
  - [http://admissions.illinois.edu/apply/requirements_international.html](http://admissions.illinois.edu/apply/requirements_international.html)
  (see “English Proficiency Requirements”)

Each semester, this test is usually given during the week before registration. New international students should register for this test via the website on [http://illinois.edu/goto/ept](http://illinois.edu/goto/ept). Students are asked to report to the designated testing place by **8:10 A.M.** on the day of the test. Students will be placed into or exempted from ESL courses based on the results of the test. The results of the ESL Placement Test will be available on the next working day after both parts of the test have been completed. All students should pick up the results in the designated building on campus to be announced the day of the writing test.

There are three different types of EPT: the regular EPT, Enhanced EPT and Semi-Enhanced EPT. The current test format is the **Semi-Enhanced EPT** (For information on the other types of EPT, see Appendix).

**The Semi-Enhanced EPT (SEEPT)** is designed to elicit a comprehensive range of examinees' writing abilities in a more time efficient manner. SEEPT consists of an oral interview and a workshop-based EPT essay test. The essay portion of the SEEPT is no more than 4 hours in length. A teacher proctor will deliver a mini-lecture and then lead the group discussion among examinees. The purpose of the lecture and group discussion is to assure that examinees will fully understand the given topic and obtain necessary input and feedback in their writing process.
2. **Test Components**

**‘Semi-Enhanced’ EPT**

A. **Writing Section** *(about 4 hours in length).* This integrated writing test requires students to produce an academic essay based on the information obtained from a reading passage and a short lecture.

Specific Procedures:

1) 8:10 AM-- **Check in**
2) 8:20 AM-- **Explanation of SEEPT procedure and Topic introduction** (5-10 min). The teacher explains how the test processes.
3) 8:30 AM-- **Oral Interview Phase I** (40-60 min). Test-takers are asked some general questions.
4) 9:30 AM-- **Article Reading** (20 min) (Allow note taking)
5) 9:50 AM-- **Mini Lecture** (30 min) (Topic introduction, group discussion, & lecture)
6) 10:20 AM-- **Explanation of Scoring Rubrics** (5 min) The teacher explains the scoring criteria to help students’ essay writing.
7) 10:25 AM-- **First Writing Task** (20 min) A guideline is provided. Students will organize outline of their essay based on the guideline.
8) 10:45 AM-- **Peer Review Process and Q/A with the lecturer** (20 min) Discussion questions are provided. The teacher forms of groups. Each student in a group will read writing task and make a suggestions for improvement based on guideline questions given by the teacher. Students also can ask questions to the teacher.
9) 11:05 AM-- **Break** (5 min)
10) 11:10 AM-- **Write the Essay** (60 min)
11) 12:10 AM-- **Finish written exam**

B. **Oral Interview.**

1) 1:00 PM-- **Oral Interview Phase II** (30min) Students are interviewed individually for assessment of their pronunciation skill.

3. **Registration Information**

New international students must register for this test via the website on http://illinois.edu/goto/ept

The EPT registration website is available at the bottom of the above website.
4. TEST PREPARATION

1. Sample Questions and Directions

A. Writing Section

1. Directions

In this test, you will write an essay based on a lecture and a reading on a topic assigned by the supervisor.

To gather ideas on the topic, you will first read an article and listen to a lecture, and then discuss in small groups about the given topic. You may take notes on both the article and the lecture. After the group discussion, you will write an outlined draft of your essay for approximately 20 minutes. Your outlined draft will be reviewed by another examinee. Then, you will have 60 minutes to write a finalized draft of your essay. At the end of the test, you will submit all the test materials and your work to the supervisor.

Please make sure that your essay has the following features:

a) Your essay should have a clear introduction, body and conclusion.

b) The ideas within your essay should be explicitly connected.

c) Your ideas should be supported with the evidence from both the videotape and the article.

d) Your essay should be written in your own words. Do not reproduce directly the videotape and the article in your essay.

e) Your essay should demonstrate the use of standard grammatical conventions.
As classes begin today at the University of Texas, this flagship school in a highly diverse state has become distinctively whiter. Among the freshman class of 6,500, there are only 150 African American students, half last year’s number. And the law school, for years one of the nation’s major educators of minority lawyers, is welcoming only four African Americans and 26 Hispanics to its first-year class.

