

AKDENİZ UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
PROGRAM OF ENGLISH LANGUAGE TEACHING

**PERCEPTIONS OF TEACHERS AND STUDENTS TOWARDS
TRANSITION EXAM FROM BASIC EDUCATION TO SECONDARY
EDUCATION IN TERMS OF FOREIGN LANGUAGE**

MASTER'S THESIS

Sevda NACAR GÜZELCAN

Antalya

July, 2018

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Thesis Supervisor

Dr. Fatma Özlem SAKA

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July, 2018

ATTESTATION

I honorably certify that the current study presented as my MA dissertation reports original work by me and was written within the scope of the ethics of research. I verify that the references comprise of the sources I utilized for my research through citation. I notify that I will bear all the ethical and legal consequences in condition that it is refuted.

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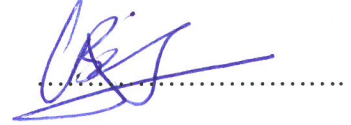
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YÜKSEK LİSANS TEZİNİN ADI:

PERCEPTIONS OF TEACHERS AND STUDENTS TOWARDS TRANSITION
EXAM FROM BASIC EDUCATION TO SECONDARY EDUCATION IN TERMS
OF FOREIGN LANGUAGE

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Kurulununtarihli vesayılı kararıyla kabul edilmiştir.

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ABSTRACT

PERCEPTIONS OF TEACHERS AND STUDENTS TOWARDS TRANSITION EXAM FROM BASIC EDUCATION TO SECONDARY EDUCATION IN TERMS OF FOREIGN LANGUAGE

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MA, Foreign Language Teaching Department

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The teaching and learning process of English at secondary school education does not involve the acquisition of the receptive and productive skills (Reading, Listening, Writing and Speaking) on their own. It is not possible to consider the teaching-learning cycle without assessment and testing. The purpose of the current study was to find out and compare teachers' and students' opinions on the English questions in Transition Exam from Basic Education to Secondary Education (TEOG) and to demonstrate the necessity, the importance, the positive and negative effects of central exams on English language teaching and learning process. In this descriptive study, 545 eighth grade students and 20 English language teachers at six different middle schools in Antalya constitute the study group. The data were collected through a student scale developed by the researcher and teacher interview forms. The collected data are analysed by utilizing appropriate analysis techniques. The findings of the study reveal that although the six state middle schools are closely located to each other, the schools show statistically significant differences compared to their TEOG success levels, the English course perceptions of students and the family attitudes. Another prevailing finding of the present study is about the anxiety and pressure that students and teachers feel about the items for English section in the TEOG exams. The results indicate that the English items in TEOG exams are not a significant predictor of students' listening, writing and speaking skills. Besides, teachers highlight the negative washback effect of central exams on their teaching program, material choices and assessment tools.

Keywords: Assessment, testing, central examinations, washback, English language teaching and learning cycle

ÖZET

YABANCI DİL AÇISINDAN TEMEL EĞİTİMDEN ORTAÖĞRETİME GEÇİŞ (TEOG) SINAVINA YÖNELİK ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİ

Nacar Güzelcan, Sevda

Yüksek Lisans, Yabancı Diller Eğitimi Bölümü

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Ortaokul eğitiminde İngilizce'nin öğretim ve öğrenim süreci sadece algılamaya ve üretmeye yönelik becerileri (Okuma, Dinleme, Yazma ve Konuşma) edinmeyi içermez. Öğretme-öğrenme döngüsünü, değerlendirme ve ölçme olmaksızın düşünmek mümkün değildir. Bu nedenle, değerlendirme aşamasında merkezi sınavların rolünün dikkate alınması gerekmektedir. Bu çalışmanın amacı, Temel Eğitimden Ortaöğretime Geçiş Sınavında (TEOG) yer alan İngilizce soruları ile ilgili öğretmen ve öğrenci görüşlerini ortaya koyarak karşılaştırmak ve merkezi sınavların İngilizce öğretim ve öğrenme süreci üzerindeki gerekliliğini, önemini, olumlu ve olumsuz etkilerini ortaya çıkarmaktır. Betimsel nitelikli araştırmanın çalışma grubunu Antalya'da 6 farklı ortaokuldaki 545 sekizinci sınıf öğrencisi ile bu okullardaki 20 İngilizce öğretmeni oluşturmuştur. Çalışmada elde edilen veriler araştırmacı tarafından geliştirilen bir ölçek ve öğretmenlerle yapılan görüşmeler yoluyla toplanmıştır. Toplanan veriler uygun analiz teknikleri kullanılarak analiz edilmiştir. Araştırmanın bulguları, altı devlet ortaokulunun birbirine çok yakın konumlanmasına rağmen, okulların TEOG başarı seviyesine, öğrencilerin İngilizce ders algılarına ve ailelerin tutumlarına göre istatistiksel olarak anlamlı farklılıklar ortaya koymuştur. Bu çalışmanın diğer dikkat çeken bulgusu öğrencilerin ve öğretmenlerin TEOG sınavındaki İngilizce bölümünden dolayı hissettikleri baskı ve kaygıyla ilgilidir. Sonuçlar TEOG sınavındaki İngilizce test öğelerinin öğrencilerin dinleme, yazma ve konuşma becerilerini anlamlı bir şekilde yordamadığını göstermektedir. Öğretmenler merkezi sınavların öğretim programlarına, materyal seçimlerine ve değerlendirme araçlarına olumsuz ileri etki yaptıklarını vurgulamışlardır.

Anahtar Kelimeler: Değerlendirme, ölçme, merkezi sınavlar, ileri etki, İngilizce öğretim ve öğrenme döngüsü

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
ÖZET	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii

CHAPTER I

INTRODUCTION

1.1. Background of the Study	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study	5
1.4. Significance of the Study.....	7
1.5. Scope of the Study	8
1.6. Limitations of the Study	9
1.7. Assumptions of the Study.....	10

CHAPTER II

LITERATURE REVIEW

2.1. Introduction.....	11
2.2. The Scope of Evaluation, Assessment, and Testing	11
2.3. Classification of Assessment Types	12
2.3.1. Diagnostic Assessment.....	12
2.3.2. Summative Assessment	13
2.3.3. Formative Assessment.....	13
2.4. Different Approaches to Assessment Preferences	14
2.5. Testing as a Crucial Component of Assessment	15
2.5.1. Classifications of Testing Types within Assessment.....	15
2.5.2. Classifications of Testing Purposes within Assessment.....	16

2.6.	Receptive and Productive Skills in Language Teaching	17
2.7.	Assessment in Language Teaching	17
2.8.	Test Items	19
2.8.1.	Multiple-choice questions in English.....	20
2.8.2.	Fill-in and cloze procedures.....	21
2.8.3.	Matching Format.....	22
2.8.4.	True /False Format	22
2.8.5.	Short answer / Completion Items.....	23
2.8.6.	The Essay Questions	23
2.9.	Washback in Language Testing	24
2.10.	The Most Recent Educational Policies in Turkey.....	25
2.11.	Historical Background of Central Examinations in Turkey	26
2.12.	TEOG from the Assessment Perspective	28
2.12.1.	TEOG in terms of Assessment Types	28
2.12.2.	TEOG in terms of Assessment Preferences.....	29
2.12.3.	TEOG in terms of Testing Types and Purposes.....	29
2.12.4.	TEOG in terms of Language Teaching Assessment	30
2.12.5.	The Washback Effect of TEOG.....	31

CHAPTER III

METHODOLOGY

3.1.	Introduction.....	33
3.2.	Design of the Study	33
3.3.	Data Gathering Instruments	34
3.4.	Data Collection Procedure.....	35
3.4.1.	The Scale Development Group.....	36
3.4.2.	Validity and Reliability Analysis of the Scale.....	39
3.4.3.	The Scale Improvement Analysis	45
3.4.4.	The Research Group.....	52
3.4.5.	The Teachers Group.....	58
3.4.6.	Interview Form for Teachers	59
3.4.7.	Data Analysis of Teacher Interviews	60

CHAPTER IV

FINDINGS

4.1.	Introduction.....	62
4.2.	Students' Opinions on the English Section in TEOG Exams	62
4.2.1.	Students' Opinions on TEOG Central Exams	63
4.2.2.	Students' Opinions on Exam Pressure	66
4.2.3.	Students' Opinions on High School Selection Choices	70
4.2.4.	Students' Opinions on English Class Exams Prepared by Teachers.....	73
4.2.5.	Students' Opinions on Education-Learning Process.....	77
4.2.6.	Students' Opinions on Student-Family Relationships	80
4.3.	Teachers' Opinions on the English Section in TEOG Exams	84
4.3.1.	Teachers' Opinions on the Effect of TEOG to Teaching Programmes ...	84
4.3.2.	Teachers' Opinions on the Students' Attitudes towards English Courses	85
4.3.3.	Teachers' Opinions on the Effect of TEOG on Language Skills	86
4.3.4.	Teachers' Feelings about TEOG English Questions	87

CHAPTER V

CONCLUSION

5.1.	Introduction.....	89
5.2.	Results and Discussion	89
5.3.	Pedagogical Implications.....	100
5.4.	Suggestions for MONE, Teachers and Parents.....	101
5.4.1.	Suggestions for MONE.....	102
5.4.2.	Suggestions for teachers.....	102
5.4.3.	Suggestions for parents	103
5.5.	Recommendations for Further Research	104

REFERENCES	105
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APPENDICES	112
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APPENDIX A	112
------------------	-----

Permission Paper From The Provincial Directorate Of National Education	112
--	-----

APPENDIX B: The Scale Development Student Questionnaire	113
---	-----

APPENDIX C: The Research Group Scale.....	115
APPENDIX D: Interview Form for Teachers	117
APPENDIX E: English Version of The Scale.....	118
APPENDIX F: English Version of The Interview Questions For Teachers	120
CURRICULUM VITAE	121



LIST OF TABLES

Table 2.1	8th grade student numbers in 2016-2017 education year	26
Table 3.1	The duration of English Learning	36
Table 3.2	The situation of having a family member that speaks English	37
Table 3.3	The family member who speaks English	37
Table 3.4	The situation of being supported in the family	37
Table 3.5	Whether there is a family member who can be helpful about English	38
Table 3.6	The family member who can be helpful about English	38
Table 3.7	Kaiser-Meyer-Olkin (KMO) and Bartlett's Globularity Tests Results	39
Table 3.8	Common variance values of topics	40
Table 3.9	Eigenvalue of the Factors and the Declared Variance Percentages	42
Table 3.10	The Factor Pattern Of the Students TEOG Exam Perception Scale	44
Table 3.11	The Cronbach -Alpha Reliability Parameters of the Scale	45
Table 3.12	Normality Test Results for the Total Scores of the Girls Sub-group	46
Table 3.13	Normality Test Results for the Total Scores of the Boys Sub-group	47
Table 3.14	Normality Test Results for the Total Scores of the School A's Sub-Group That Were Developed in Terms of Attended School	48
Table 3.15	Normality Test Results for the Total Scores of the Sub-group of Students that Enjoy English Lessons	48
Table 3.16	Normality Test Results for the Total Scores of the Sub-group of Students Having English Courses for 4 or Less Years Period	49
Table 3.17	Normality Test Results for the Total Scores of the Sub-group of Students Having English Courses for more than 4 years	50
Table 3.18	Normality Test Results for the Total Scores of the Sub-group of Students That Have a Family Member That Speaks English	50
Table 3.19	Normality Test Results for the Total Scores of the Sub-group of Students Being Supported in Learning English	51
Table 3.20	Gender distribution of students	52

Table 3.21 The situation of enjoying the English lesson.....	53
Table 3.22 The duration of learning English	53
Table 3.23 The situation of having a family member that speaks English.....	54
Table 3.24 The family member who speaks English.....	55
Table 3.25 The situation of being supported in the family.....	56
Table 3.26 Whether there is a family member who can be helpful about English.....	56
Table 3.27 The family member who can be helpful about English.....	57
Table 3.28 Attended School.....	58
Table 3.29 Demographics of Participant Teachers for the Qualitative Data.....	59
Table 4.1 Descriptive statistics of student opinions	62
Table 4.2 The Differences of Students' Scores on the TEOG Exam Perception Scale by Gender	63
Table 4.3 The Differences of Students' Scores on the TEOG Exam Perception Scale by Schools.....	64
Table 4.4 The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of Enjoying the English Lesson.....	64
Table 4.5 The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of the Duration of Learning English.....	65
Table 4.6 The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of Having a Family Member that Speaks English.....	65
Table 4.7 The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of Being Supported in Learning English or not.....	66
Table 4.8 The Differences of Students' Scores on Exam Pressure Perception in terms of Gender	67
Table 4.9 The Differences of Students' Scores on Exam Pressure Perception by Attended School	67
Table 4.10 The Differences of Students' Scores on Exam Pressure Perception in terms of Enjoying English Lesson	68

Table 4.11 The Differences of Students' Scores on Exam Pressure Perception in terms of the Duration of Learning English	68
Table 4.12 The Differences of Students' Scores on Exam Pressure Perception in terms of Having a Family Member that Speaks English	69
Table 4.13 The Differences of Students' Scores on Exam Pressure Perception in terms of Being Supported in Learning English or not.....	69
Table 4.14 The Differences of Students' Scores on Selecting High School Perception in terms of Gender	70
Table 4.15 The Differences of Students' Scores on High School Selection Perception in terms of the School Attended	71
Table 4.16 The Differences of Students' Scores on High School Selection Perception in terms of Enjoying English Lesson	71
Table 4.17 The Differences of Students' Scores on High School Selection Perception in terms of the Duration of Learning English.....	72
Table 4.18 The Differences of Students' Scores on High School Selection Perception in terms of Having a Family Member that Speaks English	72
Table 4.19 The Differences of Students' Scores on High School Selection Perception in terms of being Supported in Learning English or not	73
Table 4.20 The Differences of Students' Scores on Class Exams Perception in terms of Gender	74
Table 4.21 The Differences of Students' Scores on Class Exams Perception in terms of School Attended.....	74
Table 4.22 The Differences of Students' Scores on Class Exams Perception in terms of Enjoying the English Lesson.....	75
Table 4.23 The Differences of Students' Scores on Class Exams Perception in terms of the Duration of Learning English.....	75
Table 4.24 The Differences of Students' Scores on Class Exams Perception in terms of Having a Family Member that Speaks English.....	76
Table 4.25 The Differences of Students' Scores on Class Exams Perception in terms of Being Supported in Learning English or not.....	76
Table 4.26 The Differences of Students' Scores on Education-Learning Process Perception by Gender.....	77
Table 4.27 The Differences of Students' Scores on Education-Learning Process Perception in terms of Attended School.....	78

Table 4.28 The Differences of Students' Scores on Education-Learning Process Perception in terms of Enjoying English Lesson	78
Table 4.29 The Differences of Students' Scores on Education-Learning Process Perception in terms of the Duration of Learning English.....	79
Table 4.30 The Differences of Students' Scores on Education-Learning Process Perception in terms of Having a Family Member that Speaks English.....	79
Table 4.31 The Differences of Students' Scores on Education-Learning Process Perception in terms of Being Supported in Learning English or not.....	80
Table 4.32 The Differences of Students' Scores on Student-Family Relationship Perception in terms of Gender.....	80
Table 4.33 The Differences of Students' Scores on Student-Family Relationship Perception in terms of School Attended.....	81
Table 4.34 The Differences of Students' Scores on Student-Family Relationship Perception in terms of Enjoying the English Lesson.....	82
Table 4.35 The Differences of Students' Scores on Student-Family Relationship Perception in terms of the Duration of Learning English.....	82
Table 4.36 The Differences of Students' Scores on Student-Family Relationship Perception in terms of having a Family Member that Speaks English.....	83
Table 4.37 The Differences of Students' Scores on Student-Family Relationship Perception in terms of being Supported in Learning English or not.....	83
Table 4.38 Impact of English Questions on English Curriculum	85
Table 4.39 The Effect of English Questions on English Course Attitude.....	85
Table 4.40 The Effect of English Questions on English Listening Skills.....	86
Table 4.41 The Effect of English Questions on English Reading Skills.....	86
Table 4.42 The Effect of English Questions on English Writing Skills.....	87
Table 4.43 The Effect of English Questions on English Speaking Skills.....	87
Table 4.44 Teachers' Opinions on the Pressure and Stress of TEOG.....	88

