Micro level impacts of foreign language test (university entrance examination) in Turkey: a washback study

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Micro level impacts of foreign language test (university entrance examination) in Turkey: A washback study

by

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A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

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To my parents and my love…
## TABLE OF CONTENTS

**LIST of TABLES** ........................................................................................................ v

**LIST of FIGURES** .................................................................................................... vi

**ABSTRACT** ................................................................................................................ vii

**CHAPTER 1** ............................................................................................................... 1

**INTRODUCTION** ...................................................................................................... 1

1.1 Purpose of the Study .............................................................................................. 1

1.2 Rationale of the study ............................................................................................ 1

1.3 Research Questions .............................................................................................. 2

1.4 Organization of the study ...................................................................................... 3

**CHAPTER 2** ............................................................................................................ 4

**LITERATURE REVIEW** .......................................................................................... 4

2.1 Definitions of Washback ....................................................................................... 4

2.2 Positive and/or Negative Washback .................................................................... 10

2.3 Washback Studies ................................................................................................ 14

2.4 The Turkish educational system ......................................................................... 19

2.4.1 Access to higher education in Turkey .............................................................. 20

2.4.2 The structure of the test .................................................................................. 22

**CHAPTER 3** .......................................................................................................... 24

**METHODOLOGY** .................................................................................................. 24

3.1 Participants ........................................................................................................... 24

3.2 Materials and Procedure .................................................................................... 24

3.3 Data Analysis ...................................................................................................... 26

**CHAPTER 4** .......................................................................................................... 27

**RESULTS** .............................................................................................................. 27

4.1 Washback on senior III classrooms .................................................................... 27

4.1.1 Washback on students .................................................................................... 27

4.1.2 Washback on teachers ................................................................................... 29

4.1.3 Washback on classroom activities ................................................................ 30

4.1.4 Washback on learning/teaching materials ...................................................... 32

4.2 Before and after taking the test ......................................................................... 34

4.2.1 YDS score and college success ...................................................................... 34

4.2.2 Students’ attitudes towards the YDS ............................................................... 36

4.2.3 Attitudes towards senior III language learning and teaching ....................... 37

4.3 Products of teaching to the test ......................................................................... 38

4.3.1 Professors’ opinions about their students ....................................................... 39

4.3.2 Attitudes towards the test and its predictive function ..................................... 39

4.3.3 Professors’ attitudes towards senior III language learning and teaching ....... 42

**CHAPTER 5** .......................................................................................................... 44
LIST of TABLES

Table 1 Attitudes towards YDS ................................................................. 27
Table 2 Attitudes towards the YDS ............................................................ 28
Table 3 The effects of the test on teachers................................................ 29
Table 4 Teachers’ attitudes towards senior III language learning and teaching .. 30
Table 5 Classroom Activities................................................................. 31
Table 6 Frequency of classroom activities.............................................. 31
Table 7 Classroom materials (teacher reports) ....................................... 33
Table 8 Classroom materials (student reports) ....................................... 33
Table 9 The relation between YDS scores and success at college level classes .... 36
Table 10 Comparison of attitudes towards the possible predictive function of the test .... 37
Table 11 Teaching to the test for higher scores ....................................... 37
Table 12 Goals of language learning ..................................................... 38
Table 13 Professors’ evaluations of proficiency level of their students .......... 39
Table 14 Attitudes towards the test............................................................ 41
Table 15 Professors’ attitudes towards senior III language teaching and learning .... 42
LIST of FIGURES

Figure 1 Facets of washback (Gates, 1995) .......................................................... 8
Figure 2 General Structure of the Turkish Educational System (OSYM, 2006) ........... 19
Figure 3 Number of Applicants for the Student Selection Examination and Those Placed in Higher Education between 1974 and 2005 (OSYM, 2006) ............................................. 20
Figure 4 Comparison of what students do in the classroom and what they want to do .......... 32
Figure 5 GPAs of college students ............................................................................. 34
Figure 6 What do professors think is tested and should be tested in YDS? ................. 40
ABSTRACT

The way standardized tests affect teaching and learning is usually called backwash in educational arena and washback in Applied Linguistics. The purpose of this study is to find out whether the foreign language examination - university entrance test- influences the way teachers teach and students learn in senior three classrooms (the last grade of high school) in Turkey. Secondary goal is to see the outcomes of teaching to the test and attitudes of different stakeholders towards the test and senior three English teaching in general.

The data were collected through online surveys, and participants comprise of four major groups. Senior three high school students and English teachers were invited to participate to find out the nature and the scope of washback, while college students and professors are asked to participate to investigate the outcomes of teaching to the test.

Descriptive statistics were used to analyze the responses of the participants. The results suggest that the test is a major factor determining the flow of English lessons in senior three classrooms. The classroom materials that were reported by both students and teachers including mock tests, commercial exam preparation materials and sample test questions directly serve to the purpose of practicing for the test and indicate the relative effect of the test on language learning.

The results also suggest that high school students and teachers focus more on the immediate goal of language learning which is to score high on the test and be admitted to the university by cramming for the test, and learning and practicing the language areas and skills that are measured on the test (grammar, reading, vocabulary) and ignore the ones that are not tested (listening, speaking, writing). Professors and college students, on the other hand, feel the shortage of not having enough practice especially in productive skills. They opine that long term goal of language learning should be to improve the ability to use the language. Based on the gap reported by these different stakeholders, findings lead to recommendations for a change in the curriculum and in the format of the test towards a more communicative and integrative one.
CHAPTER 1
INTRODUCTION

The Turkish educational system is an exam-driven one. The first standardized test
students take is the high school entrance exam which they take when they are in the 8th grade.
Yet, the most substantial one is the university entrance exam, which is taken upon high
school graduation. It is not over once pupils get into university. Upon graduation from the
university, depending on their jobs, they take several tests prepared and administered by the
Higher Education Council of Turkey, Student Selection and Placement Center (Yuksek
Ogretim Kurumu, Ogrenci Secme ve Yerlestirme Merkezi; hereupon OSYM). In addition to
the university entrance examination, there are more than 30 examinations the center
administers each year some of which are high-stakes tests.

1.1 Purpose of the Study

The major concern of this paper is the university entrance examination, in particular
the foreign language examination (Yabanci Dil Sinavi; hereafter YDS) taken by high school
graduates who want to get in the language departments of universities such as language
teaching, language and literature and translation studies. This paper aims at discovering what
effects the exam has on language teaching and learning (which refers to the term washback)
in senior high school English classes, and how the test is perceived by different stakeholders.
Another purpose is to find out whether there is any difference in attitudes of the stakeholders.

1.2 Rationale of the study

My interest for this research comes from my own experience both as an ESL learner
and as a student in an exam driven system. Because we had to pass a highly demanding test
in order to get into the university, the only thing we did in the last year of high school was to
practice for the test. Since I chose foreign language (English, in my case) as my
specialization area, I had to take the YDS to be admitted into the foreign language education
department. My classmates and I were so focused on the test that we always wanted our
teachers to give us mock tests, sample questions, or old exam papers instead of following the
textbook. We spent more than four hours a day to practice for the test; we went to private
courses on weekends, and we spent a lot of money on tutoring. In the end, I had a high score on the test and was admitted to the language education department at one of the leading universities in Turkey. But, it was not over; since the medium of instruction was English, I had to take a proficiency test to show my academic English ability. I failed the test, and I had to attend intensive English orientation program for a year. In my class, there were students from different majors such as engineering, social sciences and human sciences, and their spoken and written English was much better than mine although they did not specialize in foreign language at high school, and they would not be English teachers. So, there must have been something wrong in my high school education. We must have left out some essential parts of language learning while cramming for a structure-oriented test. That is why I wanted to conduct a study on the impacts of the test language teaching and learning in senior three English classrooms.

This research focuses on the impacts of the YDS on language learning and teaching and the stakeholders’ attitudes towards the effectiveness of the test in terms of reflecting students’ English proficiency levels. The previous research has provided evidence of high-stakes tests having considerable impacts on various stakeholders such as test takers, language teachers, the society, and the overall educational context (Bachman and Palmer, 1996). Wall (2000) points out that much of the research done on washback has to do with the processes and methodologies teachers used; little attention has been paid to the “products” of learning. What is missing, however, are analyses of test results indicating whether students have learned more or learned better because they have studied for a particular test. Two of the problems involved in investigating this area are the need to compare groups before and after the introduction of a new test, and the need for an independent test which measures the “right” things (the aims of the curriculum) – both of which were difficult to provide in situations that have been studied so far (p. 502). The current paper, however, aims to see the results of teaching to the test/learning for the test by comparing attitudes of test takers before and after taking the test.

1.3 Research Questions

As a high-stakes test, YDS is expected to have impact on language learners and teachers and the flow of senior III English classes. However, because the test is limited in scope in the
sense that it just tests grammar, vocabulary, and reading abilities, it is hypothesized that students will have difficulty at a college in which the medium of instruction is English and requires a moderate level of listening, writing, and speaking ability. Since students’ immediate goal in senior III is to pass the test and get into the university, they do not want to deal with other skills which are excluded in the test. However, it is hypothesized that the perceptions about language learning will change once they get into the university. Based on these hypotheses, research questions below will be tried to be answered in this paper.

1) How do senior high school students perceive language learning and to what extent is it affected by the YDS?

2) What is the nature and scope of the washback effect on teachers’ attitudes and behaviors in classrooms?

3) Is there a difference between how test takers perceive language learning before and after taking the test?

4) What do professors think about how effective the test is in terms of determining the actual language proficiency levels of students?

1.4 Organization of the study

In order to answer research questions, I first provide an overview of theoretical and practical issues in washback studies and the educational context in Turkey, to give a clear idea of the context of the study, in Chapter 2. Chapter 3 covers the methodology in which I detail the participants, data collection materials, and the procedure followed. Chapter 4 presents results of the study and Chapter 5 discusses striking results in the light of previous research. The last chapter, Chapter 6, summarizes the major findings and addresses limitations and implications for test developers, test users and researchers.
CHAPTER 2

LITERATURE REVIEW

This chapter contextualizes the current study within the framework of a literature review of the definitions of washback and positive and/or negative washback, and provides background information about the educational context in Turkey, and describes the test itself. Finally, washback studies done in different parts of the world are summarized and some issues related to the intended or unintended consequences of external tests are highlighted.

2.1 Definitions of Washback

One of the six qualities of the quality of test usefulness is what kind of an impact the test has on individuals and the educational context and society according to Bachman and Palmer (1996). They argue that the impact of test use operates at both micro and macro levels. By micro level impacts, they refer to the stake-holders-students and teachers- who are directly affected by the testing procedure and the results. Macro level impacts, on the other hand, refer to the effects of tests on educational contexts and society in a broader sense. As an aspect of impact, washback, which can be defined simply as the effects of testing on teaching and learning, has been of interest to language testing researchers, although they have used different terminologies for the same concept (Bachman & Palmer, 1996).

Washback (Alderson and Wall, 1993), together with other similar terms such as backwash (Hughes, 1989), test impact (Bachman & Palmer, 1996), systemic validity (Frederiksen & Collins, 1989), consequential validity (Messick, 1989, 1996), measurement-driven instruction (Popham, 1987), curriculum alignment (Shepard, 1990, 1991 & 1993), and possibly other terms, all refer to different facets of the same phenomenon. Eckstein & Noah (1993) states that washback is an inherent quality of any kind of assessment, especially when people’s futures are affected by the examination results, regardless of the quality of the examination. McNamara (1998) sees washback as an issue related to ethics and accountability and the extent to which the test influences teaching and learning. Hamp-Lyons (1997) refers to washback as a set of beliefs about the relationship between testing, teaching

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1 The other 5 are: reliability, construct validity, authenticity, interactiveness, and practicality. However, these five qualities are out of the scope of this paper, so they will not be discussed.
and learning. Bachman and Palmer (1996) take the term washback as a sub-unit of test impact which is one of the six qualities of test usefulness, and define it as a direct impact of testing on individuals and claim that it is widely assumed to exist. Ryan (2002) refers to washback as consequential aspects concerned with score meaning and the intended and unintended consequences of assessment use.

Pearson (1988:98) points out that public examinations influence the attitudes, behaviors, and motivation of teachers, learners and parents, and because examinations often come at the end of a course, and this influence is seen working a backward direction, hence the term “washback”. Alderson and Wall (1993) emphasize the fact that evidence of washback is typically demonstrated in behavioral and attitudinal changes in teachers and learners that are associated with the introduction of tests bearing important educational consequences. That is why new tests are introduced when there is a need to change the curriculum. Examples can be seen in Sri Lanka (Wall and Alderson, 1993), in China (Qi, 2005), in Hong Kong (Cheng, 1997, 2005), in Japan (Buck, 1988; Watanabe, 1996), in Israel (Shohamy, 1992), and in several other countries. Shohamy, Donitsa-Schmidt, Ferman (1996) claim that the use of tests aiming at scaling and standardizing an entire population has been a characteristic of centralized educational systems, which explains the situation in the countries mentioned above. As Shohamy (1992) asserts, in such settings, tests are viewed as the primary tools through which changes in the educational system can be introduced without having to change other educational components such as teacher training or curricula. Furthermore, it is believed that the introduction of national tests will trigger additional factors that will affect the educational process. Although it sounds plausible in theory, whether this is the case or not is another question that remains to be unanswered.

As Qi (2005) claims, high stakes tests produce washback, in the sense that they can have strong effects on teaching and learning. High-stakes testing refers to tests whose results are seen —correctly or incorrectly- by students, teachers, administrators, parents, or the general public as the basis upon which important decisions are made that immediately and directly affect the student. They have serious consequences or trigger actions (e.g., contribute to selection, merit evaluation, promotion, retention, or take-over decisions) (Smith & Rottenberg, 1991; Madaus, 1988). They are usually public examinations or large-scale
standardized tests. YDS, in this sense, is a norm-referenced external test which directly affects the test takers; students get into the university based on the test results. The impact of the tests also brings the issue of fairness in testing because, as Shohamy (2000) points out, tests are very powerful instruments which can determine the future of individuals and programs, and this power of tests may be tempted to use for different purposes.

Frederiksen and Collins (1989) use the term *systemic validity* which can be described as “a systematically valid test triggers changes in instructions and curriculum and reinforce the improvement of cognitive skills that the test aims to measure, even over a period of time” (p. 27). However, Messick (1996) claims that such kind of evidence is circumstantial because of the other things done in the educational system. So, it is hard to untangle the variables and claim that the only reason for improvement in skills is dependent on the quality of the test. He further claims that a test might influence what is taught but not how it is taught, and it might influence teacher behaviors but not learner behaviors, or might influence both teacher and student behavior with little or no improvement in skills. Hence, washback is a consequence of testing that bears on validity only if it can be evidentially shown to be an effect of the test and not of other forces operative on the educational scene. In the validity framework, washback is seen as an instance of the consequential aspect which is one of six distinguishable aspects of construct validity, and it includes evidence and rationales for evaluating the intended and unintended consequences of score interpretation and use in both the short- and long-term, especially those associated with bias in scoring and interpretation, with unfairness in test use, and with positive or negative washback effects on teaching and learning.