University officials agree that the scarcity of minority students—both African American and Hispanic—is a direct fallout of new prohibitions on racial preferences that could affect the university’s makeup—and its public image—for years to come.

The experience of Texas is being watched closely around the country because its universities are the first under court order to dismantle affirmative action policies. That court ruling, the so-called Hopwood case, named for the white student who brought a discrimination suit after being denied admission to the university’s law school, says that race cannot be used as a factor in admissions. Texas Attorney General Dan Morales ruled that this basic ban on affirmative action also must include financial aid, recruiting and undergraduate programs.

The result, many educators and students here believe, is that the top-tanking minority students feel unwelcome at the University of Texas, and are automatically accepting better offers at out-of-state schools, which still operate under affirmative action policies.

“We are deeply concerned,” said Michael Sharlot, deal of the law school. “We're a school that over the past decades has produced more African American and Hispanic lawyers than any other law school in the United States. We’ve played a major role in diversifying the legal profession. It’s tragic because we’re not going to be able to continue.

“This is the school that produced Secretary [of Energy Federico] Pena,” he said. “This is the school that produced Mayor Ron Kirk of Dallas [who is black]. We're not talking about East Muleshoe University.”

This is the first academic year in which the impact of Hopwood has been felt clearly in Texas. Before the ruling, the university, like others around the country, could use race as one factor in deciding which students to admit, a policy that led to acceptance of minorities with slightly lower test scores than those of white students.

And for decades, the first-year law school class would include about 40 African Americans and about 60 Hispanics, graduating a total of 650 African American lawyers and 1,300 Hispanic lawyers over the years. This semester, the first-year class of 488
includes only the four African Americans and 26 Hispanics. The school received applications from 225 blacks, 306 Mexican Americans and 2,515 whites, all of which are down from last year.

In the undergraduate school, among entering freshmen this fall, the number of African Americans was halved, from about 300 in 1996; a university spokesman said the final facial breakdown of the freshman class is not yet available.

California is the only other state with an admissions policy that bans the use of race, with affirmative action banned in the law schools this year and the undergraduate school in 1998. At the University of California at Berkeley School of Law, only on African American is entering the first-year class, and university officials are equally dismayed over the lack of diversity.

“Certainly there is a very serious concern about the fact that we have only one African American in the current class,” said University of California spokesman Jesus Mena. Last year, there were 20 African Americans in Berkeley’s first-year law class.

In Texas, student leaders have been vocal in their concern that administrators are simply accepting the situation, saying they are bound by a court order and there is little they can do. No one denies that the campus does not reflect the state’s population; about a third of the population is either Hispanic or African American and half of its public school students are minorities.

“I really don’t think they are doing enough,” said Marlen Whitley, president of the Student Government Association. Whitley, 21, who is African American and plans to attend law school next year, finds himself representing a student body that is overwhelmingly white. “I wish the administrators could put themselves in our shoes.”

Retrieved from

B. Oral Interview

Apart from the writing test, the oral interview does not consist of set questions. Instead, the topic for each interview session is chosen in an impromptu manner by the interviewer. The following is a list of sample topics for the oral interview. Please, bear in mind that this list is only meant to serve as a guide.

- Illinois weather
- US visiting experience
- Leisure (Favorite sports, hobbies, and so on)
- The worst/best memory in her/his life
- The most difficult/easiest subject in high school
- The favorite American food
- How to keep healthy
- The best friend in her/his life
- How he/she rent an APT here
- The recipe of some food that I know
II. Study and test-taking tips

To diagnose your writing ability and to work on improving your potential weak points before taking EPT, we would encourage you to use the resources provided by UIUC writers' workshop. (http://www.cws.illinois.edu/.)