LIST OF FIGURES

Figure 1 The Assessment in the Teaching/Learning Cycle	7
Figure 2 Slope-Pile Chart	41



LIST OF ABBREVIATIONS

CEFR: The Common European Framework of Reference for Languages

CLT: Communicative Language Teaching

CRT: Criterion-referenced tests

EFL: English as a Foreign Language

ESL: English as a Second Language

EU: European Union

KMO: Kaiser-Meyer-Olkin

LGS : High School Transition Examination which stands for Liselere Geçşi Sınavı

MCQ: Multiple Choice Question

MONE: Ministry of National Education which stands for MEB,

Milli Eğitim Bakanlığı

NRT: Norm-referenced tests

OKS: Student Selection and Placement Exam to Secondary Education Institutions which stands for Orta öğretim Kurumlar Sınavı

SBS: Level Determination Exams which stands for Seviye Belirleme Sınavı

TEOG: Transition Exam from Basic Education to Secondary Education which stands for Temel Eğitimden Orta Öğretime Geçiş Sınavı

TF: True /False questions

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the 21st century world, where the technological development gets more advanced and faster than the cultural changes, the significance of knowing a foreign language is undeniable. Not only developed countries but particularly developing countries like Turkey, which is on its way to be a member of the European Union (EU), has to pay special attention to adopt, internalize and produce the science and technology of the age. Nowadays, knowing one foreign language is considered not to be enough as it is observed that the century goes through an intellectual vocationalism in which mastering computer programs and foreign languages are taken as indispensable requirements (Çelebi, 2006). The necessity to learn a foreign language has increased rapidly in parallel with the intensification of the inter-communal relations and the improvements in the mass media sector. Thus, learning a foreign language is accepted as one of the criteria of modernity (Er, 2006). The current generation of policy-makers encourage and support plurilingualism in education. Within this respect, Güler (2005) states in her article that the Common European Framework for Languages, the European Language Portfolio and having the year 2001 as “The Year of Languages” led the member countries including the applicant countries to obtain a new point of view on the foreign language policies. The Council of Europe introduced the Common European Framework of Reference (CEFR), which is a framework depicting the ability of language learners’ with regard to four language skills (speaking, reading, listening and writing) at six reference levels (A1 to C2) in 2001 (Council of Europe, 2001). As a result, in order to ensure that the education system complies with the education systems and standards of the EU countries, the European Union Desk has been established within the Ministry of National Education (MONE) (Tok and Arıbaş, 2008).

The Turkish education system has experienced many revolutionary changes throughout the last three decades. The reflections of the EU countries’ educational systems can be observed with the “eight year basic education reform” in 1997 consisting many novelties in Turkish education system. At first, the compulsory 5-year

primary school education was switched to 8-year primary school education which drew forward the foreign language teaching from the 6th grades' curriculum to the 4th grades'. Within this context, it reframed the foreign language teaching in the aspects of changing the curricula and the textbooks. Moreover, students at the 6th grades had the opportunity to select one more foreign language course which was preferably English for extra two hours within their academic year. However, in 2012 compulsory 8-year primary school education has left its place to a new system defined as 4+4+4 in which the students have started their foreign language education at the 2nd grade. Communicative Language Teaching (CLT) has served a fundamental role in foreign language education practices during this process. Learning and teaching practices were shifted from teacher centered learning environment to student-oriented atmosphere in which the teachers facilitate students' learning rather than controlling them (Garrett, 2008). Therefore, many countries put forward the policy of advancing in the communicative competences by reshaping their language education programmes.

The changes in language teaching-learning directly have affected the assessment and evaluation procedures which are mostly shaped by central exams. The historical background of the central exams goes back to the 1970s. However, the timeline of the central exams will be examined according to their foreign language contents. MONE has abrogated Level Determination Exams, known as SBS which was conducted to 8th grade students for the purpose of placement to a higher institution according to their test scores due to the fact that it did not include English sections in it. As of 2013-2014 academic year, MONE has introduced a new central-based examination system named Transition from Basic Education to Secondary Education (TEOG). According to TEOG, the 8th grade students will have totally 12 exams in their first and second semester periods from the school subjects such as Turkish, Maths, Science, Turkish Republic Revolution History and Atatürk, Religious Culture and Moral Knowledge and Foreign Languages (Karadeniz, Er and Tangülü, 2014).

In this context, it is likely to classify central examinations like TEOG as high-stakes tests that are given to a large number of students with scores used for the measurement of student progress, curriculum revisions, school or teacher evaluations. In order to refute this perceptions MONE has embedded TEOG into the first and second semester as the second term exams of the chosen courses to prove that as an institution their main concern is to create a pluralist approach which respects the diversities in the society and hinders to form prototypes (MONE, 2013a). However as Zollar and Ben Chain (1990)

state the era in which we live is a test-conscious age in which the lives of many people are not greatly influenced, but are also determined by the test performance (p. 598) .

Considering the consequences, it is significant to examine the positive and negative washback effects of TEOG over all the stakeholders in education especially teachers and students. As Bailey (1996) defines washback is generally the influence of testing on teaching and learning (p. 259). According to Bachman and Palmer (1996) at a micro level washback refers to the extent to which a test influences within the classroom, mainly in the change or innovation of curricula and teachers' methodologies (p.12). In other words, the beliefs and opinions of not only teachers but also students play a critical role in determining the type and intensity of washback, and for this reason, they are the dominant source in encouraging positive washback and hindering negative washback.

Many middle school teachers feel anxiety, fear and pressure in order to cover all the topics in the central exam which scale up more when they assume that their job performance is also monitored and assessed closely not only by the headmaster of the school but also by the parents according to their students' central-exam scores. Besides, Brindley (1998) highlights the mentioned suppressing effect of assessment on teaching methodologies and learning strategies as a covert curriculum thus forcing teachers to teach to the test (p. 52). Likewise, many 8th grade students feel the anxiety, fear and pressure to be successful in these exams, which play a significant role in their high school selection and afterwards their university placement choices.

Therefore, the examination system does not allow the teachers to have a word on the curriculum and its subjects as MONE announces the course objectives of each subject beforehand and even determines the assessment type as multiple choice questions. The conflicting relationship between the teaching methodologies and materials with the assessment tool create a constraint and enforcement on teachers and students. The test format compels the teachers to change their practices in such a way that they have neither sufficient training nor experience. In the same way, students spend their time learning how to answer multiple choice questions not only in English but in all subjects. Despite persistent discussions of central exams in Turkey, limited research studies have been undertaken about the English questions in TEOG. With this view in mind, the current study aims to be the first local survey that shows the state middle school teachers' and students' perceptions of positive and negative washback effects of TEOG on English teaching methodologies and materials in Kepez, Antalya.

1.2. Statement of the Problem

For the past two decades, MONE has applied prominent reforms and innovations in the education and teaching system. With the extension of the compulsory education period from 8 - years to 12 - years in 2012-2013 academic year, the most distinguishing changes have been observed in the curriculum contents, the course materials and the central exam context. Taking the number of students into consideration who graduate from middle schools and high schools each year, it seems to be a mandatory requirement to include assessment tools like central exams into the education system. Therefore, curriculum based central exams like TEOG are designed as a determinative for the 8th grade students to graduate and continue to a higher educational institution. Although it can be assumed that the assessment practices and purposes mostly affect students and teachers, in this context it is very likely to state that these practices spread out their positive and negative effects even on parents and school administrations. Despite the fact that TEOG exams are apparently applied as the second written exams of the courses, they play a crucial role at an 8th grade students' graduation point and high school replacement scores. Hence, the courses such as English which are assessed in the central exam get more attention of students and teachers.

As all the English section is in multiple choice format, teachers have a critical responsibility to prepare their students properly. In order to teach their students the necessary test solving techniques and qualifications, English teachers need to plan and guide this process professionally. It is hard to speak about the language skills like writing, speaking and listening as these skills are not included and asked in none of the central exams. English teachers introduce learners various kinds of reading and eliminating strategies so that the students can do the multiple-choice exercises without mistakes. Unfortunately, in a test with multiple-choice items where not all the language skills are tested, it is hard to consider the result as a valid measure of their language ability.

As a result, their opportunities to learn a fluent and up-to-date English steam away. Students are sorted out as proficient or not-proficient according to their test scores which cause an intense pressure and anxiety not only on teachers and students but also on parents and school administrations. Therefore, the current situation about central exams and its impacts on English teaching and learning methods, approaches and materials need to be explored. A comparison of students' and teachers' opinions might

serve a crucial purpose regarding the English questions in TEOG in this respect.

1.3. Purpose of the Study

By depicting the current situation about the central exams, the present study aims to find out and compare students' and teachers' perceptions on the English questions in TEOG and to demonstrate their opinions about the necessity, importance and positive-negative effects of central exams on teaching and learning.

Related to the goals of the study introduced above, the following research questions were addressed:

- 1- What do the students think about the English section in TEOG exams?
 - a) Do the students' opinions on TEOG central exams show significant difference statistically according to;
 - Gender,
 - Attended School,
 - The situation of enjoying the English course,
 - The duration of learning English,
 - The situation of having a family member that speaks English and,
 - Being supported in learning English?
 - b) Do the students' opinions on exam pressure show significant difference statistically according to;
 - Gender,
 - Attended School,
 - The situation of enjoying the English course,
 - The duration of learning English,
 - The situation of having a family member that speaks English and,
 - Being supported in learning English?
 - c) Do the students' high school selection choices show significant difference statistically according to;
 - Gender,
 - Attended School,
 - The situation of enjoying the English course,
 - The duration of learning English,
 - The situation of having a family member that speaks English and,

- Being supported in learning English?
- d) Do the students' opinions on English class exams prepared by teachers show significant difference statistically according to their;
- Gender,
 - Attended School,
 - The situation of enjoying the English course,
 - The duration of learning English,
 - The situation of having a family member that speaks English and,
 - Being supported in learning English?
- e) Do the students' education-learning process opinions show significant difference statistically according to their;
- Gender,
 - Attended School,
 - The situation of enjoying the English course,
 - The duration of Learning English,
 - The situation of having a family member that speaks English and,
 - Being supported in learning English?
- f) Do the student-family relationships show significant difference statistically according to their;
- Gender,
 - Attended School,
 - The situation of enjoying the English course,
 - The duration of learning English,
 - The situation of having a family member that speaks English and,
 - Being supported in learning English?
- 2- What do the teachers think about the English section in TEOG exams?
- a) As TEOG contains English questions, what do the teachers think about the effect of TEOG to their teaching programme?
- b) As TEOG contains English questions, how does this affect the students' behaviour towards the English courses?
- c) As TEOG contains English questions, what do the teachers think about the effect of TEOG on their students' language abilities (listening, reading, writing and speaking)?

- d) Do teachers feel any pressure or stress regarding TEOG English questions?

1.4. Significance of the Study

Over the years, there have been extensive discussions in both language education and appropriate assessment methods and the influence of examinations on language teaching and learning. Unfortunately, in recent language teaching the key challenge for teachers, school administrations, parents and students seem to be whether they are on the right track for the central exams rather than whether they are adequately equipped with communicative competences. As seen in the Figure 1 below, Coombe, Folse, and Hubley (2007) believe that assessment is an integral part of the curriculum in which decisions on how to assess students have to be taken into consideration at the very beginning of the teaching and learning programs and curriculum design.

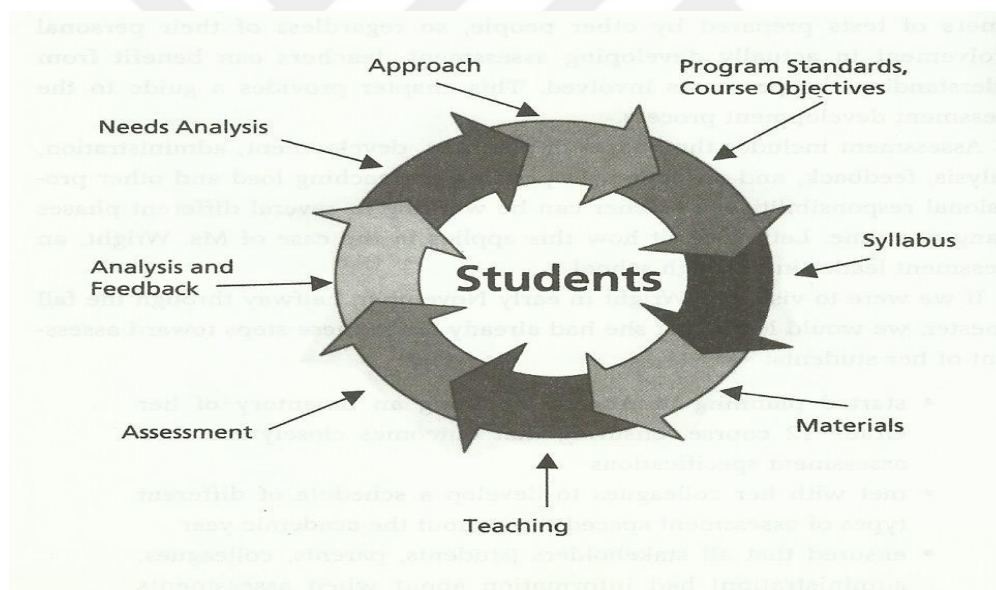


Figure 1

The Assessment in the Teaching / Learning Cycle (Coombe et al. , 2007)

Thus, assessment supplies the English teachers a second chance to rethink about the objectives in their current English program and to observe whether they fulfill the necessities of their students. In that sense TEOG was considered to serve as a feedback to teachers, students, parents and school administrations. Given as the second class exams to students, the teachers were expected to detect students' strengths and weaknesses in topics and reshape a need analysis for the ongoing teaching and learning

period. However, in Turkey as high-stakes exams like TEOG play a crucial role in the education system, the assessment of English is taken only by a multiple choice test format.

For some teachers, a high-stakes test simplifies their job. The test provides teachers a clear target and allows them to simply teach to the content of the test. On the other hand, the high-stakes tests can degrade teaching skills by narrowing down the curriculum to test preparation. Rather than improving each student individually, focus is placed on improving test scores in common.

English teachers especially on the 7th and 8th grades are expected to spend extra time on doing test practices. Although, some scholars argue about the negative sides of testing in language learning, many others including policymakers and school administrations claim that high stakes tests like TEOG are necessary to monitor student and teacher proficiencies. It is also strongly underlined that without exams or tests, students wouldn't take studying seriously. Therefore, the present study compares student and teacher opinions together and attempts to clarify how norm-centred high stakes examinations like TEOG is carried out at present and how it reflects on students' English learning as well as investigating student and teacher opinions on the importance of testing and assessment.

1.5. Scope of the Study

This study investigates the opinions of 8th grade students and English teachers in five different middle schools in Kepez, Antalya regarding the importance, the necessity and the positive-negative effects of the English items in the TEOG exams. A study group including 545 eighth grade students studying and 20 English teachers working at these six schools was specified for this purpose. The study strived to uncover in what aspects students and teachers agree with one another, and in what aspects they disagree regarding the importance of TEOG exams, the multiple-choice English items in the exam and how this affects their teaching and learning methods and materials. By this way, potential problems about the current situation regarding central exams and its effects on English language teaching and learning programs were emphasized.