Alderson and Wall (1993) assert that although validity is a property of an interpretation of test performance, washback is likely to be a complex phenomenon which cannot be directly related to a test’s validity. They also talk about the possibility of a test reinforcing some behavior or attitude rather than bringing about an otherwise unlikely behavior. Students may already work hard; the test may motivate them to work harder, and evaluate themselves against internal and external criteria. Hence, the quality of washback may be independent of the quality of the test.
Frederiksen (1984) states that any test is likely to influence the behavior of students and teachers, provided they know about it in advance. Thus, it settles the flow of the class spending more time on the skills that are tested and spending very little or no time on the skills that are excluded in the target test. He further claims that if tests fail to measure the abilities that are desired to be fostered, they may bring test bias against teaching important skills that are not tested. Bailey (1996) claims that processes involved in washback varies widely, depending on the constituency of participants. Faced with an important test, students may participate in (but are not limited to) any of the following processes, and selection among these processes would lead to either beneficial or negative washback, depending on whether or not their use promoted the learners’ actual language development as opposed to their perceived progress or their test-taking skills alone

- Practicing items similar in format to those on the test.
- Studying vocabulary and grammar rules.
- Participating in interactive language practice (e.g. target language conversations)
- Reading widely in the target language
- Listening to noninteractive language (radio, television, etc)
- Applying test-taking strategies.
- Enrolling in test preparation courses
- Requesting guidance in their studying and feedback on their performance
- Enrolling in, requesting or demanding additional (unscheduled) test preparation classes or tutorials (in addition to or in lieu of other language classes)
- Skipping language classes to study for the test.

Likewise, Shohamy (1992) identifies some of the conditions that may lead to negative washback:

- When reliance is on tests to create change
- When emphasis is mostly on proficiency and less means that lead to it
- When tests are introduced as authoritative tools, are judgmental, are prescriptive, and dictated from above
- When the writing of tests does not involve those who are expected to carry out the change- the teachers
- When the information tests provide is not detailed and specific and does not contain meaningful feedback and diagnosis that can be used for repair, it is difficult to expect that tests will lead meaningful improvement in learning.
Alderson and Wall (1993) refers to washback as changes in behaviors and attitudes of teachers and learners when a high-stakes test, which has highly significant educational consequences, is introduced. In parallel to this definition, Buck (1988) defines “washback” as a natural tendency of both students and teachers to tailor the classroom activities to the demands of the test, especially when the test is particularly important for test takers like being admitted to a university, and if the success of teachers is evaluated based on their students’ success on the test.

In a very simple way, Gates (1995) defines washback as the influence of testing on teaching and learning and he came up with a grid (Figure 1) that shows the facets of washback. For him, if a test is substantial for the test taker, it is likely to induce a strong washback effect and a weak washback if it is not a significant test with little or no impact on what happens in the language classroom. Positive washback occurs if the classroom objectives and test content complement each other. If not, negative washback is expected. YDS may be put in the upper right cell in this grid, because it is substantial for test takers, and it is hypothesized to have negative washback because it is limited to multiple choice structure, vocabulary, and reading items which do not reflect the target language use; it lacks listening, speaking, and writing.

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1** Facets of washback (Gates, 1995)

Bailey (1996:259) defines washback as the influence of testing on teaching and learning, which is widely held to exist and to be important, but he argues that relatively little empirical research has been done to document its exact nature or the mechanisms by which it works.

Alderson and Wall (1993) came up with 15 hypotheses regarding washback to illustrate areas in teaching and learning that were usually affected by washback:

- a test will influence teaching
- A test will influence learning
- A test will influence what teachers teach
- A test will influence how teachers teach
- A test will influence what learners learn
• A test will influence how learners learn
• A test will influence the rate and sequence of teaching
• A test will influence the rate and sequence of learning
• A test will influence the degree and depth of teaching
• A test will influence the degree and depth of learning
• A test will influence attitude towards the content, method, etc., of teaching and learning
• Tests that have important consequences will have washback; conversely,
• Tests that do not have important consequences will have no washback
• Tests will have washback on all learners and teachers
• Tests will have washback effects for some learners and some teachers but not for others.

These hypotheses are also the main assumptions behind this study, and it aims to find out whether a high-stakes test impacts the language learning and teaching, and if so, how this contributes or hinders the overall language proficiency.

According to Hughes, (1989) there are three aspects of washback; participants, process, and product. The nature of a test may first affect the perceptions and attitudes of the participants towards their teaching and learning tasks. These perceptions and attitudes, in turn, may affect what the participants do to carry out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes, and the product of work. Markee (1997) illustrated through his study of curricular innovation how change may be designed, implemented, and maintained. His model includes who (participants) adopts (process) what (the innovation), where (the context), when (the duration), why (the rationale), and how (different approaches in managing innovation). Hughes’ (1993) and Markee’s (1997) models try to illustrate the mechanism of washback as a potential source of change in what teachers teach and how they teach, and what students learn and how they learn. Popham (1987) argues that if the test is a high-stakes one, teachers pay attention to the content of test items, and they will be motivated to teach what is tested. Glaser and Silver (1994) examined how the formats of measurement interact with the formats of instruction in classrooms. They conclude that it is testing, not the official stated curriculum, that is increasingly determining what is taught, how it is taught, what is learned, and how it is learned.
2.2 Positive and/or Negative Washback

It is apparent that high-stakes tests do have an impact on language teaching and learning. However, this impact is a more complex phenomenon than it is assumed to be due to the fact that several studies showed different results in terms of the impact being negative or positive. Messick (1996) states that construct under-representation and construct-irrelevant variance are the sources of negative washback. In Messick’s (1996) opinion, washback is not simply good or bad teaching or learning practice that might occur with or without the test, but rather good or bad practice that is evidentially linked to the introduction and use of the test. Alderson & Wall (1993) associate positive washback with tests that influence teaching and learning in a constructive way. Negative washback, on the other hand, is the undesirable effect on teaching and learning of a particular test. The tests may fail to reflect the learning principles and/or course objectives to which they are supposedly related. For Pearson (1988) good tests will be more or less directly usable as teaching-learning activities. Similarly, good teaching and learning tasks will be more or less directly usable for testing purposes, even though practical or financial constraints limit the possibilities. It can be concluded that, according to Pearson, (1988) positive or negative washback is dependent on the quality of the test. For him, a test’s washback effect will be negative if it fails to reflect the learning principles and/or course objectives to which it supposedly relates, and it will be positive if the effects are beneficial and “encourage the whole range of desired changes.” However, Alderson and Wall (1993) claim that the quality of washback effect might be independent of the quality of a test. So, any test, good or bad, can be said to have beneficial or detrimental washback depending on the educational context. Davies (1985) believes that a good test should be “an obedient servant of teaching” so that it may result in positive washback. Vernon (1956), Noble and Smith (1994), Smith (1991) talk about negative consequences of teaching to the test that teachers have a tendency to ignore subjects and activities that do not directly contribute to passing the exam, and prefer to drill on multiple-choice worksheets which are likely to boost the scores but unlikely to promote general understanding. These result in reducing the time available for instruction, and potentially reducing the capacities of teachers to teach content and use methods and materials that are incompatible with standardized testing formats. Cizek (2001) also mentions the intensity of rhetoric about the
negative consequences of testing (both real and claimed) and the seeming absence of any positive consequences (both real and anticipated) from these public debates and he further claims that out of 59 studies done on the impact of high-stakes, only two of them are positive (p.20). Hughes (1989; 2003) asserts that if a test is regarded as important, then preparation for it can come to dominate all teaching and learning activities, and if the test content and testing techniques are at variance with the objectives of the course, then there is likely to be harmful backwash.

Wall (2000) claims that tests which are helpful to decision makers (admission officers, educational administrators) are not necessarily helpful to teachers and students. Madaus (1988) argues that the long term negative effects of using measurement as the primary motivating power of the educational process on curriculum, teaching, and learning, outweigh positive benefits attributed to it. It leads to cramming, narrows the curriculum, which is called as construct under-representation by Messick (1996), concentrates attention on the skills most amenable to testing; constrains the creativity and spontaneity of teachers and students, and finally deems the professional judgment of teachers.

According to Hamp-Lyons (1997) there are two essential problems with standardized tests. First, they fail to adequately measure important student learning. Even more important, their use has encouraged, or at least helped perpetuate classroom practices that fail to provide high-quality education, particularly for children from low-income families. The reasons for this include:

- The multiple choice format
- Norm-referencing
- Making decisions using one test
- The use of these tests for accountability (FairTest, n.d.:1, cited in Hamp-Lyons, 1997)

The difficulty emerges when students have two goals that may be viewed as competing or conflicting. A student’s immediate goal is often to achieve a given test score, or to exceed a previous score. But, presumably, the student’s long term goal is one they share with their language teachers, i.e., to enhance their language proficiency. To the extent that students view the steps leading to these two goals as different, standardized exams can be seen as having negative washback to learners (Bailey, 1996). If teaching to test occurs, the
curriculum is packed and increasingly geared to external tests, leaving little room for innovation, divergence, adaptation to local circumstances and needs, and teacher choice (Smith & Rottenberg, 1991).

In terms of influences of high-stakes tests, Smith et al. (1990) found teachers neglect the materials that are not tested because of the pressure to improve students’ test scores. Smith (1991) commented that teachers have negative feelings about standardized testing and the narrowing of the curriculum. Even the sequence of the curriculum is changed according to the content of the test based on past exam papers (Madaus, 1988). It is strongly argued that if the tests truly measure the desired skills and knowledge, then coaching is perfectly acceptable. Nevertheless, this brushes off a fundamental fact of life: when the teachers’ professional worth is estimated in terms of examination success, teachers will corrupt the skills measured by reducing them to the level of strategies in which the examination is perceived as important enough, a commercial industry would develop to prepare students for it, which is true of most testing agencies (Madaus, 1988). That is why expensive tutorings (coaching) and private courses that prepare students just for the test emerge in places where high-stakes tests are major components of educational policy. According to Smith & Rottenberg (1991) packed curriculum, reduced time for ordinary teaching activities, instruction on tested materials, and test-like activities are all consequences of external testing. Shepard (1997) also comments on why the intended relationship between test and outcome does not hold up, and concludes that narrowness in the content framework or limitations in item format implicitly narrowed representation of the construct are the main reasons. High-stakes policy results in unforgiving forces through which the system is reshaped to meet only the high-stakes goals. Nonhigh-stakes activities may disappear. If the high-stakes are wrong, then the entire system may face disaster (Rich, 2003).

Cheng (2005) cites a number of studies (Cannell, 1987; Linn, Grave & Sanders, 1989; Shephard, 1990) that raise questions about whether improvements in test score performance actually signal learning. This paper also aims at finding out if this is the case by comparing high school and university students’ perceptions about the test, and if taking a high score on the test guarantees the success in college.
Because it is thought to be objective and easy to score, most of the nation-wide exams are in multiple choice format, which also brings about some issues. A number of studies draw attention to the standardized tests’ narrowness of content, their lack of congruency with curricula and instruction, their neglect of higher order thinking skills, and the limited relevance and meaningfulness of their multiple choice formats. Frederiksen (1984) agrees that the format of the test may influence how and what teachers teach and how students prepare for a test, and cognitive processes involved in dealing with test items and hence the nature of the skills taught and learned. Hughes (1989) also claims that when a test, which is important to students, is multiple choice in nature, there is a danger that practice for the test will have a harmful effect on learning and teaching. Practice at multiple choice items (especially when, as happens, as much attention is paid to improving one’s educated guessing as to the content of the items) will not usually be the best way for students to improve their command of a language.

Frederiksen and Collins (1989) also assert that the desire for objective tests leads to tests that are indirect, and indirect tests often have problems of systemic validity. In addition, objective tests emphasize low –level skills, factual knowledge, memorization of procedures, and isolated skills. Green (1998) also asserts that scholars who criticize multiple choice items claim that only surface facts can be tested in this way, not deep understanding. However, professional testers disagree with this argument, but it is admitted that it easier to write factual items than items require inference, analysis, interpretation, or application of a principle and this results in eliciting factual information rather than more complex cognitive processes. (Aiken, 1982 cited in Frederiksen, 1984) On the other hand, Green (1998) asserts that although it is widely asserted that teaching to the test narrows the curriculum, there is not an experimental evidence for this and asks if multiple choice tests are irrelevant to real learning how the following facts can be explained (p. 18).

- As students go up the grades, they score higher on such tests.
- Generally acknowledged good students almost always score much higher on such tests than those that not so acknowledged.
- Teachers in the content area and grades as well as content experts almost always score even better than good students on these multiple-choice tests.
- Correlations with performance assessment scores are usually substantial, given the limitations in reliability of both measures.
In her discussion of “authenticity” Lewkowicz (2000) includes fourteen unresolved questions about identification of critical task characteristics. The last of these questions is directly related to the phenomenon of washback; will perceived authenticity impact on classroom practices and if so, in what way(s) (p. 52)? Cumming and Maxwell’s (1999, cited in Lewkowicz, 2000) assert that four factors – learning goals, learning process, teaching activities, and assessment procedures- are in a dynamic relationship and mutually dependent. Based on this claim, Lewkowicz concludes that available research on washback does not acknowledge this relationship and take the potential impact of test authenticity on classroom practice (p. 52).

As it is widely accepted that washback effect exists, several scholars suggest ways to promote beneficial washback while demeaning any negative impacts of a test. Bailey (1996) concludes from the available literature that incorporation of 1) language learning goals, 2) authenticity; 3) learner autonomy and self-assessment and 4) detailed score reporting promote beneficial washback. For Messick (1996), to foster positive washback and reduce negative washback, one should concentrate first on minimizing construct under-representation and construct-irrelevant difficulty in the assessment. That is, rather than seeking washback as a sign of test validity, seek validity by design as a likely basis for washback. To accomplish this, one needs to insist on assessments that are realistic or authentic and open-ended or direct.

2.3 Washback Studies

One of the earliest washback studies is Wall and Alderson’s (1993) large scale study in Sri Lanka, where a new language examination was introduced. A series of textbooks introduced new ideas to teach English as a second language in terms of both content and methodology, including communicative tasks. The new examination aimed to reinforce the ideas introduced in the textbooks. To collect data, the researchers did a baseline study before the test started to be carried out to see the current method of teaching. They observed fourteen schools to see how teachers used the text books and how they viewed their own teaching and possible influences upon it. The observations continued after the test was introduced, and follow-up interviews were conducted. Although some of the teachers used the textbook, it was impossible to argue that this was an effect of the exam, because they
might have been doing what was next in line in the textbook rather than trying to prepare students for the test. The observation data was not enough to support that they follow the textbook in order to practice for the test. Another result was that less time and attention was paid to practice oral skills than written skills, which was likely to be the impact of the test because it did not involve test of oral skills. However, it was probable that it was because of the amount allotted to those skills in the textbooks themselves. Another interesting finding was the narrowing of the curriculum as teachers finished or abandoned the textbooks and focused more on past exam papers and commercial exam preparation publications towards the third term of the academic year as they approached the exam time. One last finding was that there was no relationship between the methodology that teachers used either before or after the introduction of the test (Wall and Alderson, 1993, p.61-62).

Shohamy (1992) did a washback study in Israel when three language tests were introduced. The first one was a reading test in which administration did not continue because the quality of the test was badly criticized by testing professionals; the questions seemed very biased and insensitive to cultural differences; results of individual students and specific schools were disclosed resulting in strong parental and media resentment; and the test was badly administered. The second test was an Arabic as a Second Language (ASL) test which showed an impact on teaching and learning activities in preparation of the test in terms of stopping teaching new material and turning to reviewing material; replacing class textbooks with worksheets that were identical to previous years’ tests; testlike activities; adding review sessions; highly motivated students and teachers to master the material. The last test was an oral EFL test which resulted in practicing oral language but limited to the activities and tasks that are similar to the ones in the test.