Take notes during the video

Make sure you cite your sources within your essay

Try to have a clear introduction, body and conclusion

Build your own point based upon the reading and video. Do not write a summary

Elaborate on your points; support your major point with examples

Write as fast as possible

Start from outlining

Practice writing essays under time limit before coming to the test

Make sure your handwriting is legible

Read editorials or opinions in magazines and newspapers to see how authors use outside sources to support their arguments

III. Additional resources

A. How to write good paragraphs
   http://grammar.ccc.commnet.edu/grammar/paragraphs.htm
   http://owl.english.purdue.edu/handouts/general/gl_pgrph2.html
   http://owl.english.purdue.edu/owl/resource/545/01/

B. How to write an effective introduction
   http://grammar.ccc.commnet.edu/grammar/intros.htm
   http://matcmadison.edu/is/writingcenter/introduction_strategies.htm
   http://www.writing.ucsb.edu/faculty/donelan/intro.html

C. How to write an effective conclusion
   http://grammar.ccc.commnet.edu/grammar/composition/ endings.htm
   http://www.writing.ucsb.edu/faculty/donelan/concl.html

D. How to organize an essay
   http://grammar.ccc.commnet.edu/grammar/five_par.htm
   http://grammar.ccc.commnet.edu/grammar/composition/organization.htm
   http://writing.wisc.edu/Handbook/process.html
E. How to incorporate sources and avoid plagiarism
http://owl.english.purdue.edu/handouts/research/r_plagiar.html
http://owl.english.purdue.edu/handouts/research/r_quotprsum.html
http://matcmadison.edu/is/writingcenter/sources/incorp_source.htm
http://writing.wisc.edu/Handbook/QuotingSources.html

F. Grammar resources for ESL learners
http://writing.wisc.edu/Handbook/GramPunct.html
5. ON THE TEST DAY

What to bring
- Identification: Test takers must present their student ID card (http://www.icard.uillinois.edu/) to be admitted to the testing site.
- Pencil and eraser: Test takers are required to be prepared to write an essay. The test proctors will not provide pencils or erasers.
- Watch: Although the proctors will inform test takers of the time remaining during the test at regular intervals, test takers are advised to bring a watch to monitor their time. However, watch alarms, including those with flashing lights or alarm sounds are not permitted.

What NOT to bring
- Unauthorized aids in connection with the test: pagers, books, pamphlets, notes, stereos, radios, recording devices, watch alarms, dictionaries, translators, and any hand-held electronic or photographic device
- Cell phones must be turned off and put away.

Testing irregularities
- Attempting to take the test for someone else or having someone else take the test for you
- Obtaining improper access to the test, a part of the test, or information about the test
- Using a cell phone during the test session
- Using any unauthorized aids in connection with the test
- Creating a disturbance with disruptive behavior
- Attempting to give or receive assistance about the content of the test
- Removing or attempting to remove the test content from the testing site

Test procedures and regulations
- Although the test starts at 8:20 a.m., test takers are required to arrive at 8:10 a.m. for check-in procedures.
- Dress appropriately so that you can adapt to any room temperature.
- There is no rest break during the regular EPT. If you leave the room for any reason, you will not be able to finish the test, so plan to take care of personal matters before you enter the testing site.
6. Scores and Score Reports

- **Test report form:**
  Test takers are informed of their test results through a test report form, namely the “Report of ESL Placement Test (EPT) Results” which is provided by the university. The test report form includes the test taker’s personal information (name, UIN, college, department), and EPT information (EPT written test date, EPT interview date, written and oral interview test results, ESL course recommendations).

- **Test scores:**
  Test results for the video/reading based written test and the oral interview are categorized into 4 and 5 proficiency levels, respectively. For the written test, the report form indicates the test taker’s obtained level of writing skills based on academic lecture and reading text, compared to the highest level possible, level 4. The oral interview results show the test taker’s oral skill level based on interaction tasks on a scale from 1 to 5: the highest level obtainable being level 5.