1.6. Limitations of the Study

The present study has some limitations which were given special attention to minimize. The study was carried out in six different state schools situated in Kepez, Antalya. While determining the specific schools where the questionnaire, the scale and interview would be applied, 2015-2016 TEOG central exam results were taken into account. One imam hatip middle school and four state middle schools were chosen randomly by order of success. In addition, all these schools are closely situated to each other in distance.

Initially, it is limited with a study group of 545 eighth grade students and 20 English teachers at six middle schools in Antalya. With respect to the scale developed by the researcher, it is significant to mention that it was applied to the scale development and the research group in Turkish which was expected to provide honest and fully-concentrated expressions of their opinions. Moreover, it should be mentioned that the findings obtained through this research are based on self-report data gathered from students and teachers. According to Chamot (2004) self-report data may be inaccurate if the learner does not report truthfully, it is still the only way to identify learners' mental processing (p. 15). Examples of self reports are questionnaires and interviews in which the participants are directed some questions about their feelings, beliefs and attitudes on a particular issue. Self-report data are utilized in the data collection process as it is a relatively simple and fast way to collect data from many people with a low cost. For the purpose of finding out student and teacher opinions of five middle schools, this study benefited from self-report data.

In the research by informing all the participants that the whole responses would be kept anonymous and confidential, the validity of the study was aimed to be increased. Moreover, two different types of instruments namely scale and interview were used to minimize this limitation. In terms of qualitative data from teachers, the data collection was restricted to interviews within their working hours. More accurate results might be achieved by including different types of instruments for qualitative collection. One of the most important points to highlight in this study is that with the beginning of the 2017-2018 academic year by a very rapid and unexpected decision of MONE, TEOG central exams have been replaced by High School Transition Examination (LGS). The students who participated in this study were the last group of students who experienced the TEOG exams.

1.7. Assumptions of the Study

While carrying out this research, the following assumptions are made. It is assumed that:

1. The TEOG (Transition Exam from Basic Education to Secondary Education) English test items will cover the requirements of each language skill (reading, listening, writing, and speaking).
2. The TEOG test will represent the requirements of the English teaching-learning process.



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

After the brief introduction provided for the present study in the previous chapter, this part initially introduces assessment as a significant component of teaching and learning in education systems and describes its distinctive features and types. The key issues of testing are discussed and washback or backwash effect on education is mentioned. Finally, as the major focus of the study is concerned with the brief history of central exams in Turkey and its effects on English language teaching and learning process, TEOG central exam is evaluated within this context in detail.

2.2. The Scope of Evaluation, Assessment, and Testing

Education is defined as the process of desirable changes in an individual's behaviours through his or her own life experiences (Ertürk, 2013). In this sense, education resembles to an active and systematic windmill with four efficient wheels; the input (teaching methods and materials), the process (curriculum), the output (knowledge and behaviours) and the control (assessment and evaluation). All these components which are in constant interaction with each other cannot be considered independently. The inputs affect the process, the inputs and the process affect the outputs, the outputs affect the evaluation and overall, the evaluation affects the whole system (Baykul, 2014).

The term evaluation and assessment are both commonly used whereas evaluation is considered to have a wider basis for gathering information in education. According to Brindley (1989) evaluation is conceptualized as broader in scope, and concerned with the overall program (p. 3). Genessee (2001) defines it more clearly as evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be informed by the results of alternative forms of assessment (p. 145).

Assessment is gathering and evaluating quantitative and/or qualitative information that demonstrates harmony between the missions, goals and objectives of the institution

and the actual outcomes of its educational activities (MSCHE, 2002, p. 63). Therefore, assessment is an integral part of the entire curriculum cycle, not something attached as a postscript to teaching (Coombe et al., 2007, p. 3). Therewithal, testing is a part of assessment which uses tests as a more formal and systematic procedure to gather information about learner achievement. As a language teacher to have a better understanding on tests like TEOG and assessment, it is beneficial to categorize assessments and tests by type, purpose, or place within the teaching and learning process.

2.3. Classification of Assessment Types

In general, teachers of all courses including English teachers assess their students in a number of ways for various purposes. However, mostly the main concern is about the students, the course objectives and the teaching and learning process.

2.3.1. Diagnostic Assessment

Diagnostic assessment can help teachers to identify students' current knowledge of a subject, their skill sets and capabilities and to clarify misconceptions before teaching takes place. One of the main objective of a teacher is to identify his/her students' strengths and weaknesses and within this context to carry out the necessary revisional or remedial activities (Coombe et al., 2007, p. xiv). Hanna and Dettmer (2004) define the four types of diagnostic assessment as:

- Pre-tests (on content and ability),
- Self-assessments (identifying skills and competencies),
- Discussion board responses (on content-specific prompts),
- Interviews (brief, private, 10-minute interview of each student) (p. 39).

Based on the abovementioned assessment types and related results teachers modify their teaching methodologies or materials before the actual teaching-learning process starts.

2.3.2. Summative Assessment

Summative assessment is considered to be a tool that helps to evaluate the effectiveness of the curriculum goals, the school improvement or the students' placements in specific programs or schools. Brown (2004) defines the term as summative assessment is about measuring or summarizing what a student has grasped, and typically occurs at the end of a course or unit of instruction (p. 6). As remarked previously, it will be appropriate to remind that summative assessments do not come up during the learning process to supply information for the classroom levels.

According to Hanna and Dettmer (2004) summative assessment can be classified as:

- Examinations (high-stakes exams),
- Final examination (a truly summative assessment),
- Term papers (drafts submitted throughout the semester would be a formative assessment),
- Projects (project phases submitted at various completion points could be formatively assessed),
- Portfolios (could also be assessed during its development as a formative assessment),
- Performances,
- Student evaluation of the course,
- Instructor self-evaluation (p. 44).

All the summative assessment kinds might be useful for the teachers in the instruction of English teaching-learning process. As for understanding the progress which the students have managed so far the beginning and detecting the subjects which need more effort, the summative assessment types seems to be necessary.

2.3.3. Formative Assessment

Formative assessments are carried out with the aim of using the results to improve instruction, so they are given during a course and feedback is provided to students (Coombe et al., 2007, p. xix). Therefore, as Brown (2004) states that formative

assessment comprises evaluating students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue that growth process (p. 6). In order to get a better understanding on formative assessment, it will be beneficial to go through the classification of Hanna and Dettmer (2004) :

- Observations during in-class activities (of students non-verbal feedback during lecture),
- Homework exercises as review for exams and class discussions,
- Reflection journals that are reviewed periodically during the semester,
- Question and answer sessions, both formal—planned and informal—spontaneous,
- Conferences between the instructor and student at various points in the semester,
- In-class activities where students informally present their results,
- Student feedback collected by periodically answering specific questions about the instruction and their self-evaluation of performance and progress (p.52).

As can be inferred from the abovementioned definitions and explanations to implement formative assessment to its effectiveness, it is significant to involve students both as assessors of their own learning and also as guides to their teachers and peers. As a result formative assessments are generally considered as low stakes which contain low or no point value.

2.4. Different Approaches to Assessment Preferences

A general distinction is made between diagnostic, formative and summative assessments in the literature. However, another issue which needs to be clarified is the assessment preferences. In respect of assessment in schools, teachers concentrate on five different preference types or approaches in relation to formative and summative assessments:

- A- **Assessment of Learning** is summative assessment which intends to certify learning and report to parents and students about students’ progress in school, usually by signaling students’ relative position compared to other students (Earl and Katz, 2006, p. 85).

- B- **Assessment for Learning** is formative assessment which provides feedbacks to teachers to create efficient learning by modifying teaching and learning activities during the ongoing instructional process (Gonzales and Aliponga, 2012).
- C- **Assessment as Learning** is defined as a process of developing and supporting metacognition for students, focusing on students who act as the critical connector and supporting metacognition for learning, and also students as critical analysts of their own learning. Students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations and even major changes in what they understand (Manitoba Education, 2006, p. 13).
- D- **Assessment for Instruction** is more concerned with teachers' use of assessment results to provide each student with accurate descriptive feedback to further his or her learning (Earl and Katz, 2006, p. 85).
- E- **Assessment to Inform** is more about communicative function of assessment in terms of reporting and utilizing results for various stakeholders (Gonzales and Aliponga, 2012, p. 5).

2.5. Testing as a Crucial Component of Assessment

2.5.1. Classifications of Testing Types within Assessment

As previously stated, testing is seen as only one part of assessment which is formal and standardized. As Davies (1990) claims testing is not teaching and we can-and should-insist that the operation of testing is distinct from teaching and must be seen as a method of providing information that may be used for teaching and other purposes (p.24). Therefore, language testing is crucial in language teaching in which teachers benefit from the results to identify the strengths and weaknesses of the curriculum goals and methods. Language ability must be evaluated in terms of test use and test purpose. At least 5 distinguishing uses can be listed precisely (Coombe et al., 2007, p. xvi-xvii):

- ✓ In *diagnostic tests* language areas are tried to be identified so that students can be provided help to remedy their errors. In this regard, these tests are not based on success but rather on failure. They often occur at the start of a program.

- ✓ In *progress tests* the progress that students are making at the program goals is measured. These tests can be administered during a language course to identify what students have learned after a certain instruction has been presented.
- ✓ In *achievement tests* the concern is with measuring what has been learnt with regard to stated syllabus, course objectives and materials. Likewise progress tests, they are applied at the middle or at the end of the semester.
- ✓ In *proficiency tests* students are assessed for their overall language ability and they take place before or outside the program. In other words, these tests are concerned with the students' language control and skills in general.
- ✓ In *aptitude tests* the language learning ability of a student is measured. It has not a typical syllabus as its intention is to predict the future language learning success. Therefore, they also take place before or outside the program.

2.5.2. Classifications of Testing Purposes within Assessment

Language tests can be classified according to their purposes as well. To get a better understanding towards tests it is necessary to have a deeper look into those test purposes.

- In *Criterion-referenced tests* (CRTs) the assessor usually measures the performance of the students against pre-set criteria (Le Brun and Johnstone, 1994, p. 185). The criteria serve the following purposes: to describe, clarify, and communicate requirements; to contextualise and fine-tune expectations; to facilitate the substantiation of judgments; to safeguard against subjectivity and bias; to ensure fairness; and to provide a defensible framework for assessing (Scarino, 2005, p. 9). Real CRTs are devised before the instruction is designed so that the test will match the teaching objectives.
- *Norm-referenced tests* (NRTs) are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers. The major reason for using a NRT is to classify students. Both NRTs and CRTs can be standardized as they are administered, scored, and interpreted in the same way for all test-takers (Stiggins, 1994).
- *Low-stakes tests* would be used to measure academic achievement, identify learning problems, or inform instructional adjustments, among other purposes.

Short quizzes or in-class progress tests can be given as example to low-stakes tests. These tests generally carry no significant or public consequences – the results concern mostly an individual teacher or student.

- **High-stakes tests** are tests used to make important decisions about students, educators, schools, or districts, most commonly for the purpose of accountability—i.e., the attempt by federal, state, or local government agencies and school administrators to ensure that students are enrolled in effective schools and being taught by effective teachers.

2.6. Receptive and Productive Skills in Language Teaching

Defined by Kırkgöz (2011) as in the 1997 curriculum, the communicative dimension of the new curriculum aims at promoting learner’s communicative competence in English by fostering integrated development of four language skills (p.183). The role of the teacher is shifted to a “guider” and “facilitator. Students are expected to arise a desire to communicate. They should be focused on the content of what they are saying and writing, rather than on a particular language form (Harmer, 2011).

A language mainly consists of four basic skills which are grouped under two headings: Receptive Skills (Passive Skills) and Productive Skills (Active Skills) (Hussain, 2015). Sadiku (2015), defines speaking and listening as highly interrelated skills to achieve an effective oral communication and highlights the strong link between reading and writing for obtaining an effective written communication. As a result, a language learner can communicate effectively only when he/she integrates the abovementioned skills successfully.

2.7. Assessment in Language Teaching

In the field of English as a Foreign Language (EFL) and English as a Second Language (ESL), teachers highlight onto four different modes of communication: listening and reading as receptive skills, writing and speaking as productive skills. However, in recent years as Powers (2010) states in his article the fields of education and educational measurement have increasingly focused on the concept of *communicative competence* — the ability to use language correctly and appropriately in order to accomplish specific communication goals. This often involves the use of several skills

in combination (p. 1). The four skills depend heavily on each other but not to the degree that a measure of one can substitute perfectly to a measure of one another. They have to be measured separately as they are discrete logically. Therefore, failing to measure all of these important aspects of proficiency may leave critical gaps in a language learner's language proficiency.

Language teachers need to employ various assessment practices in their teaching process in order to assess students' language skills and performance appropriately (Powers, 2010). A student's language performance depends mostly on the purpose for language use and the context in which it is used. Alderson and Wall (1993) have claimed more specifically that a test may influence what teachers teach (and what students learn) and also how it is taught and learned — for instance the measure and how, and the degree and depth. So, initially it is necessary to know how to ask the four language skills.

The four major language skills are frequently assessed in the following way by the EFL / ESL teachers (Heaton, 1975, p. 8):

-reading comprehension, in which questions are asked to understand the students' ability to comprehend the essence of a text and to extract key information on specific points in the text

-listening (auditory) comprehension, in which short dialogues, lectures or talks are given to students to understand the students' ability to comprehend the phrases and sentences

-writing ability is evaluated generally in the form of letters, reports, memos, messages and account of past or future events, etc.

-speaking ability is evaluated usually in the form of interviews, role plays, problem-solving tasks, picture description as pair work, group work or individually to understand their oral response coding

The central exams for 8th grade students just include multiple-choice questions, the speaking and listening skills can be observed only indirectly. For instance, at the exams speaking and listening tasks are given in written form in which the student is asked to choose the right option to fill in the dialogue. The following question is taken from the latest LGS English questions (MONE, 2018):

3. **Mark** : I am going to see my sister in the afternoon. Would you like to come with me?

Sarah : Why not? - - - -?

Mark : In front of the cinema. We want to watch a movie together.

- A) Who will you go out with
- B) What are you going to buy
- C) What time will you go there
- D) Where are you going to meet

4. **Erica** : Hi, Laura. How are things?

Laura : I feel terrible because Paul has had a bad accident. He has been in the hospital for three days.

Erica : I am sorry to hear that! - - - -

Laura : Thanks for your good wishes.

- A) Do you need any help?
- B) I read the news on the Net.
- C) What's wrong with him?
- D) I hope he gets better soon.

As can be understood from the questions, the dialogue questions are from everyday life which are normally assessed in a classroom atmosphere by the speaking and listening skills of students. However, in none of the central exam questions the students' writing skills are assessed.

Therefore, the testing tasks will be defined in detail so that a wider view can be formed before evaluating TEOG exams. Although at English teaching and learning curriculum the four skills is aimed to be treated equally, at the central exams the focus is mostly on reading.

2.8. Test Items

There are many elicitation techniques that can be applied while performing a test. Asking the right kind of question can be considerably significant in reflecting the teacher a clear understanding of his/her students' abilities. However, teachers have to be aware of the limitations of each of these tasks or question types so that they can balance each one appropriately. Harper (2007) classifies the test items as *direct test items* in which students are asked about the language (e.g. writing a postcard, read or reply a mail, or reply a dialogue) (p. 168). Direct test items are mostly related with the construction of the language. However, *indirect test items* concentrate on the word collocations, the correct usage of the tenses or modal verbs. Therefore, they are mostly concerned about the students' knowledge of the language construction.

As Reiner, Bothell, Sudweeks and Wood (2002) clarify multiple-choice questions, matching exercises, and true-false items are all examples of selected response test items because they require students to choose an answer from a list of possibilities, whereas essay questions, short answers and fill in the blank require students to compose their own answer (p. 6). Therefore, similar to the distinction of the language skills, test items can also be divided into two as *receptive test items* and *productive*

test items. Due to the fact that the central exams are designed according to the indirect test items, in the following section the most common used types with their precise definitions will be presented.