In a follow up study, Shohamy, Donitsa-Schmidt, and Ferman (1996) wanted to see the impacts of the two tests; Arabic as a Second Language (ASL) and EFL. The data comes from three types of instruments. First, they gave questionnaires to students in which they included likert scale items and open-ended questions about the awareness of the test, allotted time to teaching activities and practicing for the test and so on. Secondly, teachers and inspectors were interviewed about preparation for the test, impact of the test on teaching and testing practices, views concerning the test quality and so on. Lastly, an analysis of the
Director General Bulletins and instructions issued by the Ministry of Education regarding the test was done. The results indicated that the influence of the ASL had decreased over the years to the point where it had no direct consequences for students, and the test was viewed as unimportant and of poor quality. On the other hand, relatively slight modifications in the EFL test resulted in significant increase of test washback. This is attributed to different characteristics of two tests such as being low or high stakes; language status; the purpose; the format, and the skills tested in each examination.

Watanabe’s (1996) study on university entrance examination aimed to find out whether the grammar translation came from this national test. The data was collected through classroom observations and follow-up interviews with the teachers asking why they did what they did. The results implied that the nature of the tests did not affect the teachers in the same way, so he concluded that the tests might induce washback on some teachers, but not on others. He came up with three reasons why washback occurs or does not occur: 1) teachers’ educational background; 2) differences in beliefs about effective teaching; 3) the time of the academic year in which the research observations are conducted. However, the last assumption, he pointed out, was not confirmed by the post-observation interviews with teachers in which they claimed that timing did not change their style of teaching.

Cheng (1997) investigated whether any washback effect of the revised Hong Kong Certificate of Education Examination in English could be observed in the teaching of English in Hong Kong secondary schools. She collected data through school visits, classroom observations, interviews, and questionnaires. She claimed that school visits and unstructured interviews were conducted for overall observation at the macro level, and to get in-depth analysis classroom observations and surveys were employed. The results indicated that a series of changes at the macro level had been observed in terms of using exam syllabus, in service trainings and workshops for teachers to learn more about the test itself and how to prepare students by textbook publishers. From classroom observations, the researcher concluded that changes could be seen only in the way teachers organize classroom activities. However, she noted that data was not enough to draw the conclusion that the test had the desired impact on teaching. She further claimed that cramming for the test was certainly a part of classroom practice; however, it was difficult to untangle the reasons for the change in
classroom activities, whether it was simply cramming for the test or a difference in language skills being taught. It was also difficult to say whether cramming produced positive or negative washback. Although she claimed the insufficiency of data to make generalizations, she asserted that among different aspects of teaching and learning, teaching content had received the most intensive washback, which might be linked to the change in the content of the test.

The purpose of Chen’s (2002) study was to examine the nature and scope of the impact of a public examination on English teaching in Taiwan which was reformed to induce positive washback. The participants were 151 high school English teachers teaching in 11 randomly selected schools. As stated by Chen (2002), a survey and focus group interviews were used to collect data, and bivariate correlation and multiple regression analyses were used to determine the relations among independent variables. The results suggested that the reformed test played an influential role in Taiwan high school English teaching because high school education was greatly driven by measurement, particularly by public exams. However, this was quite superficial that the test changed the contents of what teachers teach, but not the way they would teach. He concluded the intended wasback could not be simply induced by a change in the format and the content of the test (Chen, 2002 p.16)

Qi (2005) did a washback study on a national test (NMET) which aimed to produce positive washback on language learning and teaching by changing the format and the content of the test. The data was collected from 1388 participants- 388 senior III English teachers, 986 senior III students, 6 English inspectors- by means of structured and semi-structured interviews and a questionnaire. The questionnaire was prepared based on the results of in-depth interviews to gather data from a larger sample of learners and teachers. She found that the test failed to bring the intended positive washback in language teaching curriculum and teacher and learner behaviors moving from formal linguistic knowledge to practice and use of the language (Li, 1990 cited in Qi, 2005). She concluded that the reason for the test’s failure to change language teaching practices was “the conflict between the multiple uses of test” (p.148). The primary function of the test was to select students, and this hindered the directing function of the test, which aimed at a use-oriented approach to language teaching.
Andrews, Fullilove & Wong (2002) did a washback study of which method was quite different from most of the research done in the area. They aimed to see how introducing an oral component to a high stakes test (Hong Kong Advanced Supplementary ‘Use of English’) would impact the performance of those who take the test. The current study was a follow-up to Andrews’ (1995) study in which he compared the attitudes of test designers and teachers toward some teaching methods and concluded that UE Oral had had a marked effect on the content of teaching and the priority given to practice of speaking. For the current study, they designed a neutral test in six versions in order to prevent the possibility that test takers might have practiced for a specific test format. The test included two parts: individual presentation and group discussions. Performances of the students were videotaped for later analysis and raters rated students using the same rubric used for EU Oral. The performances of the students were analyzed in terms of organizational features focusing on the duration of individual presentation, the strategy for beginning a presentation, the strategy for ending a presentation, and the strategy for beginning a group discussion. The results indicated that the introduction of the EU Oral exerted some influence on the students’ spoken performances and it had been delayed since it was more noticeable in the second year of the test than in the first, and the researchers linked the impact of the test to the mediation of exam-related published materials (Andrews et al., 2002).

Saif (2006) did a washback study, the purpose of which was to examine how a high-stakes performance test would influence teaching activities and learning outcomes of an ITA (International Teaching Assistant) program. The first thing she did was to develop a test based on ITAs’ practical needs which were determined by means of open ended interviews with program advisors, undergraduate students and ITAs. She argued the development of the new test was viewed as a potential means of achieving classroom success rather than being the end itself. The test comprised of ten minutes of sample teaching and five minutes of question-answer sessions. The teacher teaching the ITA class also participated in the test development. The data was collected through classroom observations and follow up interviews, and the results implied that the ITA test had some influence on teaching content, teaching methodology, and student learning. It was seen that the teacher was adapting her class according to the demands of the test rather than following the textbook strictly, and paid
less or no attention to the sections that were not included in the test. Thus, the methodology and the choice of class activities were adapted to the contents and goals of the test. As for the learning outcomes, students in the experimental groups outperformed the ones in the control group (Saif, 2006).

2.4 The Turkish educational system

The study of washback is culturally and socially bound. The influence of certain exam(s) on teaching and learning is largely determined by the function of the examination system as well as the education system under study. Therefore, the educational context needs to be studied before studying specific areas of teaching and learning in relation to the examination (Cheng, 2005).

To understand the place of standardized tests, the basic structure of the Turkish national education system can be seen in Figure 2, outlined in Basic Law on National Education (Law no. 1739) as stated by OSYM (2006).

![Figure 2 General Structure of the Turkish Educational System (OSYM,2006)]
2.4.1 Access to higher education in Turkey

As Wise (2006) points out, college entrance exams have long been a critical screen for students wishing to attend more selective colleges, and nearly all institutions of higher education in Turkey have, each year since 1974, accepted students in accordance with the results of the examinations organized by OSYM. Because it was not felt to be a problem, admission to the universities before the 1950s was dependent on high school grade point averages. When the number of test takers exceeded university capacity, a national matriculation exam was administered by the Ministry of Education. In 1950s, universities started to give their own examinations which were basically comprised of essay-type questions. This brought the issue of subjectivity of ratings, so objective tests started to be administered by the universities. However, as stated by OSYM, this brought the issue of independent practice of universities, so they decided to centralize the entrance examination. Meanwhile, there had been a great increase in the number of high school graduates and dependent on this the number of candidates for university admissions. Then in 1974, OSYM took over the responsibility of preparing, administering and score reporting of the university entrance examination. Since then, there have been several (major and/or minor) changes in both the format and the administration of the test, and an outstanding increase in the number of examinees, as seen in Figure 3.

![Figure 3 Number of Applicants for the Student Selection Examination and Those Placed in Higher Education between 1974 and 2005 (OSYM, 2006)](image)
The most recent exam, first administered in 2006, consists of two sections, which are administered on the same day (except for the foreign language examination). The morning section (OSS) is meant to be testing quantitative and verbal reasoning abilities, consisting of questions in Turkish, Math, Natural Sciences and Human Sciences, which require academic knowledge of the high school curricula. Test takers need to answer all of the questions regardless of their specialization in this section. In the afternoon section, examinees take the test according to their area of specialization, which they decided when they were in the tenth grade. For instance, if they are specialized in natural sciences, they are supposed to answer questions in Math, Physics, Chemistry and Biology; if they are specialized in foreign languages then they just need to take the language test-English, German or French. However, the foreign language exam is not administered on the same day with other tests. The reason for this, according to the explanations of Ministry of Education, is the relatively low number of students taking the test. Thus, the test is administered a week after, in forty cities that have universities. The English foreign language test, which is the major concern of this paper, is prepared to measure the candidate’s level of prior achievement in the respective language which can be assumed to make up most of the necessary cognitive prerequisites of higher learning in foreign languages and literatures. Each of the foreign language tests contains approximately 100 items. Information concerning these exams, such as item types, scoring methods, weighing of each section, etc. is made public through the examination guide book and web page of OSYM. Candidates are essentially evaluated on the basis of their performance on the examinations together with their academic achievement (grade-point averages) in high school. Almost two months after the test, students are mailed the results, and depending on their score, they prepare a list in which they include the universities and majors they would like to get in. Four factors are taken into consideration in the selection and placement of students in higher education programs:

a) The quota, i.e., the maximum number of students to be admitted to each higher education program.

b) The rank of the scores of candidates wishing to enter the same higher education programs.

c) The candidates’ list and ranking of higher education programs.
d) Special requirements of the higher education programs, if any (e.g., females only; foreign language test must have been taken in a specific foreign language, etc.) (OSYM, 2006).

2.4.2 The structure of the test

High school graduates who chose foreign languages as their area of specialization in the tenth grade take the YDS test in order to get into the language departments – English language education, English language and literature, translation studies, and tourist guidance – of universities, most of which the medium of instruction is English. The Test Development and Research Unit of OSYM carries out the work for item development, test construction, item analysis, and related research for all the tests used by OSYM. Each measurement group is a small working team consisting of measurement specialists, item writers, and subject-area specialists. Test items are specified and written in the measurement groups. Each item goes through the following steps:

1. Group review
2. Review by measurement specialist in terms of the basic principles of item writing
3. Review by editor in terms of the use of language in writing
4. Review by subject-area specialist
5. Final review of the item after all improvements
6. Coding and filing

At present, tryout of the newly constructed tests before use, and test development using the results of the tryout is not considered feasible due to the anticipated difficulties in test security. Test and item analysis is carried on before scoring, and answers to the faulty items, if any, are omitted in scoring. The results of the test and item analysis are also used as feedback by the item writers, reviewers, and editors.

The YDS is comprised of 100 multiple choice test items that measure the vocabulary and grammar, translation, and reading comprehension (approximately 25%, 15% and 60% of the items, respectively) level of examinees. As clearly seen, speaking, listening, and writing are not tested in YDS. The number of correct and incorrect answers is counted. The raw score for each test is obtained by subtracting ¼ of the number of incorrect answers from the number of correct answers. Then, as a preparation for the calculation of the composite scores
to be used in selection and placement decisions, each candidate’s raw scores are transformed
to standard T-scores (a score scale with an arithmetic mean of 50 and standard deviation of
10). This transformation is carried by using the arithmetic means and standard deviations of
the respective score distributions for candidates who are in the last year of secondary
education. The final scores of the test takers are calculated by taking high school GPA, OSS
scores, and YDS scores into consideration (OSYM, 2006). In 2006, out of 1,678,383 high
school graduates who applied for the university entrance examination, 32,983 students
applied to take the YDS, and 32,216 of them actually took the test.
CHAPTER 3
METHODOLOGY

3.1 Participants
Four groups of 85 participants took part in the study. The first group included thirty-six senior high school students who were going to take the test. The second group consisted of ten English teachers teaching senior high students; the third group was twenty-six freshman and sophomore college students who had taken the test and got into the university-language majors. The last group consisted of thirteen professors teaching language major classes at the college level, and English Composition and Research Skills, Writing, Lexis, Survey of English Literature were among the classes they taught. It needs to be acknowledged that the number of teacher and professor participants is low; however, this is an exploratory study to begin to try to understand the impact of the test. Participant profile can be seen in Appendix A.

3.2 Materials and Procedure
As seen in the review of the impact studies, the methods adopted for the washback studies are based on surveys, interviews, testing measures, classroom observations or a combination of these (Alderson & Wall, 1993; Shohamy, 1992; Shohamy, Donitsa-Schmidt, Ferman, 1996; Watanabe, 1996; Qi, 2005). In order to be able to answer the research questions, a combination of quantitative and qualitative data is collected through surveys for this study. Data triangulation is provided by means of four types of questionnaires: senior III student, language teacher, college student, and professor surveys. Except for the high school student survey, all questionnaires are written and delivered in English.

High School Student Questionnaire
The student questionnaire was written in English and then translated to Turkish so as not to cause any misunderstandings due to the language barrier, and to minimize reliability and validity problems caused by language factors.
Teacher Questionnaire

The teacher questionnaire was adapted from the survey used in Qi’s (2005) washback study on a national language test (NMET) in China which is quite similar to the YDS in Turkey. The questionnaire was prepared and delivered in English.

College Student Questionnaire

First and second year language majors are included in order to find out whether the students’ attitudes towards language learning and the YDS change after they get into the university, where they have to use English as a medium of instruction, and a higher level of communicative language ability is required. The survey is prepared and delivered in English.

Professor Questionnaire

Professors teaching freshman and sophomore classes were included in the study to see how they evaluated the test and how efficient it was in determining the proficiency level of their students.

To sum up, all participants were asked questions about their attitudes towards the test, and senior III students and language teachers were asked what they did in English classes by means of likert scale items, multiple choice/multiple answer items, and open ended questions. Below most of the questions, a space was provided in case participants would like to comment on some issues that are not included in the item itself. The last group of questions was about the perceptions of senior III English learning and the same questions were asked all of the participants in order to be able to have cross-comparisons.

The surveys were put online using eserver.org which uses php surveyor to create online surveys in order to make it more efficient to administer the questionnaires and analyze the results. Esever.org is an e-publishing cooperation based at Iowa State University where researchers and writers can publish their work free of charge (Sauer, 2007). However, to be able to prepare and activate an online survey, researchers need to have an administrator password, which was kindly provided by Dr. Geoffrey Sauer for this study. As for Php surveyor, it is an open source online survey tool which authorizes users to develop, publish and collect responses to surveys. Once the surveys were activated in the server, an invitation e-mail was sent out to prospective participants with a link to the survey. After the participants
finished answering questions they submitted and the surveys were saved in the server database.

3.3 Data Analysis

Data analysis for each research question involved descriptive statistics. The questionnaire data were analyzed to extract frequencies and means as a cross check on the differences in behaviors and attitudes of different stake-holders. Likert scale items are given values from 1 to 5 to calculate the mean and standard deviation.

To address the first and second research questions examining the impact of the YDS on senior III English classrooms, high school students and teachers are asked to report what they do in the classroom, what they actually want to do, what they think about senior III English classrooms and about the target test, YDS. The frequencies and means are calculated using Microsoft Excel.