- **Interpreting your score:**
  As EPT is a placement test, the test takers can interpret their scores in relation to the ESL course sequence. Required and recommended ESL courses are indicated in the test report form according to each test taker’s obtained level. This report consists of two components: a course number and a letter (C/Q). The course number indicates the ESL course number within the ESL course sequence, and the letter “C” after the ESL course number indicates that it is a “recommended” course, while the letter “Q” indicates it is “required”. The test report form provides a table showing each level of essay ratings in relation to the appropriate ESL course in order to assist the test takers in interpreting their test scores. However, final course placement is based on all three results: structure/usage, essay, and pronunciation.

- **Score report date:**
  Score report dates differ according to each test takers’ test date. Pick-up date and location will be announced on the actual test day.

- **Grading rubric:**
  The video/reading based written test is graded against the following rubrics.

  **Table 1:** Benchmarks for EPT composition scoring: Graduate essays (Revised 01/05; Ann Spear)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Length insufficient to evaluate</td>
<td>- Length may be insufficient to evaluate; may be off-topic</td>
</tr>
<tr>
<td>- No organization of ideas; no cohesion; like a free writing</td>
<td>- Elements of essay organization (Intro, Body and Conclusion) may be attempted, but are simplistic and ineffective</td>
</tr>
<tr>
<td>- Content marked by inaccuracies of source information, OR content is completely off-topic, OR majority of essay is copied</td>
<td>- Essay may lack a central controlling idea (no thesis statement, OR thesis statement is flawed)</td>
</tr>
<tr>
<td>- Grammatical and lexical errors are severe; no complexity; even simple sentences are flawed</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| • Essay does not flow smoothly; ideas are difficult to follow  
• Development of ideas is insufficient; examples may be inappropriate; logical sequencing may be flawed or incomplete  
• Paragraph structure not mastered; lack of main idea (topic sentence), focus, and cohesion  
• Summarizes/restates sources rather than uses them to support ideas  
• May lack synthesis of ideas (of the two sources or of sources and student’s own ideas)  
• May indicate misunderstanding of source material  
• Attempts to paraphrase are generally unskillful and inaccurate  
• Some overt plagiarism  
• Grammatical and lexical errors impede understanding; awkwardness of expression; general inaccuracy of word forms  
• Little sophistication in vocabulary and linguistic expression; little sentence variety; sentence complexity not mastered | • Contains an Intro, Body and Conclusion  
• Clear thesis statement, appropriately placed  
• Good development of thesis; logical sequencing; reasonable use of transitions  
• Paragraphs are fairly cohesive  
• Good synthesis of ideas  
• Summary of source content may contain minor inaccuracies, but good understanding is indicated; effective, skillful paraphrase  
• Sources are cited, though possibly inaccurately  
• May contain minor grammatical/lexical errors, but meaning is clear  
• Strong linguistic expression exhibiting academic vocabulary, sentence variety and complexity |

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
</table>
| • Length is sufficient for full expression of ideas  
• Writes on topic  
• Elements of essay organization are clearly present, though they may be flawed  
• Attempt to advance a main idea; presence of thesis statement  
• Flows somewhat smoothly  
• Some development and elaboration of ideas; evidence of logical sequencing; transitions may show some inaccuracies  
• Paragraph structure generally mastered, generally cohesive  
• Attempts to use sources to advance the thesis; evidence of some synthesis of ideas  
• Use of oral and written sources demonstrates basic understanding  
• Covert plagiarism; attempted summary and paraphrase; may contain isolated instances of direct copying; may not cite sources, OR may cite them incorrectly  
• Moderately successful paraphrase in terms of smoothness  
• Some grammatical/lexical errors; meaning may be occasionally obscured, but essay is still comprehensible  
• Inconsistent evidence of some sophistication in sentence variety and complexity | • Contains an Intro, Body and Conclusion  
• Clear thesis statement, appropriately placed  
• Good development of thesis; logical sequencing; reasonable use of transitions  
• Paragraphs are fairly cohesive  
• Good synthesis of ideas  
• Summary of source content may contain minor inaccuracies, but good understanding is indicated; effective, skillful paraphrase  
• Sources are cited, though possibly inaccurately  
• May contain minor grammatical/lexical errors, but meaning is clear  
• Strong linguistic expression exhibiting academic vocabulary, sentence variety and complexity |
In my mind, universities should enroll students based on their academic performance instead of race, even though it gives rise to bad results as mentioned in the paper. Why can the United States become more powerful with time going on? One main factor is that it supplies equal chances for everyone. We can be successful with effort. This kind of policies attract excellent people from different countries, which make huge contribution to the development of U.S.A.