2.8.1. Multiple-choice questions in English

At present teachers and students all over the world are familiar with the multiple choice question (MCQ) format. MCQs are not only commonly used in textbooks but also in many English proficiency exams. They are preferred to assess learning mostly at the comprehension level. MCQs can be in many forms but the central exam English questions are usually written as a question (i.e., Where was Aziz Sancar born?) or in an incomplete statement (i.e., I think a true friend should be...He/she is always kind about friends' problems). So, the response options are the choices given to the test-takers. Typically, there are four choices expressed as A, B, C and D. One of these options is the *correct answer* to the question. The others are mentioned as *distractors*. The purpose of the distractors is to move the attention of the students away from the correct answer in order to evaluate the student's knowledge or skill about the subject. The popularity of this format is based on several advantages which will be summarized below;

- 1- As Weir (1990) states in multiple-choice tests there is almost complete marker reliability. The marking, as well as being reliable, is simple, more rapid and often more cost effective than other forms of written test (p. 43). In other words, they are machine scorable and this gives the test appearance of being fast, easy and economical. For the school administrations they are considered to be quite easy to analyze the test scores.
- 2- The assessment of the test-taker is not affected by his/her writing skills because the test-takers are only expected to circle the right answer on a sheet or click on the computer (Coombe et al., 2007, p. 19).
- 3- They can be beneficial at various educational levels, from beginner level to graduate level language education. It is possible to say that students from all ages are familiar with this format.

Besides the advantages of the format, there are some disadvantages which needs to be mentioned.

- 1- Depending on the level of cognitive effort, multiple choice tests become harder and more time consuming to create. In other words, the MCQs can be used effectively in testing the items that demand low level of cognitive effort such as recalling memorized knowledge, but items that require students to use higher order thinking skills such as analyzing and synthesizing are more difficult to produce (Simonson, Smaldino, Albright & Zvacek, 2000, p. 289).
- 2- For English it is hard to assess the test-takers' productive language skills or communicative skills like speaking and writing. The format is popular for focusing on specific areas of language areas like grammar and vocabulary.
- 3- It is another fact that MCQs may encourage students to guess which can have a negative effect on the test score. At TEOG questions as the wrong answers do not affect the correct answers, students generally do not have blank answer sheets, which arises the question in mind how students can be sure about all the answers.
- 4- As Weir (1990) mentions answering multiple-choice items is an unreal task, as in real life one is rarely presented with four alternatives from which to make a choice to signal understanding (p. 44). In a multiple-choice test the distractors present choices that otherwise we may not have thought or answered. In addition, some MCQs can be criticized for their lack of authenticity. It is important to ask the questions within a context.
- 5- MCQs are more challenging and time-consuming to write as each distractor has to be written carefully by item writers and pre-tested before they are used in formal exams. As Weir (1990) states each item has to be rigorously edited to ensure that the responses are homogeneous, of equal length and mutually exclusive and the item is appropriate for the test. Moreover, the distractors are wrong but plausible and discriminate at the right level (p. 44).

2.8.2.Fill-in and cloze procedures

Harmer (2007) explains that gap-fill (or fill-in) items are fairly easy to write, though it is often difficult to leave a gap where only one item is possible (p. 169).

Cloze items can be classified with fill-in items as they are another version of this type. As Harmer (2011) defines cloze, in its purest form, is the deletion of every *n*th word in a text (somewhere between every fifth or tenth word). Because the procedure is

random, it avoids test designer failings (p. 382). The test designers apply a random deletion in the test which makes it suitable to check grammar, phrases or reading comprehension. The teacher must be careful about multiple correct answers as in some of the gaps more than one answer can be correct. Therefore, these kind of test items are not mostly preferred at central exams.

2.8.3. Matching Format

Another common test item is the matching format. Matching is the prolonged version of MCQ that takes the attention on the students' competence to make links among ideas, vocabulary and structures between two columns. Students are asked to find the matches between these two columns. Items in the left-hand are called *premises* or stems, and the items in the right-hand column are called *options* (Coombe et al. , 2007, p. 31). In other words, it is possible to say that the matching format supplies the teacher the chance to review a lot of subjects like phrasal-verbs, the cause-effect relations, the modal verbs etc. Therefore, English teachers mostly employ them in quizzes or mid-term papers. The most advantageous part of matching format is its effective to help the teacher to measure the students' skill to identify the link or association between similar or related items. However, on the other side when the options and the premises are equally divided, the student makes a wrong choice which causes two missed answers automatically.

2.8.4. True /False Format

True/ False questions are the second to be preferred test items after multiple choice questions by teachers for teacher-produced tests. In fact, T/F questions are the specialized form of the MCQ format in which two alternatives are presented and the students have to response with one of them (Coombe et al., 2007, p. 27). Kwan (2010) highlights the advantages of T/F questions as sometimes, quick-answer types, like T/F and multiple-choice questions, may be preferred due to their ease and objectivity of grading. Some teachers, in the pursuit of time-saving and ease-of-grading in tests, will at times prefer the simple true-or-false questions. They are easy to write, fast to administer, and convenient to grade (p. 2). Despite the many advantages of this test item, the biggest disadvantage of T/F questions is the guessing factor. Yet another way

to overcome this problem is to ask students to correct the false statements. As Hussain (2015) mentions in his article while constructing true-false items, attempts should be made to avoid trivial, broad, general and negative statements. There should be proportionate numbers of true and false statements and finally, statements should be simple in language and understanding (p. 726).

2.8.5.Short answer / Completion Items

Short answer or completion items ask students to answer by words or phrases. These types of tasks enforce the students to interpret and comprehend knowledge rather than providing the possibility of guessing. Therefore, the students have to be productive while using their higher-order thinking skills. Hussain (2015) proposes in his article that while constructing the completion items, an attempt should be made to word the item so that the required answer is both brief and specific. A direct question is generally more desirable than an incomplete statement (p. 726). In other words, the teachers need to prepare a key for the scoring with all the acceptable answers. The paper checking process can be time consuming due to the spelling of students. Some poor students who are bad at writing can have difficulties with their papers. From this point, the assessment part can be time consuming.

2.8.6.The Essay Questions

Essay questions among the types of task in testing is one of the most challenging productive item which assesses the higher-cognitive processes such as analyzing, evaluating, summarizing and synthesizing (Coombe et al. , 2007, p. 35). Hussain (2015) highlights this point in his article as other assessment formats are better for measuring recall knowledge but the essay is able to measure deep understanding and mastery of complex information (p. 727). Due to its similar subjective assessment scoring with completion items, essay questions' construction have some significant criteria. The necessary criteria were summarized as in the following:

1. Requires examinees to compose rather than select their response.
2. Elicits student responses that must consist of more than one sentence.
3. Allows different or original responses or pattern of responses.
4. Requires subjective judgment by a competent specialist to judge the accuracy and

quality of responses (Reiner et al. , 2002, p.6) .

From the third criterion it can be inferred that composing and deciding on the responses provide an authentic experience. On the other side, there are some disadvantages of the essay questions in its scoring and grading as different readers might differ in their grading of the same responses. This is also a time consuming procedure. The emphasis on the written communication skills can be a problem for those who have poor writings or for those who are talented at communicative skills.

As a result, although all these test items are mostly preferred by English teachers in the class exams at central exams like TEOG due to scoring reasons and time limitations only multiple choice questions are asked to students.

2.9. Washback in Language Testing

At this part of the study to get a better understanding to central exams the term washback will be presented briefly. One of the major issues within the field of assessment in the 1990s has been a concern with the systematic validity of tests- the so-called “washback effect” or the effect a test has on classroom practice (Berry, Falvey, Nunan, Burnett and Hunt, 1995, p. 31). Alderson and Wall (1993) state in their article that a test will influence teaching and relatedly a test will influence learning (p. 120). They explain all these mutual effects under their Washback Hypothesis term.

Going back in time, we can realize that examinations or tests have a long and well-established place in history as a means of control for education programs. Linn (2000) classified the use of tests and assessments as key elements in relation to five waves of educational reform over the past 50 years: their tracking and selecting role in the 1950s; their program accountability role in the 1960s; minimum competency testing in the 1970s; school and district accountability in the 1980s; and the standards-based accountability systems in the 1990s. Even, today tests continue to be a significant assessment tool in education (p. 4).

Being aware of the power of tests, policy makers in many parts of the world including Turkey use them to direct the educational systems, to control curricula and to propose new textbooks and new teaching methods (Cheng and Curtis, 2004, p.6). In this context, washback is occasionally perceived as negative or positive. Wall and Alderson (1993) also noted that tests can be powerful determiners, *both positively and negatively*, of what happens in classrooms (p. 117). Likewise, Taylor (2005) classifies

washback as negative washback is said to occur when a test's content or format is based on a narrow definition of ability, and so it constrains the teaching/learning context whereas positive washback is said to result when a testing procedure encourages 'good' teaching practices (p. 154). Pan (2009) holds the view that in terms of classroom setting at a micro level, the positive washback integrates meaningful and innovative learning activities in teachers' educational methodologies, and thus educators will devote more attention to students' intentions, interests and choices. Students will be encouraged and motivated at the same time (p. 261).

2.10. The Most Recent Educational Policies in Turkey

It is a universal reality that throughout history, education has been one of the most influential fields in human life. With the abiding requirements of the 21st century, not only developed countries but also developing countries have ascended their concentration and focus on reforms at technological, economic, social, political and cultural areas offering education initial and major priorities. Therefore, as Aslan (2004) highlights in the National Education Magazine, on a global scale it is a necessity to ensure a continuous development and change in education.

Relatively globalization is considered to have a wide perspective covering many areas like economy and politics as well as the information technology and culture. However, Aslan (2004) claims in the same article as many people believe that this process will vanish both the structure of national states and also their cultures as well as their education systems (p. 1). However, Gedikoğlu (2005) interpreted this restructuring process from a different perspective "Due to the rapid changes in science and technology since the 21st century new necessities and globalization led to an ineffective education system (p.70).

In recent years adapting the European Union Educational Systems, Turkey has also initiated some radical changes in its education system. The Turkish government accepted the law in 2012 which states the four-year compulsory primary and the four-year compulsory middle school education that consists the first two segments of the 4+4+4 educational structure. After completing the first four-year educational cycle, students have the option to continue their middle school education at the state school they graduated from or register to another state school coherent with their home address or a religious based imam hatip school. Every student has the right and option

to continue at a private school at any time of their academic life. Despite all the changes in the education system including textbooks or curriculum objectives and goals, one of the unvarying aspect from the previous system is related to the assessment procedure comprising the central exams.

2.11. Historical Background of Central Examinations in Turkey

Central examinations play a crucial role in the Turkish education system. Students face with numerous exams as soon as they start their education life. However, if the examinations are ranked from top to bottom, the two most important nation-wide ones are; the high school entrance and the university entrance exams. Only those students who can score high ranks in the results of these norm-referenced high-stakes tests have a chance of enrolling at good and prestigious high schools and universities.

For the last 25 years there is an increasing imbalance between the number of the graduate students from the primary education institutions and the secondary education institutions. As an inevitable solution centralized examination systems have come forth. The recent data from the official website of MONE clearly present the situation in Table 2.1. Out of 5.211.506 students 1.174.427 8th grade students entered TEOG examination in 2016-2017 education year (MONE, 2017).

Table 2.1 8th grade student numbers in 2016-2017 education year

Eğitim Kademesi	Öğrenci Sayısı		
	Toplam	Erkek	Kadın
Örgün Eğitim Toplamı	17.588.958	9.059.597	8.529.361
Örgün Eğitim (Resmi)	14.540.339	7.439.698	7.100.641
Örgün Eğitim (Özel)	1.174.409	623.309	551.100
Örgün Eğitim (Açık Öğretim)	1.874.210	996.590	877.620
Okulöncesi Toplamı	1.209.106	633.349	575.757
Resmi Okulöncesi	1.017.436	531.176	486.260
Özel Okulöncesi	191.670	102.173	89.497
İlkokul Toplamı	5.360.703	2.743.694	2.617.009
Resmi İlkokul	5.128.664	2.620.860	2.507.804
Özel İlkokul	232.039	122.834	109.205
Ortaokul Toplamı	5.211.506	2.635.412	2.576.094
Resmi Ortaokul	4.595.342	2.358.986	2.236.356
Özel Ortaokul	278.089	150.233	127.856
Açık Ortaokul	338.075	126.193	211.882
Ortaöğretim (Genel+Mesleki) Toplamı	5.807.643	3.047.142	2.760.501
Resmi Ortaöğretim	3.798.897	1.928.676	1.870.221
Özel Ortaöğretim	472.611	248.069	224.542
Açıköğretim Lisesi	1.536.135	870.397	665.738

Kaynak: Milli Eğitim İstatistikleri, 2015-2016

When the historical background of the examination system in Turkey is examined, it is seen that it goes back till the 1970s. However, as the main concern of the research is the foreign language aspect only the examinations dating back to 2009 will be given attention. Chronologically, until 2009 in order to assess 8th grade students' course acquisitions MONE applied Student Selection and Placement Exam to Secondary Education Institutions known as OKS. The central exam was applied at the end of the second semester in June to place students to general high schools, vocational high schools, science high schools or Anatolian high schools. As this central exam contained only some specific courses like Turkish, Mathematics, Science and Technology and Social Sciences and excluded the others like Foreign Languages, MONE introduced Level Determination Exams known as SBS in 2009 including the Foreign Languages sub-test (MONE, 2008b).

It is also worth mentioning that all the exams conducted by MONE are curriculum focused with multiple choice questions. However, SBS was different from OKS as it was applied not only to 8th grade students but also to 6th and 7th grade students at the end of each academic year. The mean of all three years' examination scores was taken to place students to their school preferences. MONE decided to remove SBS in 2010 gradually “ to reduce the students' examination numbers as far as possible in the educational process and to eliminate completely the additional examinations or tests applied in the transition to secondary education” (MONE, 2013b).

Dating back to 2013-2014 academic year, MONE has introduced a new central examination system named Transition from Basic Education to Secondary Education (TEOG). In this new arrangement, the 8th grade students are required to take TEOG as their second course exams in the first and second semester of the academic year. The exam is applied in November and April for two days. On the first day Turkish, Mathematics and Religious Education and Morals are assessed and on the second day Science and Technology, Social Sciences and English are tested by 20 multiple choice questions in 40 minutes each. Although, it is implemented into the education system as an ordinary course exam, it is in reality a central nation-wide exam with serious consequences.

2.12. TEOG from the Assessment Perspective

Before proceeding to examine TEOG deeply, it is important to have a general understanding with the relationship of TEOG the theoretical themes mentioned above.

2.12.1.TEOG in terms of Assessment Types

As far as TEOG is concerned, the English multiple choice questions cannot be considered to have a diagnostic goal to measure their listening, speaking and writing skills. As the emphasis is mostly on the reading skill, the language teachers prefer to narrow down the curriculum around reading. However, this minimization does not allow students to focus on deep analysis, critical thinking and communicative competences. Moreover, as the main aim in this assessment type is to diagnose before the teaching takes place, it is not possible to compensate this expectation in TEOG exams. Therefore, for foreign language teaching, central exams cannot be used as a means of diagnostic assessment.

It will be accurate to place TEOG exams into the summative assessment category. High stakes summative assessments are typically given to students at the end of a period or at the end of a set point to assess what has been learned and how well it has been learned. Grades are usually used as an outcome indicator to decide whether a student has an acceptable level of proficiency or not. Likewise, TEOG exams are also graded as the second exam results of the students which play a significant role in their high school entrance points. However, when English is taken into consideration TEOG exams can be criticized for not assessing all four skills in a balanced way but rather only measuring reading skills. Moreover, the multiple choice English questions in the exam provide mostly limited information about a student's reading proficiency.