The third research question examines whether the attitudes of test takers towards language learning and the test change once they pass the test and start college level education. To be able to answer this question means and frequencies about the attitudes are extracted using Microsoft Excel and a manual comparison of the data is conducted by the researcher.

The last research question aims at discovering what professors think about teaching to the test, and how successful the outcomes of this particular system. Again, descriptive statistics are used to answer this research question looking at the attitudes and opinions of the professors based on their self reports.
CHAPTER 4

RESULTS

In this chapter, the results of the data are presented based on the surveys given to the participants, and framed around the research questions. The answers of each group are analyzed and illustrated by means of tables and figures.

4.1 Washback on senior III classrooms

The first and second research questions aim at discovering how the YDS affects attitudes and behaviors of senior high school students and English teachers. The data comes from the self reports of participants.

4.1.1 Washback on students

To see how important the test is, students were asked how they would feel if they could not pass the test, and they used phrases like “bad”, “very bad”, “down”, “very sad”, “depressed”, and so on. One of them said “absolutely terrible, that would be the end of the life” (HS20). They also expressed that they would feel like they wasted the whole year or all of their school life (HS1, HS8, HS9). Few of them stated that they would feel really bad at first but realize that it was not the end of their life, so they would learn from their experience and study harder the following year (HS11, HS17, HS18, HS25).

As can be seen in Table 1 and 2, students are almost neutral about the test or at least they do not have any negative feelings about its being fair or good enough to test their English proficiency. Thus, they believe that if they score high on the test, they will be successful when they start their tertiary education, and especially grammar, vocabulary, and reading part of the test will be helpful.

<table>
<thead>
<tr>
<th>Items</th>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings about the test</td>
<td>YDS is a good test in measuring my proficiency</td>
<td>3.21</td>
<td>0.95</td>
</tr>
<tr>
<td></td>
<td>YDS is a fair test</td>
<td>2.97</td>
<td>1.01</td>
</tr>
<tr>
<td></td>
<td>If I pass the YDS, I will be successful at the university</td>
<td>3.54</td>
<td>1.29</td>
</tr>
</tbody>
</table>
Table 2 Attitudes towards the YDS

<table>
<thead>
<tr>
<th>Items</th>
<th>Variables</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The areas that students practice most</td>
<td>Grammar</td>
<td>29</td>
<td>80.6%</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>19</td>
<td>52.8%</td>
</tr>
<tr>
<td></td>
<td>Translation</td>
<td>16</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>20</td>
<td>55.6%</td>
</tr>
<tr>
<td></td>
<td>Cloze Test</td>
<td>22</td>
<td>61.1%</td>
</tr>
<tr>
<td></td>
<td>Sentence Completion</td>
<td>19</td>
<td>52.8%</td>
</tr>
<tr>
<td></td>
<td>Odd one out</td>
<td>17</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The sections that will be helpful in college</th>
<th>Variables</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>25</td>
<td></td>
<td>69.4%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>28</td>
<td></td>
<td>77.8%</td>
</tr>
<tr>
<td>Reading</td>
<td>24</td>
<td></td>
<td>66.7%</td>
</tr>
<tr>
<td>Translation</td>
<td>22</td>
<td></td>
<td>61.1%</td>
</tr>
<tr>
<td>Cloze test</td>
<td>8</td>
<td></td>
<td>22.2%</td>
</tr>
<tr>
<td>Sentence Completion</td>
<td>8</td>
<td></td>
<td>22.2%</td>
</tr>
<tr>
<td>Odd one out</td>
<td>7</td>
<td></td>
<td>19.4%</td>
</tr>
<tr>
<td>Dialogue completion</td>
<td>14</td>
<td></td>
<td>38.9%</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>All</td>
<td>10</td>
<td></td>
<td>27.8%</td>
</tr>
</tbody>
</table>

Note: Multiple answers are allowed, so the sum is not equal to 100%

Approximately 58% of the students practice for the test three to four hours a day. If the fact that students have to attend school almost eight hours a day is taken into consideration, these additional three or four hours are really extra burden for them. In Turkey, there are a lot of private courses that prepare students just for the university entrance exams and their prices are reasonably high. In addition to these private courses, students sometimes hire tutors which are even more expensive than private courses (a range of $50 to 100 per hour). 61% of the high school participants stated that they were attending to private courses and 11% had tutors (see appendix B). They believe that they need to go to a private course or have a tutor because they have some areas that they feel incompetent. Tutoring is especially helpful because one-to-one teaching gives them more chance to practice for the test and ask the issues that they could not understand. As for the area of the test they practice most, the most popular answer was grammar, with a percentage of 80.6. Other popular answers were cloze test (61.1%), reading (58.4%), and vocabulary and sentence completion (52.8%) as can be seen in Table 2.
4.1.2 Washback on teachers

To see whether there are some other factors that make teachers arrange their activities around the test syllabus (other than their personal desire to help students get a high score in the test) teachers were asked who would complain if they did not prepare students for the test, and how their students’ YDS scores affect them. As seen in Table 3, the mean of likert scale items from strongly disagree to strongly agree is around three. Teachers are almost neutral about the impact of the test; however, relatively high standard deviations imply that students’ test scores will affect some teachers but not others. Also, students’ YDS scores will affect teachers in terms of popularity with students, sense of achievement, status in the eyes of colleagues, popularity with parents, status in the eye of administrators, self evaluation, and promotion.

<table>
<thead>
<tr>
<th>Items</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will complain if the teacher does not prepare the students for the test</td>
<td>some school administrators</td>
<td>3.11</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>some students</td>
<td>2.80</td>
<td>1.55</td>
</tr>
<tr>
<td></td>
<td>some parents</td>
<td>2.67</td>
<td>1.58</td>
</tr>
<tr>
<td>Students’ YDS scores will affect you in the following aspects</td>
<td>popularity with students</td>
<td>3.25</td>
<td>1.67</td>
</tr>
<tr>
<td></td>
<td>sense of achievement</td>
<td>3.10</td>
<td>1.37</td>
</tr>
<tr>
<td></td>
<td>status in the eyes of colleagues</td>
<td>3.22</td>
<td>1.09</td>
</tr>
<tr>
<td></td>
<td>popularity with parents</td>
<td>3.22</td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td>status in the eye of administrators</td>
<td>2.56</td>
<td>1.42</td>
</tr>
<tr>
<td></td>
<td>self evaluation</td>
<td>3.11</td>
<td>1.54</td>
</tr>
<tr>
<td></td>
<td>promotion</td>
<td>3.00</td>
<td>1.41</td>
</tr>
</tbody>
</table>

Note: Based on 6-point scale from 0 (I don’t know) to 5 (strongly agree)

As seen in Table 4, the teachers’ attitudes towards senior III language learning and teaching explain the reasons for tailoring classroom activities around the exam syllabus. Their opinion that even if the students have a high proficiency of English, they may not perform well enough on the test without any test preparation leads to test-like activities. They see themselves responsible for increasing the test scores of the students and feel obliged to teach what is tested in the YDS rather than teaching what is necessary to improve the general English proficiency.
Table 4 Teachers’ attitudes towards senior III language learning and teaching

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior III English is affected by the YDS</td>
<td>4.50</td>
<td>0.71</td>
</tr>
<tr>
<td>Teaching to the test helps to raise test scores</td>
<td>4.22</td>
<td>0.67</td>
</tr>
<tr>
<td>The Senior III English course should focus on textbooks to improve students’ English proficiency</td>
<td>3.38</td>
<td>0.65</td>
</tr>
<tr>
<td>If a student has a high proficiency of English s/he will be able to get a high score without much test preparation.</td>
<td>2.50</td>
<td>0.85</td>
</tr>
<tr>
<td>Teachers have to teach what is tested in the YDS</td>
<td>3.70</td>
<td>1.16</td>
</tr>
<tr>
<td>It is teachers’ responsibility to help students raise</td>
<td>3.60</td>
<td>0.69</td>
</tr>
<tr>
<td>The immediate goal of English learning in senior III is to help students obtain high scores in the YDS</td>
<td>3.70</td>
<td>0.82</td>
</tr>
<tr>
<td>The long term goal of English learning at secondary schools is to develop the ability to use the language</td>
<td>3.30</td>
<td>0.67</td>
</tr>
<tr>
<td>YDS is the controlling factor in senior III English teaching and learning</td>
<td>4.00</td>
<td>0.82</td>
</tr>
</tbody>
</table>

4.1.3 Washback on classroom activities

The medium of instruction is one of the most important indications of how communicative the classroom activities are. As seen in Table 5, most of the teachers use only Turkish, or a switch from one language to the other occurs. The ones who said half English half Turkish and mainly English but Turkish when needed were also asked in what situations teachers switched to Turkish. The answers were when the teachers explained the answers to sample test questions, when students could not grasp the topic, when the meaning was lost in translation, and in grammar explanations. This might indicate that most of the classroom activities are structure-based exercises which sometimes require explicit explanation.

As for the classroom activities reported by teachers and students, it is seen that reviewing grammar, practicing for the test, and taking mock tests are the most popular activities that serve for the test preparation. However, the huge difference between teachers and students in reviewing vocabulary might be misleading because although it was included in the teacher questionnaire, it was not included in the student survey. One student wrote it in the other cell. The other students might not have thought of it as they did not see it in the item. Another difference can be seen in practicing reading. Teachers might have written what they think should be taught while students included just the ones that they actually did in the class. This might also be an explanation for practicing speaking, listening, and writing. Students stated that they never did those kinds of activities although one teacher said they did so. On the other hand, the frequency data implies that, even if it is very rare, the skills not
measured in the test (speaking, listening, and writing) might be done in some senior III English classrooms (See Table 5 and 6).

### Table 5 Classroom Activities

<table>
<thead>
<tr>
<th>Items</th>
<th>Variables</th>
<th>Teachers (N=10)</th>
<th>Students (N=36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium of instruction</td>
<td>English only</td>
<td>10%</td>
<td>2.8%</td>
</tr>
<tr>
<td></td>
<td>Mainly English but Turkish when needed</td>
<td>40%</td>
<td>13.9%</td>
</tr>
<tr>
<td></td>
<td>Half English half Turkish</td>
<td>20%</td>
<td>38.9%</td>
</tr>
<tr>
<td></td>
<td>Turkish only</td>
<td>30%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Classroom activities</td>
<td>study the lessons in the textbooks</td>
<td>30%</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>review grammar</td>
<td>90%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>review vocabulary</td>
<td>90%</td>
<td>2.8%</td>
</tr>
<tr>
<td></td>
<td>practice reading</td>
<td>90%</td>
<td>41.7%</td>
</tr>
<tr>
<td></td>
<td>practice listening</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>practice translation</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>practice writing</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>practice speaking</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>work on sample test items</td>
<td>70%</td>
<td>94.4%</td>
</tr>
<tr>
<td></td>
<td>mock tests</td>
<td>80%</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

### Table 6 Frequency of classroom activities

<table>
<thead>
<tr>
<th>Variables</th>
<th>Teachers (N=10)</th>
<th>Students (N=36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>practice writing</td>
<td>2.2 0.92</td>
<td>1 0</td>
</tr>
<tr>
<td>summarizing grammar rules</td>
<td>4.1 1.20</td>
<td>3.91 1.31</td>
</tr>
<tr>
<td>practice cloze items</td>
<td>3.9 0.57</td>
<td></td>
</tr>
<tr>
<td>explaining answers to exercises/practice for the test</td>
<td>4.1 1.20</td>
<td>3.91 1.27</td>
</tr>
<tr>
<td>practice listening</td>
<td>2.5 1.35</td>
<td>1.22 0.66</td>
</tr>
<tr>
<td>lecturing on vocabulary</td>
<td>3.89 0.78</td>
<td>3.62 1.16</td>
</tr>
<tr>
<td>lecturing on test taking strategies</td>
<td>4 0.82</td>
<td>3.14 1.40</td>
</tr>
<tr>
<td>Group/pair work</td>
<td>2.4 0.97</td>
<td>2.00 1.33</td>
</tr>
<tr>
<td>practice speaking</td>
<td>2.8 0.79</td>
<td>1.70 0.85</td>
</tr>
<tr>
<td>practice reading</td>
<td>3.8 1.14</td>
<td>2.09 1.15</td>
</tr>
<tr>
<td>do multiple choice grammar items</td>
<td>4.6 0.52</td>
<td>*</td>
</tr>
</tbody>
</table>

Note: * refers to missing data

In addition to what they did in the classroom students were asked what they wanted their teachers to do to discover whether they pushed their teachers to include test-like activities to raise their scores rather than doing communicative activities to increase their ability to use the language. As seen in Figure 4, although students want to prepare for the test by taking mock tests, practicing grammar, vocabulary, and reading, they are also willing to
do speaking, listening, and writing activities. However, it is seen that their major concern is to practice for the test as much as possible. Another finding is that they do not want to follow the textbook. Although it might be speculated that they do not like the textbook they are assigned, the content of the book is not known.

![Figure 4 Comparison of what students do in the classroom and what they want to do](image)

**Figure 4** Comparison of what students do in the classroom and what they want to do

### 4.1.4 Washback on learning/teaching materials

To see how English is taught and learned in senior III, students were asked if they used any textbooks. 63.9% of student participants stated that they did not use any textbooks. It was interesting to see that the textbook that the remaining used was the ELS (English Language Studies) textbook, which is a test preparation material. Because the purpose of the book is to practice for the test, it is quite different from other ESL textbooks on the market. It gives a very detailed review of formal English grammar and includes multiple choice questions to consolidate grammar explanations. It is published by ELS Publishing Ltd. and written by a Turkish author.

According to the reports of teachers, YDS past papers are the most used ones with 90%, and test preparation materials follow the past exam papers with 80%. Self compiled materials were preferred by 60% of the teachers, and when they were asked to write what
kind of materials they compile, it was seen that they were also basically test preparation materials such as grammar books, test booklets, handouts, YDS past papers, and ELS issues. In conclusion, classroom materials used in the classroom indicate that senior III English teaching and learning are affected by the short-term goal of stake-holders which is to score high on the test (See Table 7 and 8)

<table>
<thead>
<tr>
<th>Items</th>
<th>Variables</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The materials used (teachers)</td>
<td>textbooks</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>YDS past papers</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Self-compiled materials</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Test preparation materials</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>other</td>
<td>10%</td>
</tr>
<tr>
<td>The average number of teaching/coaching students per week</td>
<td>4-8 hours</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>9-12 hours</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>13-15 hours</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>more than 15 hours</td>
<td>30%</td>
</tr>
<tr>
<td>Number of mock tests that students take</td>
<td>0 to 9</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>10 to 19</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>20 to 29</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>30 to 39</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>40 or more</td>
<td>30%</td>
</tr>
</tbody>
</table>

Table 8 Classroom materials (student reports)

<table>
<thead>
<tr>
<th>Items</th>
<th>Variables</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you using textbooks</td>
<td>Yes</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>63.9%</td>
</tr>
<tr>
<td>Are you taking mock tests at school</td>
<td>Yes</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>27.8%</td>
</tr>
<tr>
<td>How many mock tests do you take in a week</td>
<td>Mean</td>
<td>2.09</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>1.26</td>
</tr>
</tbody>
</table>

Note: The sum is not equal to 100% due to missing data
4.2 Before and after taking the test

The third research question is aimed at discovering whether the attitudes of students towards the YDS and language learning change when they get in the university. For this reason, attitudes of high school students and college students towards the test and language learning are compared and contrasted based on their self-reports.