On the other hand, the acceptance of minorities with lower test scores would create the unequal environment in the campus. The minority students are look down in the universities, just as what happened in Hopwood case.

Except the results mentioned in the paper, we can observe the acceptance based on academic performance also generate some other interesting results. When you observe carefully, you can find there are more and more international students coming from Asia these years. However, the increasing tendency is not so obvious in other fields such as law and literary fields. There are many factors for it, such as language ability and cultural background. The rule that fittest survive works.

However, the field of law is a little bit different, which plays an important role on the development of society. In other word, lacking of minorities in the field may cause the law ignores minorities’s right in the future. That will destroy the equal environment step by step. How to solve the above problems? In my mind, the enrollment should take into account the advantages of different kinds of people. That means the judgement for academic performance should be more comprehensive.
8. STATEMENT OF PLAGIARISM

The Code on Campus Affairs and Regulations Applying to all Students defines plagiarism as the act of using someone else’s ideas(s) and/or words (including key words or phrases, as well as longer units like sentences and paragraphs) without acknowledging the source. Please notice that plagiarism extends from submitting a paper actually written by someone else to deliberately using (copying or paraphrasing) an idea or fact or phrase without giving appropriate credit to its source.

Plagiarism is considered serious academic dishonesty. The Office of the Attorney General of Illinois has announced that buying, selling and using other people’s research papers is contrary to state law and may be prosecuted. As stated above, the University of Illinois’ rules about academic irregularities (which include plagiarism) are set forth in the Code on Campus Affairs and Regulations Applying to all Students. The penalties range from a failing grade on the plagiarized work to failure in the course and dismissal from the University.

The Division of English as an International Language fully affirms the definition of plagiarism given above and will hold all students responsible for adhering to the University’s rules and regulations regarding plagiarism.

Finally, bear in mind that the code clearly stipulates that: “Ignorance of a rule is never a defense.” Thus, any form of plagiarism, accidental or intentional, will lead to the same consequences as listed above.

Adapted from:
http://www.deil.uiuc.edu/eslservice/units/plagiarism114/statementofplagiarism.htm
http://www.admin.uiuc.edu/policy/code/article_1/a1_1-402.html

9. CANDIDATES WITH SPECIAL NEEDS

The University of Illinois has an established reputation for its commitment to students with special needs. Our university counts with a Division of Disabilities Resources and Educational Services, which was established to afford qualified individuals with disabilities an equal opportunity to participate in and benefit from all opportunities available on this campus. EPT examinees with disabilities will be provided with services and reasonable accommodation given the purpose of the test. For a list of prospective students with disabilities Frequently Asked Questions, please visit the following site: http://www.disability.uiuc.edu/page.php?id=22 or log on to DRES main page http://www.disability.uiuc.edu/page.php?id=12

10. FAQ

❖ EPT test

Q: Do I have to take the test?
A: The requirement to take the EPT is made by the Office of Admissions and Records, based on the student’s pre-matriculation TOEFL score.

Q: What happens if I don’t pass the EPT?
A: The EPT is a placement test. As a result, there is no passing grade. Based on your
performance in the test, you will be either placed in one or more ESL classes or exempted from any such classes.