As pointed out above, it is clear that TEOG exams despite their implementation purpose do not serve as a formative assessment. Formative assessments are not meant to basically measure knowledge but to unearth the gaps at the time of the assessment so that teachers might have the chance to regulate their future instruction accordingly. Although, at its essence TEOG exam has this main aim, unfortunately in reality the test does not allow teachers to shape their future teachings.

At this point, especially English teachers concentrate on preparing their students for the questions that are likely to appear by limiting the teachers' freedom to teach topics

or skills in their own way and to overvalue the type of competences like reading that leads to successful exam results. Despite being the second course exams of the students, TEOG takes an important part in their high school placement points. Finally, TEOG as a means of assessment can be considered to be formative literally but summative originally regarding the limitations and application procedures.

2.12.2.TEOG in terms of Assessment Preferences

Teaching and learning preferences are primarily shaped by the requirements of the education system, therefore it is obvious that TEOG can be considered under the titles of assessment of learning for all the stakeholders in the system by providing reports and grading. The central exam results are used not only to monitor students' achievements but also for schools' success rates. Secondly, TEOG also fits into assessment for instruction for monitoring the students' proficiencies, strengths and weaknesses. When the net averages are considered at the previous TEOG exams, it can be seen that the students have difficulties mostly in English and Science questions which form an indicator to teachers the subjects to be revised. Likewise, it is possible to consider TEOG as assessment to inform as one of the main aim is to report the results to policy makers and school administrations to review the success and failure levels of schools.

2.12.3.TEOG in terms of Testing Types and Purposes

Regarding English TEOG multiple choice test questions, it can be concluded that TEOG exams are diagnostic only for the reading skills of the students underestimating writing, speaking and listening skills. Moreover, it can be labelled as being a progress test and an achievement test for measuring the progress in students' ability to understand the reading text topics and vocabulary as presented in the curriculum. The students are expected to refine their comprehension skills and strategies at a pre-intermediate level and to recognize the structure, main ideas or supporting ideas in order to draw conclusions and demonstrate their critical thinking. In addition to that, TEOG central exams which on surface has been implemented into the education system as a second course exam can be entitled as an influential high-stakes norm-referenced test.

The test results are used to determine whether students can be placed to high schools after graduation. In addition, the test results are norm-referenced as the results form a dependable rank order not only for students but also for school administrators, parents and policy makers. Therefore, the test scores have important outcomes. However, according to its placement in the system it is also likely to interpret TEOG exams as criterion-referenced due to the fact that they are used to monitor whether students have learned a specific body of knowledge or acquired a specific skill set.

2.12.4.TEOG in terms of Language Teaching Assessment

As in the abovementioned parts at the TEOG exams, students are given twenty multiple choice test questions in which their reading comprehension is basically assessed. Since reading is more prominent than other skills in most tests, teachers spend more time on reading rather than the other three skills, usually focusing on text or paragraph comprehension excluding the higher-order critical reading skills. During an academic year, mostly all teachers assess students' reading comprehension levels through multiple choice questions in order to prepare their students for the exam. One of the major drawbacks of this approach is that, listening and productive skills like speaking and writing degrade for not being assessed in central exams. Thus, it is quite necessary to take multiple choice items into account as they are believed to demand low level of cognitive effort such as recalling previously memorized knowledge and throwing higher order thinking skills such as analyzing and synthesizing to the background (Dikli, 2003). Although each language skill is distinct and important in its own right, the main interest of English questions in TEOG, is usually not speaking, writing or listening but rather reading. It is seen to be the overall ability to understand the written text in English.

All in all, when the central exams are considered, it is a fact that in Turkey from 1970s to the present time the assessment format has been multiple-choice. English as a subject has never been excluded and has always been measured in the same way as Mathematics, Science or Social Sciences. However, it is quite hard to measure the language progress of a student at a limited time with limited questions.

2.12.5. The Washback Effect of TEOG

Alderson and Wall (1993) explain in their article the explanation of positive and negative washback as if teachers perform tests to get their students to pay more attention to lessons and to prepare more thoroughly, it is positive washback. If teachers fear poor results and the associated guilt which might lead to the desire for their students to achieve high scores in tests, it might be a reason for teaching to the test. As a result, teachers narrow the curriculum and produce negative washback (p.117). Messick (1996) supports this opinion strongly by telling 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 (p. 16).

Concerning the positive sides of TEOG on the English course, the teachers and the students covering the subjects and the syllabuses thoroughly within the prescribed time, forcing teachers to pay attention to weak students as much as successful students and raising the school's standards to the demanded levels can be taken into account. On the other side, the negative washback effects can be listed as; teachers will usually teach to the test, narrow down the curriculum and focus only on what will be tested. The other probable negative sides of TEOG can be listed as restricting the teacher to prepare students for multiple choice questions that are likely to be tested, limiting both the teacher and the students to teach and learn in their own way, forcing them to undervalue the type of skills that are not paid attention in the questions. Cheng and Curtis (2004) approach washback on language testing in terms of multiple influence complex :

Language test scores cannot be interpreted simplistically as an indicator of the particular language ability we think we are measuring. The scores are also affected by the characteristics and contents of the test tasks, the characteristics of the test takers, the strategies test takers employ in attempting to complete the test tasks, as well as the inferences we draw from the test results. These factors undoubtedly interact with each other (p. 5).

It is worthwhile stating that performing well in TEOG central exams will not necessarily demonstrate good learning and teaching standards but they will also show one part of the real story of language teaching and learning. As Madaus (1988) defines teachers always teach to the test and high-stakes test transfers control over the

curriculum to the agency which sets or controls the exam (p. 98). Moreover, the language skills of reading, listening, writing and speaking are obviously distinct from one another. Therefore, testing one language skill individually may not supply sufficient information about a test taker's ability to perform the rest. It is crucial to underline that the ability to communicate in English is rather neglected with the high-stakes tests.

It is worth mentioning that the central exam TEOG has been abated at the beginning of the 2018-2019 academic year abruptly. The new central exam has been named as LGS (Liselere Geçiř Sınavı- High School Transition Examination). Unfortunately, about the systematic change no prior information has been presented to students, teachers or school administrations. This situation has caused a problematic and chaotic atmosphere for all the stakeholders as sufficient information was not presented by MONE. MONE only informed that the central exam is going to take place June the 2nd 2018 to all 8th graders. There were 90 questions in total and English multiple choice questions were reduced to 10 which was 20 in the latest TEOG exam. Moreover, according to the exam announcements the students would get the chance to get into high schools without exam scores. However, afterwards with the clarifications in April, it has been declared that the most successful high schools still ask for central exam scores and graduation degrees just like TEOG central exams.

To sum up, whatever the new exam is called, it is obvious that it will continue to eliminate students and replace them according to their scores. It can be claimed that as TEOG central exams have had the same characteristic background, the recent study keeps the update. As a result at the following part of the work, the opinions of the students and teachers will be presented to comment on the current situation of English language proficiency testing in the last TEOG exam which was performed in Turkey.

CHAPTER III

METHODOLOGY

3.1. Introduction

This is a descriptive study which aims to be the first local survey by determining and comparing 8th grade students' and teachers' opinions for Transition Exam from Basic Education to Secondary Education (TEOG) in terms of foreign language teaching and learning methods. With this ultimate purpose in mind, six research groups involving 8th grade students studying at six different state schools in Kepez, Antalya and their English teachers were identified. Questionnaires and interviews were used for data collection process. Detailed information on research design, setting, participants, instruments, data collection procedure and analysis are provided in the following parts of the chapter.

3.2. Design of the Study

The present research study is a mixed methods descriptive study. Descriptive studies aim at defining a case completely and carefully; therefore, the starting point for the research is to portray an existing phenomenon (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2014). In the study, students' and teachers' opinions on the English test items in the central exam TEOG and its effects on foreign language teaching and learning were tried to be identified with the help of a mixed methods approach. A mixed methods approach incorporates elements of both qualitative and quantitative data in order to provide a more complete and clear understanding of a research problem (Creswell, 2014). The mixed method approach shows that in some case studies one data resource may not be enough for the researcher and can supply alternative data to get more definite inferences and views.

In the preseny study, a convergent mixed methods design was applied. In a convergent mixed methods study, the researcher collects both quantitative and qualitative data at the same time, and then compares and combines the two sort of data to obtain results; therefore, the strenghts and the weaknesses balance and compensate in each other (Creswell, 2012). Hereby, in this study both qualitative and quantitative data were

concurrently gathered by means of questionnaires and interviews. The rationale behind the choice of the mixed methods design was to get a general overview picture of the students' and teachers' opinions on TEOG English questions.

For the purpose of finding out and comparing 8th grade students' and their English teachers' opinions on the English questions in TEOG, at first a scale development group of students and secondly a research group of students and teachers from five different state schools were determined via purposeful sampling. A purposive sampling is a non-probability sample in which the selected group belongs to the same subculture or has the same characteristics (Ritchie, Lewis & Elam, 2003). The quantitative data were gathered from students once to form a reliable and valid scale and the second time to the research group itself to get the necessary data. The teacher interviews were conducted for the qualitative data. Before proceeding to examine the instrument used in the study, it is important to have a more detailed viewpoint how it came out and how it was applied.

3.3. Data Gathering Instruments

In the study, the student questionnaire (see Appendix B) was formed consisting 24 questions with an open-ended question at the end by the researcher. Due to the fact that there is no other research concerning the students' and teachers' opinions on TEOG English test items, the researcher had to go through a detailed research on the previous studies. For the 8th graders in the study all the questionnaire items were written with a clear and understandable Turkish.

Five-point likert scale was preferred in the study so that a wider range of responses could be elicited from the participants. Rating scales such as likert scales are found beneficial for researchers as they provide the opportunity to reach a variety of responses with more subtlety (Cohen, Manion & Morrison, 2007). In this study, the five-point likert scales indicating the level of approval and disapproval (1: I totally disagree, 2: I disagree, 3: Indecisive, 4: I agree, 5: I totally agree) were used. Since the respondents were going to indicate the opinions of the students about TEOG, the sentences of the items were kept short and clear. In order to clarify the way the questionnaire was to be filled out, explanatory information was added to the introduction part. Moreover, at each school the class teachers who applied the questionnaire orally explained the fill-out process.

A more detailed demographic information was used in the student questionnaire indicating their gender, their interests in English, their foreign language backgrounds, their families' English knowledge and support. The school names were not mentioned in the questionnaire which was filled separately by the researcher later. After the questionnaire was formed, expert opinion was taken from academic staff specialized in the Turkish language teaching for the equivalence of the resulting and English language teaching. Meanwhile the English teachers were also asked what kind of questions they would like to ask their students about their opinions on TEOG English questions. The necessary changes and corrections were made on the form taking the experts' feedbacks into consideration. The first student questionnaire was applied to the scale development group which was modified before it was given to the research group. Detailed information about the scale and the scale development group are provided below.

3.4. Data Collection Procedure

The present study was conducted to 8th grade students and their English teachers at schools located in Kepez, Antalya after the second TEOG exam in April, 2017. This region which is considered to be the suburbs of the city has citizens with lower socio-economic conditions. While determining the specific schools where the questionnaires and interviews would be applied, 2015-2016 TEOG Central Exam School Success Statistics List was taken into account. One imam hatip middle school and four state middle schools were chosen randomly by order of success. All schools are also closely situated to each other in distance. After getting permission for conducting the research from the provincial directorate of national education (see Appendix A), a schedule was prepared for data collection and necessary appointment dates were arranged for these five schools.

In each school the quantitative data and the qualitative data were collected concurrently. The students' questionnaires were conducted only to three out of six classes which were chosen randomly by the researcher. The questionnaires were applied by school administrators so that neither the researcher nor the English teachers could direct the students with the TEOG questions. The form was given to students during their class time. As the second TEOG exam passed, the school administration was flexible and comfortable about the timing. The students replied the questionnaires

approximately in 15-20 minutes. All the classes were informed about the aim of the research study first and were reminded of the confidentiality of their names and responses. Students were especially reminded to fill out all the questions so that none of the questionnaires would be excluded from the study. Not to lose any data, at each school ten more student questionnaires were distributed.

3.4.1. The Scale Development Group

Within the scope of the study to gather data, there were two different student groups. The first group was the scale development group and the second was the research group who had the same characteristic features. The scale of the study was formed according to the findings of the first student group. Therefore, at this part of the study, all the phases of the scale will be defined in detail.

In 2016-2017 academic year, there were 130 students from one school who participated in the scale development study. The scale development study questionnaire (see Appendix C) was applied to the students during their class time by the school administration in maximum 20 minutes. In this respect, students were asked some questions to gather demographic information.

The results of the question “How long have you been studying English?” gathered from students are exhibited in Table 3.1.

Table 3.1

The duration of English Learning

	<i>Frequency (f)</i>	<i>Percent (%)</i>
0-4 years	62	47.7
4-6 years	68	52.3
Total	130	100.0

As can be seen in Table 3.1, 62 (47.7%) of the students in the scale development group have learned English for four or less and the rest 68 (52.3%) students learned for more than four years.

The results of the question “Do you have anyone in the family who speaks English?” gathered from students are exhibited in Table 3.2.

Table 3.2***The situation of having a family member that speaks English***

	<i>Frequency (f)</i>	<i>Percent (%)</i>
Yes	50	38.5
No	80	61.5
Total	130	100.0

As can be understood from Table 3.2, 50 (38.5%) of the students in the scale development group stated that someone in the family speaks English and 80 (61.5%) of the students mentioned there is no one speaking English in the family.

The results of the question “If you have anyone in the family speaks English / who?” gathered from students are exhibited in Table 3.3.

Table 3.3***The family member who speaks English***

	<i>Frequency (f)</i>	<i>Percent (%)</i>
Mother	6	4.6
Father	6	4.6
Brother	12	9.2
Sister	20	15.4
Other	5	3.8
Total	49	37.7

When Table 3.3 is examined, 6 of the students’ mother in the scale development group (4.6 %), 6 of the students’ father (4.6 %), 12 of the students’ brother (9.2%) and 20 of students’ sister (15.4%) speak English in the family.

The results of the question “Do your parents support you about the TEOG exam?” gathered from students are exhibited in Table 3.4.

Table 3.4***The situation of being supported in the family***

	<i>Frequency (f)</i>	<i>Percent (%)</i>
Yes	125	96.2
No	5	3.8
Total	130	100.0

According to Table 3.4, most of the students in the scale development group stated that their families supported them in this process.

The results of the question “Do you have anyone in your family that can help you with your English?” gathered from students are exhibited in Table 3.5.

Table 3.5

Whether there is a family member who can be helpful about English

	<i>Frequency (f)</i>	<i>Percent (%)</i>
Yes	56	43.1
No	74	56.9
Total	130	100.0

As illustrated in Table 3.5, 56 (43.1%) of the students in the scale development group stated that there is someone in the family supporting them about English, and 74 (56.9%) of the students stated that there is no one supporting them about English.

The results of the question “If you have someone in your family that can help with your English / who?” gathered from students are exhibited in Table 3.6.

Table 3.6

The family member who can be helpful about English

	<i>Frequency (f)</i>	<i>Percent (%)</i>
Mother	10	7.7
Father	8	6.2
Brother	11	8.5
Sister	15	11.5
Other	5	3.8
Total	49	37.7

According to Table 3.6, 10 of the students’ mother in the scale development group (7.7%) , 8 of the students’ father (6.2 %), 11 of the students’ brother (8.5 %) and 15 of students’ sister (11.5 %) support them about English in the family.

3.4.2. Validity and Reliability Analysis of the Scale

In this part of the study, the evidences that proved the TEOG exam perception scale's validity and reliability are presented. Before developing TEOG exam perception scale to confirm its validity and making explanatory factor analysis to test subject groups' volume availability to factor analysis practice, Kaiser-Meyer-Olkin (KMO) and Bartlett's Globularity tests were made. It is also worth mentioning that all the scale analysis have been performed in Turkish as the questionnaires and the interview were in Turkish. After the statistical results were obtained, they were translated into English. The test results of Kaiser-Meyer-Olkin (KMO) and Bartlett's Globularity tests are shown in Table 3.7.