4.2.1 YDS score and college success

To be able to compare how high school students and college students perceive the test, college students were asked about their current success at college; how they performed in YDS, how effective YDS was in terms of determining their success at college. When 4 students, who did not answer the question, were excluded, the average GPA score of 22 students is 3.13/4.00, and the standard deviation is 0.46 (see Figure 4). They were asked whether they were having any difficulties in their classes because the medium of instruction was English. Only 6 out of 26 students stated that they had difficulties and the average GPA of these six students was 3.27/4.00 and the standard deviation was 0.28. This relatively high average GPA score indicates that students do not have much difficulty in their college level classes.

![Figure 5 GPAs of college students](chart.png)
Two follow-up questions were asked to those students who thought they were having difficulties in terms of what area of language they were having problems most and why. As seen in the following quotes from the answers, students think that their high school education is one of the reasons for having language related problems. Only one student stated that the reason was lack of practice and self-confidence.

- because I have never practiced speaking before the university, so, I have difficulty now (CS7)
- because in high school we prepared for only YDS (CS8)
- speaking skills are seen as unimportant in high schools so no one gives much importance to it. (CS10)
- inappropriate teaching in high school (CS17)
- the English education in Turkey is not interactive enough (CS23)

Speaking was the skill that was chosen by all of the students, who stated that they had language related problems as an area that they needed to improve. Listening and writing were the other two areas that were selected by two and one participants respectively. Similarly, college students were asked whether they thought they performed well in YDS regardless of their scores. Only two of them expressed that they did not do well enough. Depending on their answers to this question, there were two conditional follow up questions about the perceived correlation between the YDS score and success at college were asked. Out of twenty three students who said they performed well in YDS, five of them think that they are doing well in their college classes. The number of students who do not think like that was ten, and eight of them preferred the neutral answer. The number of students having difficulties despite having a high score on YDS was five, and fourteen students stated that they did not have many problems in their college classes. One of them commented that she sometimes had difficulty in reading especially literary texts like poems (CS9). Out of two students who stated that they did not perform well enough in YDS, one of them expressed that even though he did not get a perfect score in YDS, he was doing well in his college classes. (See Table 9). However, some students commented that the relationship between YDS score and success at college was quite weak as reflected in the following quotes.

- YDS does not evaluate students' level of speaking. (CS2)
- the lectures in school and the content of YDS is poorly related (CS5)
- as I said before, YDS is not a good measurement for this. If one is not good reader or writer in English, he/she can not do well in college classes because most of our classes require us to read or write extensively, but YDS is only a multiple-choice exam that make us only decide which option is true. (CS9)
- if one has a good English background, he/she can do well both in YDS and in college classes. But doing well in YDS alone is not enough. The key point is the background. (CS9)
As I think YDS is not good enough, I don't think Taking good grade from it means to have a good performance in the university. (CS26)

<table>
<thead>
<tr>
<th>Did you perform well in YDS?</th>
<th>Yes</th>
<th>23</th>
<th>No</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I performed well in YDS, I can perform well in my college classes</td>
<td>Strongly agree</td>
<td>8</td>
<td>Agree</td>
<td>8</td>
</tr>
<tr>
<td>Because I did not perform well in YDS, I am having difficulties in my classes</td>
<td>Strongly agree</td>
<td>1</td>
<td>Agree</td>
<td>1</td>
</tr>
<tr>
<td>Even though I performed really well in YDS, I am having difficulties in my classes because of English</td>
<td>Strongly agree</td>
<td>5</td>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Even though I did not perform well in YDS, I do not have any language related problems in my classes</td>
<td>Strongly agree</td>
<td>1</td>
<td>Agree</td>
<td>1</td>
</tr>
</tbody>
</table>

I believe there is no connection between the performance in YDS and performance in college classes

| Strongly agree | 2 | Agree | 10 | Somewhat agree | 9 | Disagree | 4 | Strongly disagree | 1 |

Note: One participant skipped this question

4.2.2 Students’ attitudes towards the YDS

As for the effectiveness of YDS in measuring their overall language ability, high school students had a mean of 3.11 (SD =1.27). The mean for college students, on the other hand decreases to 2.61 (SD=0.89) which indicates that college students do not trust the test in measuring language ability. These students commented that YDS was not comprehensive enough to show their actual proficiency level.

Most skills are not tested in YDS. (Writing, Listening, Speaking) (CS4)
because all of the questions are multiple-choice, it dont think it is a reliable criterion for our proficiency in English since i believe the language performance is the outcome of our reading, writing, listening and speaking abilities. yds scores can only give limited clues about our english competence. (CS9)
the skills we were examined was not varied (CS13)
In YDS they are measuring my grammar, reading ability so on. They don't know if I can speak the language appropriately or if I am comfortable with my pronunciation, which I think consists of a major part of a language learning. (CS22)
I believe that YDS is juzt not enough and it measures the wrong thing. It is not a good way to measure people's level of english. (CS26)

To the question of what they would add if they had a chance to change the YDS, 96.1% of the students expressed that they would add speaking, and 88.46% said they would add listening and writing sections. The least popular answer with 3.9% was more grammar. 19.23% preferred some more vocabulary and translation, and 26.92% stated they would include more reading. As seen in Table 10, these least popular answers were among the most
popular choices of high school students that improving in those skills would help them in their college classes.

| Table 10 Comparison of attitudes towards the possible predictive function of the test |
|---------------------------------------------|-------------------------------|
| **High school students** | **College students** |
| *The sections of the YDS that will be helpful at university* | *What should be added to the YDS* |
| **Variables** | **Percentage** | **Variables** | **Percentage** |
| Grammar | 69.4% | More grammar | 3.9% |
| Vocabulary | 77.8% | More vocabulary | 19.2% |
| Reading | 66.7% | More reading | 26.9% |
| Translation | 61.1% | More translation | 19.2% |
| Cloze test | 22.2% | Speaking | 96.1% |
| Sentence Completion | 22.2% | Listening | 88.5% |
| Odd one out | 19.4% | Writing | 88.5% |
| Dialogue completion | 38.9% | |
| None | 0% | |
| All | 27.8% | |

Note: Speaking, Listening, and writing are not included in the high school questionnaire because they are not included in the test battery.

4.2.3 Attitudes towards senior III language learning and teaching

Teaching to the test

As can be seen in Table 11, both high school students and college students think that senior III English is affected by the test and teaching to the test helps to raise the scores. This might be because they think that even if a student has a high proficiency of English, s/he may not perform well on the test. It requires extra practice, developing test taking strategies and getting familiar with the question types. However, there is a slight difference in terms of whether teachers need to teach whatever tested in the YDS. College students are more skeptical about this than high school students. Both groups of students are neutral about whether the textbooks should be used to improve the ability to use the language. One college student commented that “textbooks as well as speaking, writing and listening activities should be employed, I don’t feel confident enough in speaking because speaking is undervalued in my high school (HS9).”

| Table 11 Teaching to the test for higher scores |
|-----------------------------|-----------------------------|
| **Items** | **High school students** | **College students** |
| | **Mean** | **SD** | **Mean** | **SD** |
| Senior III English is affected by the YDS | 4.42 | 0.69 | 4.08 | 0.80 |
| Teaching to the test helps to raise test scores | 4.42 | 0.69 | 4.08 | 0.80 |
| The Senior III English course should focus on textbooks to improve students’ English proficiency scores | 2.85 | 1.21 | 2.89 | 1.33 |
Table 8 continued

<table>
<thead>
<tr>
<th>Items</th>
<th>High school students</th>
<th>College students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>If a student has a high proficiency of English s/he will be able to get a high score without much test preparation.</td>
<td>2.44</td>
<td>1.16</td>
</tr>
<tr>
<td>Teachers have to teach what is tested in the YDS</td>
<td>3.89</td>
<td>1.13</td>
</tr>
<tr>
<td>It is teachers’ responsibility to help students raise</td>
<td>2.75</td>
<td>1.08</td>
</tr>
</tbody>
</table>

**Short term vs. long term goals of language learning**

As seen in Table 12, college students and high school students do not differ considerably in terms of how they perceive language learning in senior III classrooms. Nevertheless, there is a slight difference in the long term goal of language learning that college students are more positive that it is (or at least should be) to improve the ability to use the language. This does not mean that students’ perceptions of language learning do not change at all. As stated in previous sections, they feel the lack of practice in speaking, listening and writing and they should be added to the test battery. What does not change is the immediate goal of language learning in senior III classrooms. It seems that however the test is like, the main purpose will always be to score high on the test, and tailor the classroom activities accordingly. So, if the test was a more communicative and integrative one, classroom activities could also be so.

Table 12 Goals of language learning

<table>
<thead>
<tr>
<th>Items</th>
<th>High school students</th>
<th>College students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>The immediate goal of English learning in senior III is to help students obtain high scores in the YDS</td>
<td>3.74</td>
<td>1.04</td>
</tr>
<tr>
<td>The long term goal of English learning at secondary schools is to develop the ability to use the language YDS is the controlling factor in senior III English teaching and learning</td>
<td>3.03</td>
<td>1.42</td>
</tr>
<tr>
<td></td>
<td>3.31</td>
<td>1.28</td>
</tr>
</tbody>
</table>

Note: Based on 5-point scale from 1 (strongly disagree) to 5 (strongly disagree)

**4.3 Products of teaching to the test**

The last research question is aimed at discovering professors’ opinions about the YDS in terms of measuring students’ proficiency level. They also commented on senior three classroom practices and goals, and how YDS should be changed to trigger more communicative activities that would result in higher proficiency to use the language.
4.3.1 Professors’ opinions about their students

Professors were asked questions about how they evaluate their students’ proficiency levels and their attitudes towards the YDS. Because the students are English majors, they are expected to be advanced learners of English. Nonetheless, as summarized in Table 13, only four professors think that their students are advanced level learners. Even though they stated that their students were advanced learners, professors also expressed that their students were having difficulties in speaking and writing. This refers back to the negative impact of teaching to the test.

<table>
<thead>
<tr>
<th>Table 13 Professors’ evaluations of proficiency level of their students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items</strong></td>
</tr>
<tr>
<td>Overall proficiency</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Language components that students have difficulty with</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| | all skills | 2 | 15.4%
| | other (can’t evaluate) | 1 | 8.3% |

4.3.2 Attitudes towards the test and its predictive function

Before their attitudes were asked, the researcher wanted to know what and how much professors knew about the test, so they were asked whether they had had a look at the previous years’ YDS questions, and what was tested in YDS. It was seen that none of them had a look at the test, although it was published in daily newspapers every year, the day after the test, and can easily be found online. They were also asked what they thought was tested in YDS and what should have been tested.

As illustrated in Figure 6, the results indicate that although formal English grammar is one of the areas that students are tested most, professors believe that it should not take that much of the whole test battery. A large difference can also be seen in general English proficiency and Academic English ability; general English ability should be tested twice as much as the current test, and academic English should be almost three times more. They also
add two more sections, writing and listening, and speaking, as the areas that needed to be tested; however, the small percentage may be misleading because these skills were not included in the item itself. The professors who indicated that they needed to be added wrote them in the comments section. The others may not have thought of it because they did not see in the item itself. One of them thinks that translation ability of the students needs to be measured.

![Figure 6 What do professors think is tested and should be tested in YDS?](image)

As for attitudes towards the YDS, professors were asked how they viewed the test in terms of measuring language ability, how the score in YDS was related to the success at college, and what they think about multiple choice format as a way of measuring language ability. As summarized in Table 14, more than half of the professors (53.9%) do not agree that YDS is a good test in measuring test takers’ language ability. However, there is not a consensus among the participants in terms of possible positive correlation between the test score and college success.
Table 14 Attitudes towards the test

<table>
<thead>
<tr>
<th>Items</th>
<th>Strongly agree</th>
<th>agree</th>
<th>somewhat agree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>no answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe YDS is a good test in terms of measuring language ability</td>
<td>-</td>
<td>7.7%</td>
<td>23.1%</td>
<td>53.9%</td>
<td>-</td>
<td>15.4%</td>
</tr>
<tr>
<td>I believe that students who got higher scores in YDS are more successful in their college classes</td>
<td>-</td>
<td>30.8%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>15.4%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Apart from this quantitative data, some professors commented that success at college was not directly related to the YDS scores as can be seen in the following quotes.

Academic success is not directly related to English level. (P8)
I think their success in YDS concerning scores may not be a good criterion to make an accurate judgment of students' overall performance. I've had some students whose performances in class are relatively poor in contrast to their success in YDS. Therefore, we can't make a generalization that students with higher scores perform better than others in terms of language use (P13)
YDS is just a test shows us those successful students have good testing skill. (P11)

In an open-ended item, professors were wanted to state their opinions about the effectiveness of the multiple choice format in a language test. Only one of them expressed that there was nothing wrong with the format but the quality of the content of the test was low (P5). One of them pointed that although it was hard to prepare, multiple choice tests were fast, efficient, practical, and objective (P7). Others stressed the fact that this format left out some important skills in language learning such as literature, writing, speaking, and listening and there was always the possibility of guessing the answer as can be seen in the following quote.

By means of a multiple choice test, students' English proficiency may be assessed to a certain extent but this can't be an indicator of what students actually know. In such exams, some of the questions may be responded just because of students' being familiar with the test technique, or by eliminating some of the distracters. Students' answering some of the questions by chance or by trial-error doesn't guarantee their success in actual performance, i.e in daily use (P13)

Participants also think that performance or competence tests would be a better way of measuring language proficiency:

I certainly don't think it's valuable as the only form of test. Tests involving productive skills (e.g. essays, comprehension-criticism tasks, commentaries, interviews, speaking tasks) should also be used. (P2)
multiple choice tests show knowledge, they don't show competence. essays can be better. (P6)
Actually, it depends on what do we want to test. A multiple choice test, like YDS itself, would not be able to test the speaking and listening skills. A TOEFL like exam would be more appropriate. (P11)
One participant brought the issue that given the vast number of students taking the YDS, there didn’t seem to be an alternative. (P4)

### 4.3.3 Professors’ attitudes towards senior III language learning and teaching

Like other participants, professors also opine that teaching to the test helps to raise the test scores as can be seen in Table 15. One professor adds that “by being familiar with the test format, students may raise their test scores. Their time management, being familiar with the instructions and exam sections all contribute to their success positively, or vice versa” (P13). However, two professors commented that the aim is just to score well on the test—but this is true of all components of the university entrance exam, not just the language test. (P4). One participant elaborated that “I strongly believe that curriculum of senior 3 is designed/developed in a way that will serve for the needs of students in YDS. The priority is always given to the exam preparation rather than language proficiency” (P13). One professor stated that the whole testing system affects what students learn and they do not focus on regular classroom activities (P12).