Q: Up to how many ESL courses can I be required to take?
A: It depends on how you perform in the writing test and the oral interview. There is a maximum requirement of two ESL writing classes as well as one pronunciation class.

Q: If I get a very low score, does that mean I won’t be accepted into my program?
A: The answer is no. You take courses in your program as usual, in addition to the ESL courses as is required.

Q: Are the ESL courses a prerequisite for my major?
A: The answer is a qualified no. The required ESL courses are not a prerequisite to pursue your major. However, if any ESL courses are required of you as specified on your EPT score report, you must finish them with a satisfactory grade in order to get your degree.

Q: Can I reschedule the EPT?
A: You need to contact the test administrator (see contact information below) or your department with the specifics of your case.

Q: Can I take an ESL course as an elective even if I don’t have to, based on EPT results?
A: Yes, you may still enroll in ESL courses as an elective, without penalty. The student’s admission exemption from the EPT will be unaffected by any ESL course taken as an elective.

Q: Do elective ESL students have to take the EPT?
A: If at all possible, we prefer that elective ESL students go through the EPT, to allow us to properly advise them into ESL coursework. Elective students will be rated to enroll in courses based on their EPT results. Unlike students who are required to take ESL courses, however, they may elect to take or not take a recommended class.

Q: If I’m not planning to graduate from UIUC, do I have to take the courses marked “required”?
A: “No, you do not have to take the ‘required’ classes if you don’t graduate from UIUC. However, if your situation changes and you do graduate from UIUC, you must fulfill the ESL requirement.

Q: Why is it that I received a “4” of “4” rating on my writing exam, but I’m still required to take ESL 114 and ESL 115?
A: Because there are no exemptions for undergraduates from the UIUC composition requirement. Students could also complete Comp I through Rhetoric or Speech Communication. Please visit the following websites for further information.
http://www.english.illinois.edu/undergraduate/rhetoric/
http://www.spcomm.uiuc.edu/current/undergrad/courses/

Q: Can visiting scholars or post-docs take ESL courses?
A: Visiting scholars or post-docs are accepted in the general ESL classes provided that these persons can enroll in the class and appear on the class roster. Visiting scholars and post-docs should first consult with their home departments to learn if this is feasible. Appearing on the roster may trigger tuition charges.

Q: How much time do I have to take the test?
A: The Semi-Enhanced EPT will take approximately 4 hours to complete.

Q: What time do I have to arrive for the test?
A: Students must arrive to the scheduled test location by 8:10 a.m. for written tests.

Q: What time does the test start?
A: The test usually begins at 8:20 a.m.

Q: I took the SAT and scored well on the Verbal. My admission letter didn't say anything about me taking the EPT, and I'm already enrolled in Rhetoric 105. Do I have to take the EPT?
A: No. If your admission letter (from your department) did not mention having to take the EPT, then you do not have to take it.

**EPT results and ESL Service Courses**

Q: What do the letters “q” and “c” mean?
A: “q” means “required” and “c” means “recommended.”

Q: When can I start the “q” course?
A: We strongly suggest that you begin your required ESL course within the first year at UIUC, and preferably within the first semester, if you can schedule it.

Q: Can I defer my required course to the next semester?
A: Officially, you can postpone your required course up to a semester. However, the design of ESL courses is to help you with your writing or pronunciation as soon as possible. You are advised to take required courses in the semester assigned. However, under extraordinary circumstances, such as complications with your schedule, you can wait up to a semester to start.

Q: What is the consequence of incompletion of the “q” course?
A: Failure to complete the ESL course requirements can result in not receiving a UIUC degree. However, if you are not pursuing a degree from UIUC (that is, if you are an exchange student or a visiting scholar), there is no enforcement.

Q: How can I register for the ESL courses?
A: You don't have to come to the Department of Linguistics (formerly the Division of English as an International Language) office to register. The ESL courses are listed in the timetable as regular subject courses, so you should register for the ESL courses on-line. Please refer to the UIUC Timetable.