Table 3.7 Kaiser-Meyer-Olkin (KMO) and Bartlett's Globularity Tests Results

<i>KMO and Bartlett's Test</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.731
Bartlett's Test of Sphericity	Approx. Chi-Square	743.044
	df	190
	Sig.	0.000

As illustrated in Table 3.7, the KMO rate of the study group of 127 participants was determined as 0.731. The subject group volume is available for factor analysis practice. To determine the factor pattern of the scale, basis element analysis was chosen. After the analysis, each topic rate is mentioned with common factor variance in the common variance table.

Table 3.8 Common variance values of topics

<i>Communalities</i>	<i>Extraction</i>
Exams such as TEOG are necessary in transition to high school.	0.650
To determine the high school selections TEOG exam is the primary component.	0.696
Teachers that will prepare students to the TEOG exam are well-informed.	0.509
Exams such as TEOG are unnecessary.	0.667
Modifications at the examination system reduces the motivation.	0.392
TEOG exam changes the studying methods.	0.656
TEOG exam changes the study materials.	0.566
TEOG exam brings extra burden on students.	0.517
Multiple choice examination techniques used in central examination systems weaken the students' writing skills.	0.485
TEOG makes students experience a constant exam anxiety.	0.552
While getting prepared for TEOG, students feel anxious about not completing the classes in due time.	0.676
School management and teachers evaluate students according to their TEOG results.	0.425
Parents evaluate students according to their TEOG results.	0.555
Due to TEOG, students feel the pressure of the school management and teachers.	0.520
Due to TEOG, students feel the pressure of their parents.	0.553
TEOG exam creates competition between students.	0.541
Students carry concerns about making mistakes at TEOG exams.	0.548
Students keep TEOG exams superior than class exams.	0.680
Parents keep TEOG exams superior than class exams	0.596
TEOG exams create negative influence on students.	0.560

While examining Table 3.8, you can see that the common variance rates change between 0.392-0.696. The factor results appear to explain most of the topic variances and variances on the scale. As a result of the analysis, there is no common variance found below 0.30. On the other hand, while determining the factor rate, the

contribution of each component to the total variance was evaluated. Moreover, the slope-pile chart was examined. The slope-pile chart is presented in Figure 2.

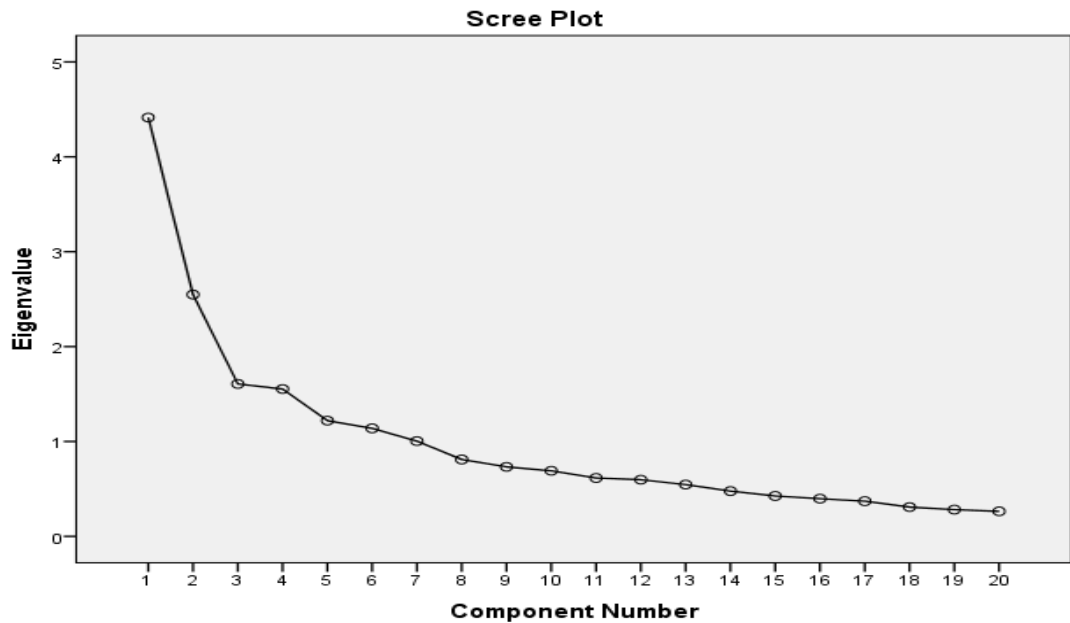


Figure 2. Slope-Pile Chart

In accordance with contribution of each component and slope-pile chart, the factor number was set as 5 and the analysis was repeated as 5-factors. At the final pattern after the analysis, there was no component found below the factor value of 0.30. The 4 components at the pattern (component 1, 4, 6 and 9) were removed from the analysis and the analysis was repeated for 20 components with 5 factors.

All the potential factors, eigenvalue of the determined factor and the declared variance percentages was shown in Table 3.9.

Table 3.9 Eigenvalue of the Factors and the Declared Variance Percentages

<i>Total Variance Explained</i>									
Component	<i>Initial Eigenvalues</i>			<i>Extraction Sums of Squared Loadings</i>			<i>Rotation Sums of Squared Loadings</i>		
	<i>Total</i>	<i>% Variance</i>	<i>of Cumulative %</i>	<i>Total</i>	<i>% of Variance</i>	<i>of Cumulative %</i>	<i>Total</i>	<i>% of Variance</i>	<i>of Cumulative %</i>
1	4.414	22.070	22.070	4.414	22.070	22.070	3.075	15.374	15.374
2	2.548	12.740	34.811	2.548	12.740	34.811	2.345	11.727	27.101
3	1.607	8.033	42.844	1.607	8.033	42.844	2.082	10.412	37.513
4	1.553	7.765	50.609	1.553	7.765	50.609	1.972	9.861	47.374
5	1.220	6.098	56.707	1.220	6.098	56.707	1.867	9.333	56.707
6	1.138	5.691	62.398						
7	1.004	5.020	67.418						
8	0.810	4.050	71.468						
9	0.733	3.664	75.132						
10	0.691	3.454	78.586						
11	0.615	3.075	81.661						
12	0.597	2.984	84.645						
13	0.546	2.728	87.373						
14	0.477	2.385	89.758						
15	0.425	2.127	91.885						
16	0.397	1.985	93.870						
17	0.371	1.855	95.725						
18	0.309	1.544	97.270						
19	0.282	1.411	98.680						
20	0.264	1.320	100.000						

As can be seen in Table 3.9, the eigenvalue of the factor was 4.414 before the rotation and the contribution of the factor to the total variance is of 22.070%. Likewise, the eigenvalue of the second factor is 2.548 and the contribution of the factor to the total variance is 12.740%, the eigenvalue of the third factor is 1.607 and the contribution of the factor to the total variance is 8.033%, the eigenvalue of the fourth factor is 1.553 and the contribution of the factor to the total variance is 7.765% and the eigenvalue of the fifth factor is 1.220 and the contribution of the factor to the total variance is

6.098%.

After the rotation, the final outcome shows that the analysis of 18 components eigenvalue is above 1 under five factors. The eigenvalue of the first factor is 3.075 and the contribution of the factor to the total variance is 15.374%, the eigenvalue of the second factor is 2.345 and the contribution of the factor to the total variance is 11.727%, the eigenvalue of the third factor is 2.082 and the contribution of the factor to the total variance is 10.412%, the eigenvalue of the fourth factor is 1.972 and the contribution of the factor to the total variance is 9.861%, the eigenvalue of the fifth factor is 1.867 and the contribution of the factor to the total variance is 9.333%. All the factors together explain the 56.707% of the variance.

The load value of the factor found by varimax vertical rotation method for the scale pattern and eight iterations was shown in Table 3.10.

Table 3.10 The Factor Pattern Of the Students TEOG Exam Perception Scale

	<i>Component</i>				
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
While getting prepared for TEOG, students feel anxious about not completing the classes in due time.	0.741	0.171	0.225	0.147	-0.158
Students carry concerns about making mistakes at TEOG exams.	0.729	0.082	0.091	0.001	0.035
TEOG makes students experience a constant exam anxiety.	0.685	-0.137	0.206	0.045	0.141
TEOG exams create negative influence on students.	0.653	-0.267	0.065	-0.014	0.242
TEOG exam brings extra burden on students.	0.604	-0.074	0.240	0.285	0.089
Due to TEOG, students feel the pressure of the school management and teachers.	0.529	0.051	-0.002	0.060	0.484
Exams such as TEOG are necessary in transition to high school.	-0.005	0.802	0.013	0.074	-0.015
To determine the high school selections TEOG exam is the primary component.	0.090	0.776	0.262	0.130	-0.002
Exams such as TEOG are unnecessary.	-0.242	0.765	-0.002	-0.149	0.008
Students keep TEOG exams superior than class exams.	0.292	-0.008	0.748	0.034	0.182
TEOG exam creates competition between students.	0.142	0.199	0.686	0.086	-0.054
Parents keep TEOG exams superior than class exams.	0.117	-0.109	0.674	0.257	0.222
Teachers that will prepare students to the TEOG exam are well-informed.	0.131	0.361	0.544	-0.067	-0.246
TEOG exam changes the studying methods.	0.101	-0.190	0.067	0.747	-0.220
TEOG exam changes the study materials.	-0.080	-0.077	0.207	0.709	0.087
School management and teachers evaluate students according to their TEOG results.	0.119	0.275	-0.019	0.565	0.127
Modifications at the examination system reduces the motivation.	0.208	0.137	0.029	0.517	0.249
Parents evaluate students according to their TEOG results.	0.122	0.123	0.026	0.246	0.681
Multiple choice examination techniques used in central examination systems weaken the students' writing skills.	-0.099	-0.215	0.138	-0.141	0.624
Due to TEOG, students feel the pressure of their parents.	0.391	0.025	-0.020	0.113	0.622

In the factor analysis which was made to find the factor pattern, there was no

component found that has a factor value below 0.30. In addition, there was no cyclic component found so there was no need to remove any of the components.

As can be understood from Table 3.10, the load value of the factors change between 0.529-0.802. The final form of the scale here below shows the distribution of the components to the factors and names of the factors.

Students' TEOG Exam Perception Scale (Final Form)

Component 1: Exam pressure perception (Items 8, 10, 11, 14, 17 and 20)

Component 2: High school selection perception (Items 1, 2 and 4)

Component 3: Class exams perception (Items 3, 16, 18 and 19)

Component 4: Education-learning process perception (Items 5, 6, 7 and 12)

Component 5: Student-family relationship perception (Items 9, 13 and 15)

As for the calculation of the reliability of the scores from the scale, the Cronbach-Alpha Parameter was used. The parameters of the Cronbach-Alpha of the scale were shown in Table 3.11.

Table 3.11

The Cronbach -Alpha Reliability Parameters of the Scale

	<i>Component</i>					
	Total	1	2	3	4	5
Cronbach's Alpha	0.774	0.790	0.743	0.673	0.574	0.485

While examining the Cronbach-Alpha internal consistency, coefficients of total scores and sub factors; it is seen that the reliability levels of the total scores, first and second factors are high and reliability levels of third, fourth and fifth factors are medium (Özdamar, 2004).

3.4.3. The Scale Improvement Analysis

As can be understood from the abovementioned part, the validity and reliability of the TEOG Exam Perception Scale were analysed. Before starting the scale improvement analysis, the lost data (there are no lost data in these data sets), convenience of the volume of the test group, extreme data (subjects 54, 80 and 109 were removed from

the data set) and routine assumptions were examined.

At the further steps of this study to perform comparisons, TEOG Exam Perception Scale has been developed and to confirm its validity, Explanatory Factor Analysis (Açımlayıcı Faktör Analizi-AFA) was practiced on the data from the scale development group. The overall and partial validities of the scale were confirmed with calculations with the Cronbach-Alpha inner consistency multiple.

In the scope of the study, the loss data (the loss data considered as average) and extreme data (Subject 178, 191, 192, 229, 259 and 363 were removed from the data set) were examined with a further developed scale. To determine which analysis to practice in the determination of significant statistic differences between students' scores from TEOG Exam Perception Scale and students' scores from Exam Pressure Perception, High School Selection Perception, Class Exams Perception, Education-learning Process Perception, Student-Family Relationship perception in aspect of gender, attended school, enjoying the English lesson, duration of learning English, having a family member that speaks English, to be supported in learning English, the routine of distribution of the scores at the sub-groups were also examined.

The routine tests for the total scores of the girls sub-group that were developed in terms of gender from TEOG exam perception scale and exam pressure perception, high school selection perception, class exams perception, education-learning process perception, student-family relationship perception are presented in Table 3.12.

Table 3.12

Normality Test Results for the Total Scores of the Girls Sub-group

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.050	251	.200*
Exam pressure perception	.094	251	.000
High school selection perception	.173	251	.000
Class exams perception	.113	251	.000
Education-learning process perception	.090	251	.000
Student-family relationship perception	.087	251	.000

*. This is a lower bound of the true significance.

As can be understood from Table 3.12, female students' TEOG exam perception scores are distributed normally but the sub-scale scores are not distributed normally.

The routine tests for the total scores of the boys' sub-group that were developed in terms of gender from TEOG Exam Perception Scale and exam pressure perception, high school selection perception, class exams perception, education-learning process perception, student-family relationship perception are presented in Table 3.13

Table 3.13

Normality Test Results for the Total Scores of the Boys Sub-group

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.104	157	.000
Exam pressure perception	.100	157	.001
High school selection perception	.169	157	.000
Class exams perception	.145	157	.000
Education-learning process perception	.101	157	.000
Student-family relationship perception	.100	157	.001

According to Table 3.13, male students' TEOG exam perception scores and all sub-scale scores are not distributed normally. In accordance with these results, non parametric tests practiced in gender aspect analysis.

To determine if there are any significant differences in scores in aspect of gender, the Mann-Whitney U test was practiced. As Büyüköztürk (2017) explains “ Mann-Whitney U test is used as the non-parametric counterpart of the independent samples t-test, and enables to compare the mean ranks of two independent groups (p. 165).

The routine tests for the total scores of the School A's sub-group that were developed in terms of attended school from TEOG Exam Perception Scale and exam pressure perception, high school selection perception, class exams perception, education-learning process perception, student-family relationship perception are presented in Table 3.14.

Table 3.14**Normality Test Results for the Total Scores of the School A's Sub-Group That Were Developed in Terms of Attended School**

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.120	70	.013
Exam pressure perception	.128	70	.006
High school selection perception	.217	70	.000
Class exams perception	.125	70	.009
Education-learning process perception	.118	70	.018
Student-family relationship perception	.126	70	.007

According to Table 3.14, the TEOG exam perception scores of the students at School A and all sub-scale scores are not distributed normally. If the scores are not distributed normally in any of the sub-groups developed by a variable, the non parametric tests should be practiced. In accordance with these inferences, the Kruskal Wallis H test was practiced to analyze in aspect of attended school.

The routine tests for the total scores of the sub-group of students that enjoy English courses were developed as main variants of situations of enjoying English course group from TEOG exam perception scale and exam pressure perception, high school selection perception, class exams perception, education-learning process perception, student-family relationship perception are presented in Table 3.15.

Table 3.15**Normality Test Results for the Total Scores of the Sub-group of Students that Enjoy English Courses**

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.075	289	.001
Exam pressure perception	.077	289	.000
High school selection perception	.174	289	.000
Class exams perception	.114	289	.000
Education-learning process perception	.089	289	.000
Student-family relationship perception	.074	289	.001

According to Table 3.15, the sub-group of students that enjoy English course scores as overall and sub-scale are not distributed normally. If the scores are not distributed normally in any of the sub-groups developed by a variable, non parametric tests should be practiced. In accordance with these inferences, the Mann Whitney U test was practiced to analyse the aspect of enjoying English courses.