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior III English is affected by the YDS</td>
<td>3.31</td>
<td>1.38</td>
</tr>
<tr>
<td>Teaching to the test helps to raise test scores</td>
<td>4.36</td>
<td>0.50</td>
</tr>
<tr>
<td>The Senior III English course should focus on textbooks to improve students’ English proficiency</td>
<td>3.46</td>
<td>1.20</td>
</tr>
<tr>
<td>If a student has a high proficiency of English s/he will be able to get a high score without much test preparation.</td>
<td>2.83</td>
<td>1.19</td>
</tr>
<tr>
<td>Teachers have to teach what is tested in the YDS</td>
<td>2.64</td>
<td>0.92</td>
</tr>
<tr>
<td>It is teachers’ responsibility to help students raise</td>
<td>2.82</td>
<td>1.33</td>
</tr>
<tr>
<td>The immediate goal of English learning in senior III is to help students obtain high scores in the YDS</td>
<td>3.17</td>
<td>1.34</td>
</tr>
<tr>
<td>The long term goal of English learning at secondary schools is to develop the ability to use the language</td>
<td>3.67</td>
<td>1.37</td>
</tr>
<tr>
<td>YDS is the controlling factor in senior III English teaching and learning</td>
<td>3.91</td>
<td>0.94</td>
</tr>
</tbody>
</table>

From the comments of some professors, it is seen that textbooks should not be the only materials; they believe that they should be supplemented by some other materials and extra activities targeting writing, speaking, literature, and self expression. One professor added that;

In our current educational system, students' having higher scores in YDS is far more important than their having full mastery over the language. I believe that the opposite
should be the case. Students' general English proficiency shouldn't be ignored for the sake of exam preparation. Both could be achieved by means of effective curricula.” (P13).

Two professors stated that students’ needs should come first (P12, P13).

The relatively high standard deviation in whether a student can perform well on the test, if s/he has a high proficiency indicates that some professors agree with this; however, the following quotes also reflect their doubts about this phenomenon.

I would assume yes, but it's entirely possible that the test contains absurd questions which can only be answered with due preparation!! (P4)
Students may speak English, but may not be able to make the test...(inadequate testing skill) (P11)
Being familiar with the test format is as important as having mastery over the language. The latter should be given priority, however the former shouldn’t be ignored as well. They should be integrated. A student whose English proficiency is high can be successful in YDS but if the same students has a chance to do some practice on exam format, he / she will be far more successful. (P13)

One professor who thinks teachers should teach according to the YDS added that “But s/he shouldn’t merely focus on YDS. S/he may adapt some ways to integrate test content into the curriculum, which may also help students improve their general English proficiency.” (P13)

I strongly believe that teacher's role in this process should be just a facilitator. Teachers should guide their students well and try to equip them well by developing an effective curriculum that can serve for students' having mastery in the target language and fulfill their needs concerning YDS. However, I believe that language teaching means giving autonomy to students to a certain extent. Some suggestions can be given on how to succeed in learning a language but as I've said these should remain only as suggestions students should decide on how to raise their scores or develop their language ability by making choices suggested to them. (P13)
CHAPTER 5
DISCUSSION

In this chapter, results of the data are going to be discussed in the light of previous research done in the area, and the research questions will be tried to be answered.

Research question #1:

*How do senior high school students perceive language learning and to what extent is it affected by the YDS?*

The most obvious evidence of the impact of the test on students can be seen in the phrases, *depressed, down, bad, very bad, the end of life,* etc., that they used while describing their feelings if they could not pass the test. Because they think that the test is a high-stakes one and their futures will be determined according to their scores on the test, students attend private courses and have tutors which approve Madaus’ (1988) expression that a commercial industry would develop to prepare students for the test.

The results also approve some of Wall and Alderson’s (1993) fifteen hypotheses about the effect of washback on language learning and teaching. The test influences what students learn and how they learn, and because its consequences are essential for test takers, the test has a washback effect. However, the fact that there were some participants who stated that they did some learning activities that do not directly serve for the test also suggests that the intensity of washback may vary for some learners and teachers, which is also pointed out by Wall and Alderson (1993), Cheng (2005), and Watanabe (1996).

The effect of the test can also be seen in the classroom activities, as reported by the students, that they usually practice for the test by means of mock tests, grammar review and reading practices which make up the majority of the test battery. On the other hand, the activities that are excluded in the test, like listening, speaking, and writing are almost never components of senior III English classes. However, almost half of the students are aware of the fact that they need to master other skills, especially speaking, so they prefer to practice those skills in addition to the exam preparation activities. Yet, practicing for the test is their first preference, which also confirms Wall and Alderson’s hypothesis that a test will influence what students learn. This also confirms Madaus’ (1988), Shohamy’ (1992;
Shohamy at al., 1996), findings that a measurement-driven system leads to cramming for the test and concentrates attention on the skills that are amenable to testing.

High school students’ attitudes towards language learning also reflect the impact of the test on their opinions about language education in senior III classrooms. Since they believe that their immediate goal is to obtain high scores, they think that teachers should teach whatever is tested in the YDS. This confirms the findings of Smith et al. (1996), Smith and Rottenberg (1991), and Shepard (1997) that external tests cause extensive amounts of time practicing for the test, downplaying the areas that are not tested and narrowing of the curriculum in return. If the questions about attitudes are grouped into two main categories as long term and short term goals of English classes, it is seen that high school students are more interested in the short term goal which is to pass the test. They do not even agree that long term goal is to improve the ability to use the language.

Another reason for the tendency of high school students’ attitudes and behaviors towards practicing for the test as much as possible might be a result of their opinions that even if a student has a high proficiency, s/he may not perform well in the YDS without any preparations. The test requires attention to specific details and effective test taking strategies such as guessing and eliminating that can be developed over time by means of practice.

To sum up, it can be concluded that how high school students behave, what they learn, what they want to learn, and in a more general sense, their attitudes towards language learning are all affected by this high-stakes test, YDS.

Research Question #2

What is the nature and scope of the washback effect on teachers’ behaviors in classrooms?

The impact of the test can be seen in both classroom activities teachers choose and their statements about the possible complaints of stakeholders. If teachers do not help students raise their YDS score by setting aside textbooks and regular classroom activities and make students practice for the test as much as possible, providing them with extra test-like activities, some students, parents, and some school administrators will start to grumble. They also believe that the test will influence them in terms of popularity with students, sense of achievement, status in the eyes of colleagues, popularity with parents, status in the eye of
administrators, self evaluation, and promotion. These factors are likely to result in exam-driven instruction of which the primary purpose is to assist students to get a high score on the test. That is why giving mock tests, reviewing grammar and vocabulary and practicing reading are the most common activities they use. They do not give much importance to speaking, listening and writing because they are not tested in the YDS, and this results in narrowing of the curriculum. These findings confirm the claims of Smith et al. (1996), Smith and Rottenberg (1991), and Shepard (1997) that test like activities, narrowed or compacted curriculum, instruction on tested materials are all consequences of external testing.

The fact that the student’s native language is used by most of the teachers might also be a reflection of the test impact on teachers. It can be concluded that the aim is to learn about the language and to be able to answer multiple choice questions rather than using the language as a mean to communicate. The shortage of this is felt by college students that they highlight their inadequacy in speaking and writing.

Teaching materials that teachers use also give a clue about the impact of the test on teacher behaviors. Rather than following the textbooks, they prefer to use commercial test preparation materials, old exam papers, self compiled sample items as the main materials. Intensive hours of coaching and extensive amount of mock tests are all serving for the function of raising scores in the test rather than improving the ability to use the language.

When teachers were asked about their attitudes towards language learning in senior three classrooms, the reasons for adapting the class according to the requirements of the test becomes clearer. They believe that the immediate goal is to help students obtain a high score, and they see themselves as responsible for this even more than students do. Their opinions of teaching to the test will help raise the scores and language teachers should teach whatever tested in the YDS also explain why they use materials that mimic the test. It can also be concluded from the data that since teachers think that having a high proficiency does not guarantee high score on the test, they want all of their students to practice as much as they can, become familiar with the question types and test format and develop some test taking strategies.

However, it should also be highlighted that although the tendencies of most of the teachers screen the impact of the test on their classroom behaviors, this is not the case with
all teachers. This result is in the same direction with Watanabe’s (1996) study that the nature of the test does not affect teachers in the same way, so tests may induce washback on some teachers but not on others.

Research Question #3

Is there a difference between how test takers perceive language learning before and after taking the test?

In terms of the differences and similarities between the attitudes of students towards language learning in senior III classrooms, it can be concluded that once students pass the test and start using the language, they realize that the goal of language learning should be to improve the ability to use the language. High school students, on the other hand, are so concentrated on the test that they are not aware of the fact that they miss some important parts of language learning. However, it cannot be directly concluded that this is only because they are preparing for the test. Their language learning practices in previous years may not be too different than what they are doing at the moment to practice for the test. They may not even be aware of the fact that they will have to write and speak the language to discuss the content they will learn. That is why college students are more supportive of long term goals which focus on improving the ability to use the language. That is also why high school students opine that language teachers should teach whatever is tested in the YDS, while college students argue that YDS should not be the target.

College student and professor survey results indicate that there is not a determining relationship between the YDS scores and success at college, because even the students who admitted that they had language related problems in their classes have relatively high GPA scores. The comment of one professor needs to be taken into consideration that college success is not dependent on language proficiency; the important thing is the knowledge of content. Of course, they will use the language to transfer their content knowledge but their English is good enough for this. If a student does not know the content, it does not make any difference even if s/he has a native like proficiency. Nevertheless, college students’ statements about the areas that they feel unconfident, and criticisms of the test being just a multiple choice test measuring grammar, vocabulary and reading and lacking of the
measurement of productive skills shed light on the gap students feel between high school English education and their current use of the language as the medium of instruction.

All in all, it can be summarized that college students and high school students do not differ tremendously in their attitudes towards language learning. However, the comments of college students about their deficiencies and how they perceive the gap between the content of the YDS and the language use in universities need to be paid attention to by other stakeholders.

Research Question # 4

What do professors think about how effective the test is in terms of determining the actual language proficiency levels of students?

The first striking finding is that professors are not that interested in the test because none of them had a look at any of the previous years’ questions. Probably their opinions just come from their own experience as a test taker rather than analysis of the test. However, they know what is included in the test battery. Their opinions about what needs to be tested reflect that professors do not think that the current test is good enough in terms of measuring the proficiency of students. Their opinions about what should be tested reflect that the test should be more comprehensive including academic English, listening, speaking and writing. They also believe that the amount of formal grammar knowledge tested should be decreased. Translation ability is also one of the areas that does not need to be tested for the majority of the professors, but it needs to be acknowledged that only one professor is teaching in the translation department; others are from either the language education or literature departments which never use the translation in any of their classes.

As seen in data analysis section, the professors rate their students from intermediate to advanced levels. However, because students are specialized in foreign languages- in this case English- and passed the YDS, it is assumed that they will be advanced learners of English with very few areas that need to be improved. Yet, it is seen that students are having problems in speaking and writing according to their professors. Interestingly enough, listening is not among the reported skills as problematic areas. It might be because of the nature of the skills aforementioned. Speaking and writing are productive skills that professors can easily diagnose based on student participations and classroom projects. It might be more
difficult to comment on receptive skills- listening and reading- because they do not specifically teach EFL classes that focus on the teaching and assessing those skills.

As for the predictive function of the test, not all of the participants can claim that students who got high scores on the test are more successful, and this might be because of the difference between the structure of the target test and the structure of college classes. The YDS is a multiple choice test in which students can use some test taking strategies such as guessing, eliminating the distracters, and so on, while their college success is more dependent on productive essay type tests.

The results also imply that more than half of the participants do not think that YDS is a good test in terms of measuring language ability. The test format, multiple choice, is one of the reasons for the test not being so effective as stated by professors. They do not think that it is valuable as only way of testing because some important aspects of the language are left out due to the format. By means of multiple choice items, students can only show their knowledge about the language not their competence. Students can raise their scores in the test without any improvement in the language by means of practice, getting familiar with the test content, and memorizing some vocabulary and grammar rules, which do not always guarantee to use those memorized chunks wherever and whenever necessary. Thus, professors suggest performance tests focusing on integration of different skills rather than just focusing on a few.
CHAPTER 6

CONCLUSION

The purpose of this study was to find out the impact of a national standardized language test on different stakeholders. Based on the research gap pointed out by Wall (2000) that little attention has been paid attention to the products of learning, college students and professors were included to see what they think about how much students learn while studying for a test.

The results imply that the test influences what teachers teach, how they teach, what students learn and how they learn. The primary goal of language learning is to score high on the test and be able to attend the university. However, college students and professors’ attitudes and comments indicate that while preparing for the test, students miss some important aspects of language since the test does not involve speaking, writing and listening. College students’ suggestions about adding those skills to the test and professors’ opinions about the deficiencies of the multiple choice format as a language test suggest that the test is not comprehensive and effective enough to reflect the ability of the students to use the language.

Much of the washback research is done when a new test is introduced (Wall and Alderson, 1993; Shohamy, 1992; Saif, 2006) or when a change is made to induce positive washback (Cheng, 1997, 2005; Qi; 2005). Nonetheless, the target test for this study was started to be administered in the 1950s and there has been no major changes other than the number and the difficulty level of questions: i.e. the skills or question types included have been the same for a long time. In contrast to Cheng’s (1997, 2005) and Qi’s (2005) study, YDS test designers do not explicitly state that they aim at producing any washback effect on language teaching. The only purpose of the test is to select the students to continue tertiary level education. However, the results imply that the test has considerable unintended washback effect on language learning and teaching in senior III classrooms.
6.1 Pedagogical Implications

It is apparent that tests are inevitable ways of selecting students when the number of nominees and the quota available are taken into consideration (see Figure 3), and since the tests are important for test takers, a considerable impact has been imposed on the classroom activities. Although it is ideal to say that learning should never be measured so that students can learn just for the sake of learning rather than to boost the scores, it is not feasible in the current education system.

One of the implications of this study can be that if the test has an important influence on teaching and learning, a change in the test format may result in improvement in the skills that should be improved to be able to use the language for communicative purposes. Nevertheless, previous research by Cheng (1997) and Qi (2005) imply that the selection purpose of the test hinders improvement of communicative skills, so the intended washback cannot be achieved. Shohamy, Donitsa-Schmidt, Ferman’s (1996), and Saif’s (2006) studies show that changing the test format towards a more communicative one induced more communicative activities.

Although changing the test can be suggested, the previous research implies that it does not guarantee change in the behaviors of teachers and students. Thus, rather than changing the test and waiting for the impact of it on the curriculum, a major change in the curriculum itself, of which main goal should be to improve the ability to use the language, is necessary. However, if the curriculum is efficient enough, the test can be framed around the objectives of the curriculum so that if students have a high proficiency in English, they can perform well on the test without much preparation.

Another thing that can be done to make the test an effective one is to include stakeholders in the test design. It does not mean that students or teachers should prepare the questions, but a needs analysis of stakeholders can be done to see what needs to be included in the test battery.

6.2 Limitations of the study and suggestions for further research

If this research is to be replicated, the first thing that needs to be taken care of is the number of participants. The number of professors and teachers participated in this study is low, because it is harder to find teachers or professors than to find students, and they are not
always willing to participate. Another limitation of the study is that it only relies on the reports of the participants; more qualitative data should have been collected by means of classroom observations and interviews about why they are doing some of the activities to see the impact of the test on classroom practices.