Q: In registering for courses on-line, how many credits do the ESL courses carry?
A: Except for ESL 114 and 115 at the undergraduate level, all ESL courses carry “zero credit.” This means that there is no tuition charge to you for the ESL courses. (But make sure that when you register, you're listed for “0” hours credit or the University will charge you tuition costs for the course.) However, for the purpose of satisfying student visa as a full-time student with more than three units, the ESL courses are still counted the same as non-ESL courses.

Q: Can I take two different levels of writing courses during the same semester?
A: No. The writing courses are designed to be taken in sequence. However, the oral pronunciation course (ESL 110 for undergraduates/510 for graduates) can be taken with the writing course.

Q: Is ESL 505 for business students only?
A: Yes. Business students should take ESL 505 (not ESL 501/502) which is specifically designed to suit the needs of business students.
Q: How do I enroll in pronunciation courses?
A: Check the UIUC Timetable for a class time you would want to attend. You cannot sign up for the course on-line, but you should report to the class. You must report to either the first or second class meeting to be eligible to take a class; otherwise, you must wait until the next semester. Students will be given a diagnostic test, which will consist of reading a passage for approximately 15 minutes; this reading will be recorded and evaluated. Pronunciation classes are currently restricted to a maximum of 13 students; students are placed according to a priority system.

Q: I tried to sign up for an ESL class, but the computer says registration is closed. What do I do?
A: Find a section of the course you are required to take, or elect to take (upon approval), and go to the class; the instructor can enroll you if the class has not reached its enrollment limit. Take your yellow EPT results sheet with you to the class.

❖ EPT grading

Q: I would like to know how my essay was graded. I would appreciate if you could review my essay and inform me of your opinion. (Am I misplaced?)

A: The EPT consists of two parts: a fixed-length written essay test which is administered prior to the beginning of instruction, AND a second essay test, commonly referred to as the "diagnostic" test, which is administered on the first day of class. Both of these two test essays are graded based on the same criteria and in the same procedure. Each test is read by two experienced graders, each of whom would respectively make a recommendation which class the student should be placed in. If the two recommendations don't agree which class the student should go to, the test paper is the passed on to the Teaching Associate who makes the final decision. In your case, you're finished with the first part of our EPT test and graders have reached an agreement.

Due to our department policy, the content of your test paper remains confidential after the test so it may not be possible to review your essay. It is encouraged that you to take the in-class diagnostic on the first day of instruction and talk to the instructor to figure out if you are placed in the appropriate class.

11) CONTACT INFORMATION

For general inquiries about the test, please contact the following UIUC personnel.

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Email: schung26@illinois.edu
Office number: (217) 244-5481
3047 Foreign Languages Building
707 S. Matthews Ave.
12) APPENDIX

I. Introduction

a) The Regular EPT consists of two parts: a written test and an oral interview. The written test is a 50-minute video-and-reading-based essay which requires the test-takers to incorporate into their own essay relevant information from a videotaped lecture and a reading passage. Examinees are asked to write an essay based on the information they have gathered from these two sources. The oral interview is administered individually and usually lasts about 30 minutes. At the oral interview, students are given a topic on which to speak for three minutes. If students speak intelligibly, they are exempted from further oral testing. Otherwise, students are required to take another exam in which they will read sentences from material given to them.

b) The Enhanced EPT is a writing test format that combines an oral interview, as described in the regular EPT, with the workshop-based EPT essay test. A major difference between the Enhanced EPT and traditional or ‘regular’ EPT is found in the essay test component. When compared with the regular EPT, the essay component of the Enhanced EPT provides examinees with a variety of facilitative activities. The purpose of these activities is to counterbalance some of constraints imposed on the writer that are aggravated by the method of a severely-timed single-draft essay test (e.g. lack of time and context, topic familiarity, etc; Cho, 2001). By having examinees fully engage in the writing process, the test is expected to elicit a comprehensive range of writing abilities and to obtain writing performance samples that are a more accurate reflection of examinees' writing instruction needs.