The routine tests for the total scores of the sub-group of students having English courses for 4 or less years period were developed as variants of the duration of learning English groups from TEOG exam perception scales and exam pressure perceptions, high school selection perception, class exams perception, education-learning process perception, student-family relationship perception is presented in Table 3.16.

Table 3.16

Normality Test Results for the Total Scores of the Sub-group of Students Having English Courses for 4 or Less Years Period

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.066	141	.200*
Exam pressure perception	.135	141	.000
High school selection perception	.186	141	.000
Class exams perception	.146	141	.000
Education-learning process perception	.078	141	.035
Student-family relationship perception	.083	141	.018

*. This is a lower bound of the true significance.

As can be seen in Table 3.16, the sub-group of students with 4 or less years of English courses' scores of TEOG exam perception scores are distributed normally but the sub-scale scores are not distributed normally.

The routine tests for the total scores of the sub-group of students having English courses for more than 4 years from TEOG exam perception scale and exam pressure perception, high school selection perception, class exams perception, education-learning process perception, student-family relationship perception is presented in Table 3.17.

Table 3.17**Normality Test Results for the Total Scores of the Sub-group of Students Having English Courses for more than 4 years**

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.067	257	.007
Exam pressure perception	.091	257	.000
High school selection perception	.166	257	.000
Class exams perception	.121	257	.000
Education-learning process perception	.102	257	.000
Student-family relationship perception	.089	257	.000

As illustrated in Table 3.17, the sub-group of students learning English for 4 years and above scores as overall and sub-scale are not distributed normally. In accordance with these inferences, the Mann Whitney U test was practiced to analyse in the aspect of the duration of learning English.

The routine tests for the total scores of the sub-group of students that have a family member that speaks English were developed as a variant of the situation of having a family member that speaks English group from TEOG exam perception scale and exam pressure perception, high school selection perception, class exams perception, education-learning process perception, student-family relationship perceptions are presented in Table 3.18.

Table 3. 18**Normality Test Results for the Total Scores of the Sub-group of Students That Have a Family Member That Speaks English**

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.084	150	.011
Exam pressure perception	.090	150	.005
High school selection perception	.187	150	.000
Class exams perception	.109	150	.000
Education-learning process perception	.111	150	.000
Student-family relationship perception	.089	150	.005

As presented in Table 3.18, the sub-groups of students having an English speaking family member scores as overall and sub-scale are not distributed normally. If the scores are not distributed normally in any of the sub-groups developed by a variable, the non parametric tests should be practiced. In accordance with these inferences, the Mann Whitney U test was practiced to analyse the aspect of the situation of having a family member that speaks English.

The routine tests for the total scores of the sub-group of students being supported in learning English were developed as a variant of the students being supported in learning English group from TEOG exam perception scale and exam pressure perception, high school selection perception, class exams perception, education-learning process perception, student-family relationship perception is presented in Table 3.19 .

Table 3.19

Normality Test Results for the Total Scores of the Sub-group of Students Being Supported in Learning English

	<i>Kolmogorov-Smirnov</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
TEOG exam perception	.120	145	.000
Exam pressure perception	.122	145	.000
High school selection perception	.170	145	.000
Class exams perception	.146	145	.000
Education-learning process perception	.114	145	.000
Student-family relationship perception	.076	145	.041

*. This is a lower bound of the true significance.

As can be understood from Table 3.19, the sub-groups of students being supported in learning English scores as overall and sub-scales are not distributed normally. If the scores are not distributed normally in any of the sub-groups developed by a variable, the non parametric tests should be practiced. In accordance with these inferences, the Mann Whitney U test was practiced to analyse the aspect of if being supported in learning English cause statistically significant differences or not.

3.4.4. The Research Group

Within the scope of the study the second student groups are the ones who the scale questions were applied. While determining these five schools, the statistics of the previous year's TEOG exam statistics are asked from the provincial directorate of national education. Attention was paid to select an imam hatip middle school with the highest scores, a state middle school with the highest scores, and three more state schools with lower and medium scores in the same region. The TEOG achievement score statistics of schools will not be presented for confidentiality. At the second term of 2016-2017 academic year, 415 students were chosen randomly among the classes of each of these five schools. The questionnaires were applied to the students during their class time by their teachers. In this respect, students were asked some questions to gather some demographic information. Differing from the scale development group, some extra demographic questions were added and asked to the research group students. The gender distribution of the students is presented in Table 3.20.

Table 3.20
Gender distribution of students

	<i>Frequency</i>	<i>Percent</i>
Girl	255	61.4
Boy	159	38.3
Missing data	1	.2
Total	415	100.0

As can be seen in Table 3.20, 255 (61.4%) of the students in the research group are girls and 159 (38.3%) are boys. There is a remarkable gap between the numbers and percentages of male and female students. It is essential to state that at İmam Hatip middle schools, the classes are generally separated as boys and girls. Therefore, the questionnaires applied to İmam Hatip middle school contained only girl classes.

The results of the question "Do you like English courses?" gathered from students are exhibited in Table 3.21.

Table 3.21**The situation of enjoying the English course**

	<i>Frequency</i>	<i>Percent</i>
Yes	292	70.4
No	112	27.0
Missing data	11	2.7
Total	415	100.0

As can be understood from Table 3.21, 292 (70.4%) of the students in the research group like English and 112 (27.0%) of the students mentioned that they do not like English.

The results of the question “How long have you been studying English?” gathered from students are exhibited in Table 3.22.

Table 3.22**The duration of English learning**

	<i>Frequency</i>	<i>Percent</i>
2 years	3	.7
3 years	5	1.2
4 years	135	32.5
5 years	249	60.0
6 years	4	1.0
8 years	8	1.9
Missing data	11	2.7
Total	415	100.0

As can be seen in Table 3.22, 3 (0.7%) of the students in the research group have learned English for 2, 5 (1.2%) students for 3, 135 (32.5%) students for 4, 249 (60.0%) students for 5, 4 (1.0%) for 6 and 8 (1.9%) students for 8 years.

The results of the question “Do you have anyone in the family who speaks English?” gathered from students are exhibited in Table 3.23.

Table 3.23

The situation of having a family member that speaks English

	<i>Frequency</i>	<i>Percent</i>
Yes	152	36.6
No	255	61.4
Missing data	8	1.9
Total	415	100.0

As can be understood from Table 3.23, 152 (36.6 %) of the students in the research group stated that someone in the family speaks English and 255 (61.4%) of the students mentioned there is no one speaking English in the family

The results of the question “If you have anyone in the family speaks English / who?” gathered from students are exhibited in Table 3.24.

Table 3.24**The family member who speaks English**

	<i>Frequency</i>	<i>Percent</i>
Mother	8	1.9
Father	17	4.1
Sister	34	8.2
Brother	30	7.2
Siblings	17	4.1
Aunt	2	.5
Mother and Father	5	1.2
Mother and Brother	2	.5
Cousin	1	.2
Brother-in-law	1	.2
Father and Sister	6	1.4
Father and Brother	4	1.0
Father and Siblings	3	.7
Sister and Brother	5	1.2
Sister and Siblings	4	1.0
Brother and Siblings	1	.2
Brother and Uncle	2	.4
Mother and Aunt	1	.2
Mother, Father and Sister	6	1.4
Mother, Father and Brother	1	.2
Mother, Father and Brother	1	.2
Sister, Brother and Siblings	3	.7
Mother, Father, Brother and Siblings	1	.2
Brother, Siblings and Aunt	1	.2
Missing data	259	62.4
Total	415	100.0

When Table 3.24 is examined, only 156 (37. 6%) of the students in the research group have a family member who speaks English.

The results of the question “Do your parents support you about the TEOG exam?” gathered from students are exhibited in Table 3.25.

Table 3.25**The situation of being supported in the family**

	<i>Frequency</i>	<i>Percent</i>
Yes	379	91.3
No	33	8.0
Missing Data	3	.7
Total	415	100.0

According to Table 3.25, 379 (91.3%) of the students in the research group stated that their families support them in this process while 33 (8.0%) of the students stated that they are not supported.

The results of the question “Do you have anyone in your family that can help you with your English?” gathered from students are exhibited in Table 3.26.

Table 3.26**Whether there is a family member who can be helpful about English**

	<i>Frequency</i>	<i>Percent</i>
Yes	146	35.2
No	264	63.6
Missing Data	5	1.2
Total	415	100.0

As illustrated in Table 3.26, 146 (35.2%) of the students in the research group stated that there is someone in the family supporting them about English, and 264 (63.6%) of the students stated that there is no one supporting them about their English.

The results of the question “If you have someone in your family that can help with your English / who?” gathered from students are exhibited in Table 3.27.

Table 3.27***The family member who can be helpful about English***

	<i>Frequency</i>	<i>Percent</i>
Mother	9	2.2
Father	16	3.9
Sister	34	8.2
Brother	22	5.3
Everybody	3	.7
Sibling	1	.2
Aunt	3	.7
Sister-in-law	1	.2
Mother and Father	13	3.1
Mother and Sister	1	.2
Mother and Brother	1	.2
Cousin	3	.7
Brother-in-law	1	.2
Father and Sister	2	.5
Father and Brother	2	.5
Father and Grandfather	1	.2
Mother and Brother	7	1.7
Brother and Uncle	1	.2
Mother, Father and Sister	6	1.4
Mother, Father and Sister	3	.7
Mother, Father and Siblings	2	.5
Father and Brother-in-law	1	.2
Sister and Aunt	1	.2
Mother, Father, Sister and Brother	1	.2
Mother, Brother and Sister-in-law	1	.2
Missing Data	279	67.2
Total	415	100.0

According to Table 3.27, only 136 (32. 8%) of the students in the research group have English support in their families.

The distribution of students according to their schools is presented in Table 3.28.

Table 3.28***Attended School***

	<i>Frequency</i>	<i>Percent</i>
School A (L)*	70	16.9
School B (L)	72	17.3
School C (H)*	83	20.0
School D (M)*	92	22.2
School E (H)	98	23.6
Total	415	100.0

(L)*Low-achieving (H)*High-achieving (M)*Medium-achieving

As shown in Table 3.28, 70 (16.9%) of the students in the research group are studying at School A, 72 (17.3%) at School B, 83 (20.0%) at School C, 92 (22.2%) at School D and 98 (23.6%) at School E.

3.4.5. The Teachers Group

In 2016-2017 academic year, there were a total of 20 English language teachers in these five schools and all of these teachers (3 male, 17 female) voluntarily took part in the qualitative data collection process of the study. Demographic information about the participant teachers who filled out the open-ended interview questions is provided in Table 3.29.

Table 3.29**Demographics of Participant Teachers for the Qualitative Data**

Variables	Number (Total=20)
Sex	
Female	17
Male	3
Major	
English Language Teaching	14
English Language and Literature	4
American Culture and Literature	-
Translation and Interpreting Studies	2
English Linguistics	-
Graduation Degree	
BA	19
MA	1
PhD	-
Teaching Experience	
0-5 year(s)	2
6-10 years	7
11-16 years	9
17 years and more	2
Teaching 8th graders	
Yes	19
No	1

As can be seen in Table 3.29, most of the teachers who participated in the qualitative data collection are female, graduates of English Language Teaching with a BA degree, and have a teaching experience of 5 years or more. Of 20 teachers, 19 were teaching 8th graders in 2016-2017 academic year and only one of them was not. However, this teacher was well-informed of central exams and had also taught 8th graders last year, which validates her inclusion in the research as a participant. All of the teachers reported orally that they have not taken any trainings or attended any seminars on central exams like TEOG. In the present study, interviews were conducted with the English language teachers of five schools, which means none of the teachers were excluded in the qualitative data collection process.

3.4.6. Interview Form for Teachers

As for English teachers of the 8th graders interview was preferred to gather more in-depth data (see Appendix D). Despite being practical tools for collecting research data,

questionnaires do not supply the opportunity to ask for clarification of the responses, and the replies for them have to be acknowledged as they are (Büyüköztürk et al., 2014). The student questionnaire items were taken as basis so that it would be possible to compare students' and teachers' opinions on TEOG English questions.

The teacher interviews were conducted in Turkish in order to save time and make teachers express their opinions on TEOG exams' importance and necessity objectively and comprehensively. The themes of the questions were mainly the effects of TEOG on the English language teaching programs, the attitudes of the students towards the lesson, to what extent the language skills teaching is affected and the outer pressure or stress they feel due to the central exam English results.

After the preparation of the questions for teacher interviews, expert opinions and English teachers' comments were received and some changes were made on expressions and sequence. The teacher interviews were conducted during their working hours in Turkish not to face any difficulty in expressing themselves. All the English language teachers were available at schools. However, as the total number of teachers in these six schools are only 20, the teachers' interview questions were administered to a small group. The application process lasted about 10-15 minutes. The data collection process was completed at the end of May in 2016-2017 academic year.

3.4.7.Data Analysis of Teacher Interviews

The scale administered to the students provided complementary results for the teachers' semi-structured interview findings. The qualitative data were examined through descriptive analysis. The main aim of descriptive analysis is to supply the reader with organized and interpreted findings; therefore, the researcher systematically defines the gathered data, explains and interprets these descriptions, examines the cause and effect relationships, and interprets these descriptions (Yıldırım & Şimşek, 2013). The qualitative data collected from teachers were analyzed based on the themes identified through the interview questions. The data were regulated according to several themes in order to account for:

- (1) TEOG's effect on English teaching program,
- (2) Students' behaviour towards English courses
- (3) TEOG's effect on language skills

(4) Teachers' feelings in terms of TEOG.

The findings were identified and interpreted with direct quotations in tables. After the completion of descriptive analysis of qualitative data and statistical analysis of quantitative data, analysis results of the two types of data were merged and integrated in order to address the research questions. It is attempted to obtain an overview of students' and teachers' opinions on English questions in TEOG by means of the quantitative data gathered from a large number of students as well as in-depth insights into the issue through the qualitative data collected from teachers. Although at the end of the student questionnaire an open-ended question was directed to students asking their personal views on TEOG central exams, almost all the students preferred not to write down any comments and the rest exactly have written the same sentences in the questionnaires. Therefore, any of the student comments were not possible to be included into the study report. The findings reached through the analyses of these two types of data are provided in the next chapter.

CHAPTER IV

FINDINGS

4.1. Introduction

This study aimed to find out and compare the students and teachers perceptions regarding the TEOG Central Exams and the English questions. With this purpose in mind, a descriptive study was conducted by applying the convergent mixed methods design, including a scale development group and a research group of 8th graders and English teachers of six different state schools in Antalya. Two types of instruments were benefitted in order to gather data: a scale and interviews. While the quantitative data were collected by means of student scale, interviews were separately carried out with the teachers to gather qualitative data. In this chapter of the study, the results obtained through the analyses of two types are integrated, summed up and interpreted with the relevant literature.

4.2. Students' Opinions on the English Section in TEOG Exams

The first research question aimed to unearth students' opinions on the English section in TEOG exams. Therefore, the quantitative data gathered from students were subjected to descriptive analysis. The distribution of descriptive statistics related to the total scores of total points and sub-dimensions taken from the scale is presented in Table 4.1.

Table 4. 1

Descriptive statistics of student opinions

	N	Mini	Maxi	Mean	Std.Deviation
Exam Pressure	409	1.67	5.00	3.9151	.79174
High School Selection	409	1.00	5.00	3.6033	1.16785
Class exams	409	2.00	5.00	3.9111	.66639
Education-learning	409	1.00	5.00	3.2776	.85831
Student-family	409	1.00	5.00	2.9538	.92455
Total 20	409	2.15	4.95	3.5959	.47162
Valid N (listwise)	409				

As illustrated in Table 4. the mean rates of the students' exam pressure and class exams

show a difference compared to student-family relationship mean rate. Thus, it can be noted that the mean rate is coherent with the dimension. The higher the mean rate gets the higher the dimensions get. At the studies in the field of education, the most common screening method is descriptive as researchers summarize the characteristics (talents, choices, attitudes etc.) of individuals, groups or (sometimes) physical environments (like school) (Büyüköztürk et al., 2014, p. 22).