Within the time limits of this study, high school students are compared to college students to see the outcomes of learning for a test. However, it would be interesting to observe the same students before and after the test and see whether their attitudes change when they start college education.
REFERENCES CITED


# APPENDICES

## Appendix A - Participant Profile

<table>
<thead>
<tr>
<th>Items</th>
<th>Variables</th>
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<th>Teachers</th>
<th>College Students</th>
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<td>73.1%</td>
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<td>18-21</td>
<td>NA</td>
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</tr>
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<td>NA</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td>yes</td>
<td>NA</td>
<td>20%</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>NA</td>
<td>80%</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B - How students prepare for the test

<table>
<thead>
<tr>
<th>Items</th>
<th>Variables</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many hours do you practice for the test in a day?</td>
<td>none</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>1 to 2</td>
<td>12</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>3 to 4</td>
<td>19</td>
<td>52.8%</td>
</tr>
<tr>
<td></td>
<td>5 or more</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>other</td>
<td>2</td>
<td>5.6%</td>
</tr>
<tr>
<td>Are you going to a private course</td>
<td>yes</td>
<td>22</td>
<td>61.1%</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>11</td>
<td>30.6%</td>
</tr>
<tr>
<td></td>
<td>no answer</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td>Do you have a tutor?</td>
<td>yes</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>19</td>
<td>52.8%</td>
</tr>
<tr>
<td></td>
<td>no answer</td>
<td>13</td>
<td>36.1%</td>
</tr>
<tr>
<td>Do you need a tutor?</td>
<td>yes</td>
<td>11</td>
<td>30.6%</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td></td>
<td>no answer</td>
<td>20</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

Appendix C - High school student questionnaire (Turkish version)

Ogrenci Anketi


01 Bolum 0


* 1000: 18 yaş veya uzere misiniz?
   Please choose only one of the following:
   □ evet
   □ hayır

[Only answer this question if you answered 'hayir' to question '1000 ']

   Please write your answer here:
01 Bolum 1
Bu bolum sizin hakkınızda genel bir bilgiye sahip olmak amacıyla hazırlanmıştır. Lütfen, aksi belirtilmediği surece en uygun olan secenek isaretleyiniz.

[Only answer this question if you answered 'evet' to question '1000 ']

* 2: Cinsiyetiniz
Please choose only one of the following:
- [ ] Kadin
- [ ] Erkek

4: Devam etmekte oldunuz okul turu
Please choose only one of the following:
- [ ] Anadolu Lisesi
- [ ] Anadolu Öğretmen Lisesi
- [ ] Anadolu Meslek Lisesi
- [ ] Super Lise
- [ ] Meslek Lisesi
- [ ] Düz Lise
- [ ] Other

* 5: YDS'ye ilk kez mi gireceksiniz?
Please choose only one of the following:
- [ ] Evet
- [ ] Hayır

[Only answer this question if you answered 'Hayır' to question '5 ']

6: Kacinci
Please write your answer here:

01 Bolum 2
Bu bolumdeki sorular sinava nasıl hazırlanızla ilgili. Lütfen aksi belirtilmediği surece tek secenek isaretleyiniz.

1006: YDS'ye hazırlanmak için günde kaç saat çalışıyorsunuz?
Please choose only one of the following:
- [ ] hiç
- [ ] 1-2
- [ ] 3-4
- [ ] 5 ve daha fazla
- [ ] Other

Please write your answer here:

1008: YDS'ye hazırlanırken en çok hangi bolumle ilgili soru cozuyorsunuz? (Birden fazla yanıt secebilirsiniz)

Please choose all that apply and provide a comment:

- □ Gramer (Grammar)
- □ Kelime (Vocabulary)
- □ Ceviri (Translation)
- □ Okuma (Reading)
- □ Bosluk doldurma (Cloze test)
- □ Cumle tamamlama (Sentence Completion)
- □ Uygun olmayan cumleyi bulma (Odd one out)

01 Bolum 3

Bu bölümdeki sorular,okuldaki İngilizce derslerinde neler yaptığınızla ilgili. Bazı sorular birden fazla yanıt icerebilir.

1009: İngilizce dersinde ders kitabı kullanıyor musunuz?

Please choose only one of the following:

- □ Evet
- □ Hayır

[Only answer this question if you answered 'Evet' to question '1009 ']

1010: Kullandığınız kitabin adını yazın mı?

Please write your answer here:

1011: İngilizce derslerinde deneme sınavı cozuyor musunuz?

Please choose only one of the following:
[Only answer this question if you answered 'Evet' to question '1011 ']

1012: Haftada kaç deneme sınavı çözüyorsunuz?
Please write your answer here: 

1013: İngilizce derslerinde genelde asagıdakilerden hangisini (hangilerini) yapıyorsunuz? (Birden fazla yanıt secebilirsiniz)
Please choose all that apply and provide a comment:

- Ders kitabını takip ediyoruz
- Gramer tekrarı yapılıyoruz
- Okuma (reading) alistirmalari yapiyoruz
- Dinleme (listening) alistirmalari yapiyoruz
- Ceviri (translation)alistirmalari yapiyoruz
- Kompozisyon (writing) yazıyoruz
- Konusma (speaking) aktiviteleri yapıyoruz
- Test soruları cozuyoruz
- Deneme sinavi yapiyoruz

1014: İngilizce derslerinizde asagıdaki aktiviteleri hangi sıklıkla yapıyorsunuz?
1) hicbir zaman, 2) nadiren, 3) bazen, 4) sıksık, 5) herzaman
Please choose the appropriate response for each item:
kompozisyon alistirmasi  □ 1 □ 2 □ 3 □ 4 □ 5
konusma alistirmasi  □ 1 □ 2 □ 3 □ 4 □ 5
dinleme alistirmasi  □ 1 □ 2 □ 3 □ 4 □ 5
ornek sorular cozu  □ 1 □ 2 □ 3 □ 4 □ 5
1015: İngilizce derslerinde, öğretmeninizin aşağıdakiilerden hangilerini daha çok yapmasını istiyorsunuz? (Birden fazla yanıt seçebilirsiniz)

Please choose all that apply:
- Ders kitabındaki aktiviteleri
- Gramer tekrarı
- Kelime tekrarı
- Okuma (reading) alistirmalari
- Dinleme (listening) aktiviteleri
- Ceviri alistirmalari
- Kompozisyon yazma
- Konusma aktiviteleri
- Ornek sorular cozme
- Deneme sınavları cozme

Other:

1016: Sizce YDS de cikan bolumlerden hangisi ya da hangileri universiteye gittiginiz zaman size yardımıcı olacaktır? (Birden fazla yanıt seçebilirsiniz)

Please choose all that apply:
- Gramer
- Kelime
- Okuma
- Ceviri
- Bosluk doldurma
- Cumle tamamlama
- Paragraf butunlugunu bozan cumleyi bulma
- Diyalog tamamlama
- Hicbiri
1030: İngilizce dersleri genelde hangi dilde işleniyor?
Please choose only one of the following:
- Tamamen İngilizce
- Genelde İngilizce ama gerektiğinde Türkçe açıklamalarla
- Yarı İngilizce, yarı Türkçe
- Tamamen Türkçe

[Only answer this question if you answered 'Genelde İngilizce ama gerektiğinde Türkçe açıklamalarla' or 'Yarı İngilizce, yari Türkçe' to question '1030 ']

1031: Hangi durumlarda Türkçe kullanılıyor?
Please write your answer here:

01 Bolum 4
Bu bölüm YDS'yi nasıl algıladığınızı ilgili. Lütfen verilen ifadelere ne derece katıldığınızı işaretleyiniz.

1017: YDS'nin benim İngilizce seviyemi iyi olctugunu düşunuyorum.
Please choose only one of the following:
- kesinlikle katılıyorum
- katılıyorum
- kismen katılıyorum
- katılmıyorum
- kesinlikle katılmıyorum

Make a comment on your choice here:

1018: YDS'nin öğrencilerin İngilizce seviyelerini ölçmede adil bir sınav olduğunu düşunuyorum
Please choose only one of the following:
- kesinlikle katılıyorum
- katılıyorum
1019: Eger YDS'de basarılı olursam, universitede de basarılı olabileceğimi düşünüyorum.

Please choose only one of the following:

- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katilmiyorum
- kesinlikle katilmiyorum

Make a comment on your choice here:

1020: Eger sınavı kazanamazsanız kendinizi nasıl hissedersiniz?

Please write your answer here:

01 Bolum 5

Bu bölümdeki sorular Lise 3 yabancı dil bolumundeki İngilizce dersleriyle ilgili bazı soylentileri içeriyor. Lütfen bu ifadelerne ne derece katıldığınızı işaretleyiniz.

1021: Lise 3, İngilizce dersinin ilk hedefi öğrencilere YDS'de yüksek puan almaya yardımcı olmaktır.

Please choose only one of the following:

- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
katılmıyorum

kesinlikle katılmıyorum

Make a comment on your choice here:

1022: Lise 3 İngilizce derslerinin nasıl islendiği YDS'den etkilenmektedir

Please choose only one of the following:

- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katilmiyorum
- kesinlikle katilmiyorum

Make a comment on your choice here:

1023: İngilizce derslerini YDS'ye göre adapte etmek, örnek sorular cozmek, sınavdan alınan puanların yükselmesine yardımcı olur

Please choose only one of the following:

- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katilmiyorum
- kesinlikle katilmiyorum

Make a comment on your choice here:
1024: Lise 3 İngilizce dersleri öğrencileri genel İngilizce seviyesini yükseltmek için ders kitaplarına paralel olarak işlenmelidir.

Please choose only one of the following:

- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katılmıyorum
- kesinlikle katılmıyorum

Make a comment on your choice here:

1025: Liselerdeki İngilizce derslerinin uzun vadeli amacı İngilizceyi kullanabilme yetisini geliştirmektir.

Please choose only one of the following:

- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katılmıyorum
- kesinlikle katılmıyorum

Make a comment on your choice here:
1026: YDS, Lise 3 İngilizce derslerini kontrol eden en önemli etkendir. Please choose only one of the following:
- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katilmiyorum
- kesinlikle katilmiyorum

Make a comment on your choice here:

1027: Eğer bir öğrencinin İngilizcesi iyi ise, hazırlanmada bile YDS'de kesinlikle başarılı olacaktır. Please choose only one of the following:
- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katilmiyorum
- kesinlikle katilmiyorum

Make a comment on your choice here:

1028: Lise 3 İngilizce öğretmenleri, YDS’de ne soruluyorsa onları öğretmelidir. Please choose only one of the following:
- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katilmiyorum
- katilmiyorum
kesinlikle katilmiyorum

Make a comment on your choice here:

Please choose only one of the following:

- kesinlikle katiliyorum
- katiliyorum
- kismen katiliyorum
- katilmiyorum
- kesinlikle katilmiyorum

Make a comment on your choice here:

Submit Your Survey.
Thank you for completing this survey. Please fax your completed survey to: .

Appendix D - High school student questionnaire (English version)

Senior High Student Questionnaire
Dear students:

We are doing research on English teaching and learning in Senior III classrooms. The purpose of the study is to find out the impacts of the Foreign Language Examination on individuals. Could you please help us by completing this questionnaire? All information will be treated in the strictest confidence. You can skip any questions that you do not want to answer, or stop taking the survey at any point. When you finish the survey, please click on the “submit” button. Thank you very much for your participation!
Part 0.
Dear students,
To be able to continue taking this survey, you should be 18 years old or over. According to your answer, please either continue the survey or quit. Thanks for your participation.
1) Are you 18 or over?
   a. Yes
   b. No

Part I.
This part aims at getting general information about you. Please select the best option unless otherwise stated.
1) Your gender
   a. Male
   b. Female
2) Type of school you are attending
   a. Anatolian High School
   b. Anatolian Teacher Training High School
   c. Anatolian Vocational High School
   d. Super High School
   e. Vocational High School
   f. Regular High School
   g. Other (Please specify) _________
3) Is it the first time for you to take the foreign language test?
   a. Yes
   b. No
      If no how many times ________

Part II.
Questions in this part are about your preparation for the test. Please choose the best option unless otherwise stated.
1) How many hours do you practice for the test?
   a. None
   b. 1-2
   c. 3-4
   d. 5 or more
   e. Other _______________
2) To prepare for the test are you attending to a private course? Do you have a tutor? If you do not have a tutor, do you think you need one? Why?

3) When you practice for the test on your own, which part of the test do you practice the most? (You can choose more than one option)
   a. Grammar
   b. Vocabulary
   c. Reading
   d. Translation
e. Cloze
f. Sentence Completion
g. Odd one out

Part III.

Questions in this part are about your English classes at school. Some of the questions may require more than one answer.

1) Are you using a textbook?
   a. Yes
   b. No

2) Can you write the name of the textbook that you are using? ________________

3) Are you taking mock tests at school?
   a. Yes
   b. No
   If yes, how many mock tests (items) are you doing in a week? ________________

4) At school, what do you usually do? (In this question, you can choose more than one option. If you have any comments you can use the space provided)
   a. study the lessons in the new textbooks
   b. review grammar
   c. review vocabulary
   d. practice reading
   e. practice listening
   f. practice translation
   g. practice writing
   h. practice speaking
   i. do mock items
   j. take mock tests

5) How often do you do the following in the class?

<table>
<thead>
<tr>
<th>Activity</th>
<th>1) never</th>
<th>2) occasionally</th>
<th>3) sometimes</th>
<th>4) often</th>
<th>5) always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Practice writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Practice speaking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Practice listening</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Do mock items</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Do group and pair work activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Practice vocabulary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Talk about test taking strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Reviewing grammar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Practice reading</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6) What do you want your teacher to do in the class? (In this question, you can choose more than one option)
   a. study the lessons in the new textbooks
   b. review grammar
   c. review vocabulary
   d. practice reading
e. practice listening
f. practice translation
g. practice writing
h. practice speaking
i. do mock items
j. give mock tests

7) Which part do you think will be the most helpful, when you attend to the university? (In this question, you can choose more than one option)
   a. Grammar
   b. Vocabulary
   c. Reading
   d. Translation
   e. Cloze
   f. Sentence Completion
   g. Odd one out
   h. None of them
   i. All of them

8) What is the medium of instruction in English classes?
   a. Always English
   b. Usually English but Turkish when needed
   c. Half English Half Turkish
   d. Always Turkish
      In what situations is Turkish used?

Part IV.
Questions in this part are about how you perceive the test. Choose your level of agreement from strongly disagree to strongly agree. If you want to comment on anything, you can use the space provided.

1) I think the YDS is a good test in terms of measuring my level of proficiency?
   a. Strongly agree
   b. Agree
   c. Somewhat agree
   d. Disagree
   e. Strongly disagree

2) YDS is a fair test in terms of measuring language proficiencies of the test takers
   a. Strongly agree
   b. Agree
   c. Somewhat agree
   d. Disagree
   e. Strongly disagree

3) I believe that I can perform well at the university, if I pass this test
   a. Strongly agree
   b. Agree
c. Somewhat agree
d. Disagree
e. Strongly disagree

4) How would you feel if you fail the test?

Part V.

The following are some statements about teaching and learning English in Senior III. Please express your opinion of the sayings by choosing one of the five levels of agreement. If you want to comment on anything, you can use the space provided.

1=strongly disagree  2=disagree  3=Neutral  4=agree  5=strongly agree

1. The immediate goal of English learning at secondary schools is to obtain high scores in the YDS.
2. Senior III English teaching is affected by the YDS.
3. Teaching to the test helps to raise test scores.
4. The Senior III English course should focus on the textbooks to improve students’ English proficiency.
5. The long-term goal of English learning at secondary schools is to develop the ability to use the language.
6. The YDS is the controlling factor in Senior Three English teaching and learning.
7. If a student has high proficiency of English he or she will be able to get a high score without test preparations.
8. The teacher has to teach what is tested in the YDS.
9. It is teachers’ responsibility to help students raise Scores

Please submit your answers

Thanks for your participation

Appendix E - Teacher questionnaire

Teacher Survey

Dear colleagues: We are doing a research study on English teaching and learning in Senior III, and how YDS (Foreign Language Examination) affects language learning and teaching. Could you please help us by completing this questionnaire? All information will be treated in the strictest confidence. You can skip any questions that you feel
uncomfortable with, or you can stop taking the survey at any point. Thanks for your participation!