Please refer to the GD in the current UIUC EPT specification for the Video-Reading Based Academic Essays (see https://netfiles.uiuc.edu/fgd/www/vressay.htm). As previously stated, the Enhanced EPT also includes the EPT Oral Interview as an integral component of the workshop.

II. Test Components

'Regular' EPT

a. Writing Section (about 2 hours in length).

In order to demonstrate the ability in comprehending and producing academic English essays accepted in most U.S. universities, examinees need to successfully complete the task of integrating information from different sources (i.e. the academic / non-technical lecture in a videotape and the reading text of the same theme) and presenting it in a general writing format (i.e. introduction, body and conclusion).

Specific Procedures:

1. Check in at 8:30 am (10 minutes)
2. General directions. (5 minutes)
   When they get to the testing site, test-takers receive their test booklets and are given directions on how to fill out the form.
3. Watch a video of an academic lecture (7-11 minutes).
   Test-takers take down notes as they watch the lecture.
4. Proctors hand out the reading text
5. **Reading the text AND writing the essay (50 minutes)**
   Test-takers are asked to read the reading text provided and they start the writing task whenever they are ready. (*Time for reading the text depends on individual test-takers).

B: **Oral Interview.**

The oral interview is designed to determine if students are required to take, are recommended to take, or are exempt from taking an ESL pronunciation course. The interview is administered individually and requires at most about 20 minutes.

The oral interview consists of two parts. One part involves free speaking, including talking for three minutes on an everyday topic supplied by the interviewer. If students speak intelligibly enough during the free-speaking part, the interviewer may dismiss the students at the end of part one. Otherwise, the interviewer continues to the second part in which students read phrases, sentences and dialogs from material the interviewer provides.

Results of both the writing test and the oral interview are usually available on the following day as the place noted on students’ information pages.

**Enhanced’ EPT (about 7 hours in length).**

The essay test is divided into two sessions, one in the morning and the other in the afternoon. Examinees must attend both sessions to complete the test. The essay test is arranged in the tripartite structure of writing: planning, writing and reviewing. The planning and writing phases take place in the (approximately) two and a half hour first session in the morning, while the reviewing phase occurs in the second session in the afternoon – it lasts approximately two hours.

**Specific Procedures**

**PART ONE**

2) **Check-in (10 minutes)**
3) **Oral interview phase 1 (30 minutes)**
   Test-takers are asked some general questions.
4) **Explanation about the enhanced EPT procedures (5 minutes)**
   Test-takers are given booklets explaining the tasks for the day.
5) **Topic introduction, followed by group brainstorming (10 minutes)**
   Test-takers will be assigned a topic question and asked to brainstorm answers.
6) **Whole class discussion (10 minutes).**
7) **Break (5 minutes)**
8) **Video watching (10 minutes):**
   Test-takers watch a lecture.
9) **Article reading (20 minutes)**
   Test-takers read an article relevant to the topic introduced in the video.
10) **Group discussion (20 minutes)**
    Test-takers answer questions based on the contents of both the video and the reading.
11) **Break (5 minutes)**
12) Explanation on the scoring criteria (10 minutes)

13) **Rough draft writing** (10 minutes)
    Test-takers organize their essay and write a first, rough draft.

14) Break (2 hours) / Intensive Oral interview.
    Test-takers required to take the intensive oral interview are asked to stay for an individual interview (20 minutes)

**PART TWO:**

1) **Explanation of self-evaluation process** (5 minutes)
    Test-takers get their draft essays back and provided with a self-evaluation sheet.

2) **Self-evaluation** (15 minutes)
    Test-takers read their own essays and evaluate them by responding to the self-evaluation form.

3) **Peer review** (45 minutes)
    Test-takers get guidelines about how to review other test takers' writings and asked to make suggestions for improvement.

4) Break (5 minutes)

5) **Essay revision** (50 minutes).
    Test-takers write their final essays.

6) End of the test. Test-takers are asked to submit both final version and the draft.