01 Part I.

Please choose the appropriate option, and click your choice or write the relevant information as required. Choose only ONE option unless it is specified that more than one choice may be necessary.

1001: Your gender

Please choose **only one** of the following:

- Female
- Male

1002: How long have you been teaching?

Please choose **only one** of the following:

- less than 5 years
- 5-10 years
- 10-15 years
- 15-20 years
- 20-25 years
- more than 25 years

1003: Your academic qualifications

Please choose **only one** of the following:

- BA
- MA
- PhD
- Other [ ]

1004: The type of faculty you are graduated from

Please choose **only one** of the following:

- Faculty of Education
- Faculty of Arts and Sciences
- Other [ ]

1005: The type of the school that you are currently teaching?

Please choose **only one** of the following:

- Anatolian High School
- Anatolian Teacher Training High School
- (Anatolian) Vocational High School
- Super High School
☐ Regular High School
☐ Other

1006: Number of years you have taught Senior III English
Please write your answer here:

1007: Average number of hours you spend in teaching and coaching the students of one class per week (including formal classes, morning reading hours, students’ self-study hours but excluding tutoring individual students):
Please choose only one of the following:
☐ less than 4 hours
☐ 4-8 hours
☐ 9-12 hours
☐ 13-15 hours
☐ more than 15 hours

1008: Are there any native speaker teachers of English in your school?
Please choose only one of the following:
☐ Yes
☐ No

[Only answer this question if you answered 'Yes' to question '1008 ']
1009: How often do you speak English to the native speaker teachers of English?
Please choose only one of the following:
☐ never
☐ occasionally
☐ sometimes
☐ often
☐ never

1010: How many students do you teach this term?
Please write your answer here:

1011: Have you ever spent three months or more studying or living in an English speaking country such as Britain, U.S., and Australia?
Please choose only one of the following:
☐ Yes
☐ No
01 Part II.

This section investigates the general practice in the Senior III English course. There are no ‘right’ or ‘wrong’ answers. Please tell us what you actually do but not what you think should be done. Please click your choice or fill in the blanks as required. According to what you actually do or do not do, you may need to click more than one option for some items.

1013: Which of the followings is/are used in Senior III English course at your school?

Please choose all that apply:
- Textbook
- YDS past papers
- Self-complied materials
- Test preparation materials
- Other: [ ]

1014: Can you write the name of the textbook?

Please write your answer here:

1015: What kind of materials are you using?

Please write your answer here:

1016: Why do you prefer to use self-complied materials?

Please write your answer here:

1017: What kind of materials? Can you give an example?

Please write your answer here:

1018: In the school year of Senior III, most of the time, students
1019: In Senior III, how many sample YDS tests do your students take?
Please choose only one of the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>10-19</td>
</tr>
<tr>
<td>20-29</td>
<td>30-39</td>
</tr>
<tr>
<td>40 or more</td>
<td></td>
</tr>
</tbody>
</table>

1043: What is the medium of instruction when you teach English in the classroom?
Please choose only one of the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>English supplemented with occasional Turkish explanation</td>
</tr>
<tr>
<td>Half English half Turkish</td>
<td>Mainly Turkish</td>
</tr>
</tbody>
</table>

[Only answer this question if you answered 'English supplemented with occasional Turkish explanation' or 'Half English half Turkish' to question '1043 ']

1044: In what situations do you use Turkish?
Please write your answer here:

01 Part III.
How often do you do the following in class?

1020: Making students practice writing
Please choose only one of the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td></td>
</tr>
</tbody>
</table>

If you have anything to comment on, you can write here:
1021: Summarizing grammar rules

Please choose only one of the following:
- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

1022: Making students practice fill-in-the-gap type of questions

Please choose only one of the following:
- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:
1023: Making students do pair-work

Please choose only one of the following:
- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

1024: Explaining answers to exercises

Please choose only one of the following:
- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

1025: Making students practice listening
Please choose **only one** of the following:
- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

---

**1026: Lecturing on vocabulary**

Please choose **only one** of the following:
- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

---

**1027: Lecturing on test-taking strategies**

Please choose **only one** of the following:
- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:
1028: Making students discuss a topic in groups

Please choose only one of the following:

- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

1029: Making students practice speaking

Please choose only one of the following:

- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

1030: Making students practice reading
If you have anything to comment on, you can type in the space provided

Please choose only one of the following:

- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

01 Part IV.

The following are some statements about teaching and learning English in Senior III. Please express your opinion of the statements by choosing one of the five levels of agreement. If you want to comment on anything, you can use the space provided. 1=strongly agree, 2=agree, 3=somewhat agree, 4=disagree, 5=strongly disagree

1031: Making students do multiple-choice grammar items

Please choose only one of the following:

- never
- occasionally
- sometimes
- often
- always

Make a comment on your choice here:

1032: If a teacher doesn’t finish teaching the Senior III textbooks quickly and start the review lessons the following people will complain. 1=strongly agree, 2=agree, 3=somewhat agree, 4=disagree, 5=strongly disagree, 6=I don’t know

Please choose the appropriate response for each item:
If you want to comment on anything, you can use the space provided.

some school administrators
some students
some parents

Make a comment on your choice here:

1033: The immediate goal of English learning at secondary schools (foreign language classrooms) is to obtain high scores on the YDS.

Please choose **only one** of the following:

- [ ] strongly disagree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
- [ ] strongly disagree

Make a comment on your choice here:

1034: Senior III English teaching is affected by the YDS

Please choose **only one** of the following:

- [ ] strongly agree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
- [ ] strongly disagree

Make a comment on your choice here:
1035: Students’ YDS scores will affect you in the following aspects: 1=strongly agree, 2=agree, 3=somewhat agree, 4=disagree, 5=strongly disagree, 6=I don't know

Please choose the appropriate response for each item:

- popularity with students
- sense of achievement
- status in the eyes of colleagues
- popularity with parents
- status in the eye of school administrators
- self evaluation
- promotion

Make a comment on your choice here:

1036: Teaching to the test helps to raise test scores

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1037: The Senior III English course should focus on the textbooks to improve students’ English proficiency.
1038: The long-term goal of English learning at secondary schools is to develop the ability to use the language.

Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1039: The YDS is the controlling factor in Senior III English teaching and learning.

Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
1040: If a student has high proficiency of English s/he will be able to get a high score without test preparations.

Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1041: The language teacher has to teach what is tested in the YDS.

Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
1042: It is teachers’ responsibility to help students raise scores

Please choose only one of the following:

- [ ] strongly agree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
- [ ] strongly disagree

Make a comment on your choice here:

Submit Your Survey.

Thank you for completing this survey. Please fax your completed survey to: .

Appendix F - College student questionnaire

College Student Survey

Dear students, We are doing a research study on English teaching and learning in Senior III, and how YDS (Foreign Language Examination) affects language learning and teaching. Could you please help us by completing this questionnaire? All information will be treated in the strictest confidence. You can skip any questions that you feel uncomfortable with, or you can stop taking the survey at any point. Thanks for your participation!

01 Part I.

Please choose the appropriate option and click your choice or write the relevant information as required. Choose only ONE option unless it is specified that more than one choice may be necessary.
1001: Your gender
   Please choose only one of the following:
   ☐ Female
   ☐ Male

1002: Your age
   Please write your answer here:

1003: The name of the university you are attending
   Please write your answer here:

1004: Your major
   Please write your answer here:

1005: The year you took the YDS
   Please write your answer here:

1006: Your score in YDS
   Please write your answer here:

1007: Your current GPA
   Please write your answer here:

01 Part II

Questions in this part are about your performance on the YDS and language difficulties you might have in your college education. Please choose the most appropriate option(s), or type in as required.

1008: Are you having any difficulties in any of your classes because the medium of instruction is English?
   Please choose only one of the following:
   ☐ Yes
   ☐ No

[Only answer this question if you answered 'Yes' to question '1008 ']

1009: In what area of language are you having difficulties most?
   Please choose all that apply:
   ☐ writing
   ☐ reading
☐ speaking
☐ listening
Other: _______________

[Only answer this question if you answered 'writing' or 'reading' or 'speaking' or 'listening' to question '1009 ']

1010: Why do you think you are having difficulties?
Please write your answer here: _______________

1011: I believe that my score in YDS was a good measure of my English proficiency level

Please choose only one of the following:
☐ strongly agree
☐ agree
☐ somewhat agree
☐ disagree
☐ strongly disagree

Make a comment on your choice here: _______________

1012: Do you believe that you performed well on the YDS?
Please choose only one of the following:
☐ Yes
☐ No

[Only answer this question if you answered 'Yes' to question '1012 ']

1013: Because I performed well on the YDS, I can perform well in my college classes

Please choose only one of the following:
☐ strongly agree
☐ agree
☐ somewhat agree
☐ disagree
[Only answer this question if you answered 'Yes' to question '1012 ']

1014: Even though I performed really well on the YDS, I am having difficulties in my classes because of English

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

[Only answer this question if you answered 'No' to question '1012 ']

1015: Even though I did not perform so well on the YDS, I do not have any language related problems in my classes

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
[Only answer this question if you answered 'No' to question '1012 ']

**1016: Because I did not perform so well on the YDS, I am having difficulties in my classes**

Please choose only one of the following:

- [ ] strongly agree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
- [ ] strongly disagree

Make a comment on your choice here:

**1017: I believe there is no connection between the performance on the YDS and performance in college classes.**

Please choose only one of the following:

- [ ] strongly agree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
- [ ] strongly disagree

Make a comment on your choice here:
If you had a chance to change the YDS, what would you add? (You can choose more than one option)

Please choose **all** that apply:
- more grammar
- more reading
- more vocabulary
- more translation
- speaking
- listening
- writing

Other: ____________

---

**Part III.**

The following are some statements about teaching and learning English in Senior III. Please express your opinion of the statements by choosing one of the five levels of agreement.

**1019: The immediate goal of English learning at secondary schools is to obtain a high score on the YDS.**

Please choose **only one** of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
1020: Senior III English teaching is affected by the YDS

Please choose only one of the following:
- [ ] strongly agree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
- [ ] strongly disagree

Make a comment on your choice here:

1021: Teaching to the test helps to raise test scores.

Please choose only one of the following:
- [ ] strongly agree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
- [ ] strongly disagree

Make a comment on your choice here:

1022: The Senior III English course should focus on the textbooks to improve students’ English proficiency.

Please choose only one of the following:
- [ ] strongly agree
- [ ] agree
- [ ] somewhat agree
- [ ] disagree
1023: The long-term goal of English learning at secondary schools is to develop the ability to use the language.

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1024: The YDS is the controlling factor in Senior III English teaching and learning.

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
1025: If a student has high proficiency of English, s/he will be able to get a high score without test preparations.

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1026: The teacher has to teach what is tested on the YDS

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
1027: It is teachers’ responsibility to help students raise scores

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

Submit Your Survey.
Thank you for completing this survey. Please fax your completed survey to:

Appendix G - Professor Questionnaire

Professor Survey

Dear Colleagues, We are doing a research study on the impacts of Foreign Language Examination on individuals. Could you please help us by completing this questionnaire? All information will be treated in the strictest confidence. You can skip the questions that you feel uncomfortable with, or stop doing the survey at any time. Thank you very much for your participation.

01 part I

Please choose the appropriate section, and click your choice, or write the relevant information as required. Choose only one option unless it is specified that more than one choice may be necessary.

1001: Gender

Please choose only one of the following:

- Female
- Male

1002: How long have you been teaching?

Please choose only one of the following:

- less than 5 years
☐ 5-10 years
☐ 15-20 years
☐ 20-25 years
☐ more than 25 years

1003: Your academic qualifications
Please choose only one of the following:
☐ BA
☐ MA
☐ PhD
☐ Other

1004: The freshman/sophomore classes you are teaching
Please write your answer here:

1005: How would you evaluate your freshman students' overall English language proficiency?
Please choose only one of the following:
☐ Advanced
☐ Upper Intermediate
☐ Intermediate
☐ Low intermediate
☐ Beginner
☐ Other

1006: Which area of language, are your students having difficulties with? (You can choose more than one option)
If you have any comments, you can use the space provided in 'other' option
Please choose all that apply:
☐ Reading
☐ Grammar
☐ Listening
☐ Speaking
☐ Writing
☐ None of them
☐ All of them
☐ Other:
01 Part II

The questions in this part is about your perceptions of YDS. Please choose one option unless otherwise stated.

1007: Did you have a look at last years' YDS questions?

Please choose only one of the following:

- □ Yes
- □ No

1008: What do you think is being tested on the YDS (You can choose more than option)

Please choose all that apply and provide a comment:

- □ General English proficiency
- □ Formal English grammar
- □ Reading
- □ Translation ability
- □ Academic English ability

1009: What do you think should be tested on the YDS? (You can choose more than one option, and )

Please choose all that apply and provide a comment:

- □ General English proficiency
- □ Grammar
- □ Reading
- □ Translation ability
- □ Academic English ability

1010: What do you think about the effectiveness of multiple choice format in a language test? If you do not like it, can you suggest any alternative methods?

Please write your answer here:
01 Part III.

Please express your opinions about the statements by choosing one of the five levels of agreement.

1011: I believe YDS is a good test in terms of measuring language ability.

Please choose **only one** of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1012: I believe that students who got higher scores on the YDS are more successful in their college classes.

Please choose **only one** of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
01 Part IV

The following are some statements about teaching and learning English in Senior III. Please express your opinion of the statements by choosing one of the five levels of agreement.

1013: The immediate goal of English learning at secondary schools is to obtain high scores on the YDS

Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1014: Senior III English teaching is affected by the YDS

Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
1015: Teaching to the test helps to raise test scores
Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree
Make a comment on your choice here:

1016: The Senior III English course should focus on the textbooks to improve students' English proficiency
Please choose only one of the following:
- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree
Make a comment on your choice here:
1017: The long term goal of English learning at secondary schools is to develop the ability to use the language.

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1018: The YDS is the controlling factor in Senior III English teaching and learning.

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:

1019: If a student has high proficiency of English, s/he will be able to get a high score without test preparations.

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
1020: The language teacher has to teach what is tested on the YDS

Please choose only one of the following:

- disagree
- strongly disagree

Make a comment on your choice here:

1021: It is teachers' responsibility to help students raise scores

Please choose only one of the following:

- strongly agree
- agree
- somewhat agree
- disagree
- strongly disagree

Make a comment on your choice here:
Submit Your Survey.

Thank you for completing this survey. Please fax your completed survey to: .
ACKNOWLEDGEMENT

I would like to thank many people who helped me write my thesis and get my degree. First and foremost I would like to thank my husband, Muslum, who has always believed in me more than I, myself, did. Also, I would like to thank my family members who have been supportive and encouraging all the time. Special thanks to my father, Bilal, my cousins Cennet, Ali, Aylin, my colleagues, Nihan, Emine, Pinar, without whose help I would not have collected my data.

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