4.2.1. Students' Opinions on TEOG Central Exams

Besides students' opinions on the English section in TEOG exams, students' TEOG exam perception were also elicited according to gender, attended school, the situation of enjoying the English course, the duration of learning English, the situation of having a family member that speaks English and the support to learn English.

The results of the Mann Whitney U test that was performed to find out if gender difference causes statistically significant differences on students' scores of TEOG Exam Perception Scale was shown in Table 4.2.

Table 4. 2

The Differences of Students' Scores on the TEOG Exam Perception Scale by Gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
TEOG Exam Perception	Girl	251	200.48	50319.50	18693.500	0.383
	Boy	157	210.93	33116.50		
	Total	408				

According to Table 4.2, the difference between students' scores on the TEOG Exam Perception Scale by gender is not statistically significant (U=18693.500, p>0.05).

The results of the Kruskal Wallis test that was performed to find out if the attended school causes statistically significant differences on students' scores of TEOG Exam Perception Scale was shown in Table 4.3.

Table 4.3***The Differences of Students' Scores on the TEOG Exam Perception Scale by Schools***

School	N	\bar{X}	Chi-square	sd	p	df
School A(L)*	70	179.65	12.632	4	0.013	1-5
School B(L)	72	196.42				2-5
School C(H)*	80	187.72				3-5
School D(M)*	90	212.96				
School E(H)	97	236.54				
Total	409					

(L)*Low-achieving (H)*High-achieving (M)*Medium-achieving

As can be understood from Table 4.3, there are significant statistic differences among students' scores on the TEOG exam perception scale in different schools (Chi-square=12.632, $p < 0.05$). To find out which school has more difference, the Mann Whitney U test was performed in pairs. The TEOG Exam Perception Scale scores of School E is statistically higher ($\bar{X} = 236$) than School A ($\bar{X} = 180$), School B ($\bar{X} = 196$) and School C ($\bar{X} = 188$) students' scores.

The results of the Mann Whitney U test that was performed to find out if the situation of enjoying English course causes statistically significant differences on students' scores of TEOG Exam Perception Scale was shown in Table 4.4.

Table 4.4***The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of Enjoying the English Course***

	State of		Mean Rank	Sum of Ranks	U	p
	enjoy	N				
TEOG Exam Perception	Yes	289	200.21	57860.50	15545.500	0.841
	No	109	197.62	21540.50		
	Total	398				

As can be seen in Table 4.4, the difference between students' scores on the TEOG Exam Perception Scale in terms of enjoying the English course or not is not statistically significant ($U=15545.500$, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if the duration of learning English causes statistically significant differences on students' scores of the TEOG exam perception scale was shown in Table 4.5.

Table 4.5

The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of the Duration of Learning English

	Time	N	Mean Rank	Sum of Ranks	U	p
TEOG Exam Perception	4 years and below	141	189.52	26722.00	16711.000	0.200
	Above 4 years	257	204.98	52679.00		
	Total	398				

As illustrated in Table 4.5, the difference between students' scores on the TEOG exam perception scale by the students' learning English for 4 years and below and students' learning English for 4 years above is not statistically significant ($U=16711.000$, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if having a family member that speaks English causes statistically significant differences on students' scores of TEOG exam perception scale was shown in Table 4.6.

Table 4.6

The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of Having a Family Member that Speaks English

	Someone who speaks	N	Mean Rank	Sum of Ranks	U	p
TEOG Exam Perception	Yes	150	202.37	30356.00	18619.000	0.854
	No	251	200.18	50245.00		
	Total	401				

According to Table 4.6, the difference between students' scores on the TEOG exam perception scale between students that have a family member speaking English or not is not statistically significant ($U=18619.000$, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if being supported in learning English causes statistically significant differences on students' scores of TEOG exam perception scale was shown in Table 4.7.

Table 4.7

The Differences of Students' Scores on the TEOG Exam Perception Scale in terms of Being Supported in Learning English or not

		Being supported				
		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
TEOG Exam Perception	Yes	145	202.83	29410.00	18730.000	0.966
	No	259	202.32	52400.00		
Total		404				

As can be understood from Table 4.7, the difference between students' scores on the TEOG exam perception scale between students that were supported in learning English or not is not statistically significant ($U=18730.000$, $p>0.05$).

4.2.2. Students' Opinions on Exam Pressure

In this part, the students' opinions on exam pressure were analysed according to gender, attended school, enjoying English course, the duration of learning English, having a family member that speaks English and being supported in learning English. The results of the Mann Whitney U test that was performed to find out if the gender cause statistically significant differences on students' scores of exam pressure perception was shown on Table 4.8.

Table 4.8***The Differences of Students' Scores on Exam Pressure Perception in terms of Gender***

	Gender	N	Mean Rank	Sum of Ranks	U	p
Exam Pressure Perception	Girl	251	205.29	51528.00	19505.000	0.864
	Boy	157	203.24	31908.00		
	Total	408				

As demonstrated in Table 4.8, the difference between male and female students' scores on exam pressure perception is not statistically significant (U=19505.000, $p>0.05$).

The results of the Kruskal Wallis test that was performed to find out if the school attended cause statistically significant differences on students' scores of exam pressure perception was shown in Table 4.9.

Table 4.9***The Differences of Students' Scores on Exam Pressure Perception by Attended School***

School	N	\bar{X}	Chi-square	sd	p	df
School A(L)*	70	170.41	28.902	4	0.000	1-3
School B(L)	72	169.98				1-5
School C(H)*	80	220.59				2-3
School D(M)*	90	196.61				2-5
School E(H)	97	250.88				4-5
Total	409					

(L)*Low-achieving (H)*High-achieving (M)*Medium-achieving

As can be seen in Table 4.9, there is a statistically significant difference among students attending different schools (Chi-square =28.902, $p<0.05$). To find out which schools have difference, the Mann Whitney U test was performed in pairs. The exam pressure perception scores of School E ($\bar{X} = 251$) are statistically higher than School A ($\bar{X} = 170$), School B ($\bar{X} = 170$) and School D ($\bar{X} = 197$) students' scores. In addition, the exam pressure perception scores of School C ($\bar{X} = 221$) are statistically

higher than School A ($\bar{X} = 170$) and School B ($\bar{X} = 170$) students' scores.

The results of the Mann Whitney U test that was performed to find out if the situation of enjoying English course causes statistically significant differences on students' scores on exam pressure perception was shown in Table 4.10.

Table 4.10

The Differences of Students' Scores on Exam Pressure Perception in terms of Enjoying English Course

		Enjoying					
		English	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Exam	Yes		289	191.88	55453.00	13548.000	0.031
Pressure	No		109	219.71	23948.00		
Perception	Total		398				

As it is clear from Table 4.10, there is a significant difference between the students' scores on their exam pressure perceptions depending on if they enjoy English courses or not. ($U=13548.000$, $p<0.05$). The students who do not enjoy English lessons have statistically higher scores on exam pressure perception compared to those who enjoy English.

The results of the Mann Whitney U test that was performed to find out if the duration of learning English cause statistically significant differences on students' scores of exam pressure perception was shown in Table 4.11.

Table 4.11

The Differences of Students' Scores on Exam Pressure Perception in terms of the Duration of Learning English

		Duration	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Exam Pressure Perception	4 years and below		141	187.15	26387.50	16376.500	0.112
	Above 4 years		257	206.28	53013.50		
		Total	398				

As illustrated in Table 4.11, the difference between students' scores on exam pressure perception with those learning English for 4 years and below and above 4 years is not statistically significant ($U=16376.500$, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if the situation of having a family member that speaks English cause statistically significant differences on students' scores of exam pressure perception was shown in Table 4.12.

Table 4.12

The Differences of Students' Scores on Exam Pressure Perception in terms of Having a Family Member that Speaks English

	English knowing person	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Exam	Yes	150	194.65	29198.00	17873.000	0.395
Pressure	No	251	204.79	51403.00		
Perception	Total	401				

As displayed in Table 4.12, the difference between students' scores on exam pressure perception with those who have a family member that speaks English or not is not statistically significant ($U=17873.000$, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if being supported in learning English causes statistically significant differences on students' scores of exam pressure perception was shown in Table 4.13.

Table 4.13

The Differences of Students' Scores on Exam Pressure Perception in terms of Being Supported in Learning English or not

	Being Supported	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
Exam	Yes	145	199.29	28897.00	18312.000	0.679
Pressure	No	259	204.30	52913.00		
Perception	Total	404				

As exhibited in Table 4.13, the difference between students' scores on exam pressure perception between students who are supported in learning English and those who aren't is not statistically significant ($U=18312.000$, $p>0.05$).

4.2.3. Students' Opinions on High School Selection Choices

In this part, the students' opinions on high school selection choices were analysed according to gender, attended school, enjoying English course, the duration of learning English, having a family member that speaks English and being supported in learning English.

The results of the Mann Whitney U test that was performed to find out if the difference in gender causes statistically significant differences on students' scores of high school selection perception was shown in Table 4.14.

Table 4.14

The Differences of Students' Scores on Selecting High School Perception in terms of Gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
High School Selection	Girl	251	197.84	49658.50	18032.500	0.147
	Boy	157	215.14	33777.50		
Total		408				

According to Table 4.14, the difference between male and female students' scores on high school selection perception in terms of gender is not statistically significant ($U=18032.500$, $p>0.05$).

The results of the Kruskal Wallis test that was performed to find out if the school causes statistically significant differences on students' scores of high school selection perception was shown in Table 4.15.

Table 4.15**The Differences of Students' Scores on High School Selection Perception in terms of the School Attended**

School	N	\bar{X}	Chi-square	sd	p	df
School A(L)*	70	237.76	30.103	4	0.000	1-3
School B(L)	72	245.51				2-3
School C(H)*	80	158.36				3-4
School D(M)*	90	211.64				1-5
School E(H)	97	183.59				2-5
Total	409					

(L)*Low-achieving (H)*High-achieving (M)*Medium-achieving

As can be seen in Table 4.15, there is a significant difference among the attended high school selection perception (Chi-square =30.103, $p < 0.05$). To find out which schools have more difference the Mann Whitney U test was performed in pairs. School A ($\bar{X} = 238$) and School B ($\bar{X} = 246$) students' test scores on high school selection perception are statistically higher than School C ($\bar{X} = 158$) students. School A ($\bar{X} = 238$) and School B ($\bar{X} = 246$) students' test scores on high school selection perception are statistically higher than School E ($\bar{X} = 184$) students'. School D ($\bar{X} = 212$) students' test scores on high school selection perception are statistically higher than School C ($\bar{X} = 158$) students' scores.

The results of the Mann Whitney U tests that were performed to find out if the situation of enjoying the English course causes statistically significant differences on students' scores of high school selection perception was shown in Table 4.16.

Table 4.16**The Differences of Students' Scores on High School Selection Perception in terms of Enjoying English Course**

		Enjoying					
		English	N	Mean Rank	Sum of Ranks	U	p
High School Selection Perception	Yes		289	210.26	60765.50	12640.500	0.002
	No		109	170.97	18635.50		
Total			398				

As it is clear from Table 4.16, there is a significant difference between the students who enjoy English course or not ($U=12640.500$, $p<0.05$). The high school selection perception scores of the students that enjoy English courses are statistically higher than the high school selection perception scores of the students that do not enjoy English courses.

The results of the Mann Whitney U test that performed to find out if the duration of learning English causes statistically significant differences on students' scores of high school selection perception was shown in Table 4.17.

Table 4.17

The Differences of Students' Scores on High School Selection Perception in terms of the Duration of Learning English

	Duration	N	Mean Rank	Sum of Ranks	U	p
High School Selection Perception	4 years and below	141	202.59	28564.50	17.683.500	0.690
	Above 4 years	257	197.81	50836.50		
	Total	398				

As illustrated in Table 4.17, the difference between the scores of the students learning English for 4 years and below and students learning English for 4 years above on high school selection perception is not statistically significant ($U=17683.500$, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if having a family member that speaks English causes statistically significant differences on students' scores of high school selection perception was shown in Table 4.18.

Table 4.18

The Differences of Students' Scores on High School Selection Perception in terms of Having a Family Member that Speaks English

		English					
		Knowing	N	Mean Rank	Sum of Ranks	U	p
High School Selection Perception	Yes		150	200.74	30111.00	18786.000	0.972
	No		251	201.16	50490.00		
	Total		401				

As demonstrated in Table 4.18, the difference on high school selection perception between the scores of the students that have a family member speaking English and students that do not have a family member speaking English is not statistically significant ($U=18786.000$, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if being supported in learning English causes statistically significant differences on students' scores of high school selection perception was shown in Table 4.19.

Table 4.19

The Differences of Students' Scores on High School Selection Perception in terms of being Supported in Learning English or not

		Being				
supported		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
High School Selection Perception	Yes	145	196.13	28439.50	17854.500	0.410
	No	259	206.06	53370.50		
Total		404				

As exhibited in Table 4.19, the difference on high school selection perception between the scores of the students that are supported in learning English and the students that are not supported in learning English is not statistically significant ($U=17854.500$, $p>0.05$).

4.2.4. Students' Opinions on English Class Exams Prepared by Teachers

In this part, the students' opinions on English class exams were analysed according to gender, attended school, enjoying English course, the duration of learning English, having a family member that speaks English and being supported in learning English.

The results of the Mann Whitney U test that was performed to find out if the gender causes statistically significant differences on students' scores of class exams perception was shown in Table 4.20.

Table 4.20***The Differences of Students' Scores on Class Exams Perception in terms of Gender***

	Gender	N	Mean Rank	Sum of Ranks	U	p
Class Exams Perception	Girl	251	203.68	51124.00	19498.000	0.858
	Boy	157	205.81	32312.00		
Total		408				

As can be understood in Table 4.20, the difference between the scores of male students and female students on class exam perceptions is not statistically significant (U=19498.000, $p>0.05$).

The results of the Kruskal Wallis tests that were performed to find out if attended school causes statistically significant differences on students' scores of class exams perception was shown in Table 4.21.

Table 4. 21***The Differences of Students' Scores on Class Exams Perception in terms of School Attended***

School	N	\bar{X}	Chi-square	sd	p	df
School A(L)*	70	187.23	6.174	4	0.187	-
School B(L)	72	216.28				-
School C(H)*	80	189.64				-
School D(M)*	90	203.11				-
School E(H)	97	223.88				-
Total	409					

(L)*Low-achieving (H)*High-achieving (M)*Medium-achieving

As is clear from Table 4.21, the difference among the scores of the students on class exams perception in terms of school attended is not statistically significant (Chi-square =6.174, $p>0.05$).

The results of the Mann Whitney U test that performed to find out if enjoying English course causes statistically significant differences on students' scores of class exams perception was shown in Table 4.22.

Table 4.22

The Differences of Students' Scores on Class Exams Perception in terms of Enjoying the English Course

		Enjoying					
		English	N	Mean Rank	Sum of Ranks	U	p
Class Exams Perception	Yes		289	206.31	59622.50	13783.500	0.053
	No		109	181.45	19778.50		
Total			398				

As illustrated in Table 4.22, the difference between the scores of the students that enjoy English courses and the students that do not enjoy English courses on class exams perception is not statistically significant (U=13783.500, p>0.05).

The results of the Mann Whitney U test that was performed to find out if the duration of learning English causes statistically significant differences on students' scores of class exams perception was shown in Table 4.23.

Table 4.23

The Differences of Students' Scores on Class Exams Perception in terms of the Duration of Learning English

		Duration	N	Mean Rank	Sum of Ranks	U	p
Class Exams Perception	4 years and below		141	207.93	29318.00	16930.000	0.275
	Above 4 years		257	194.88	50083.00		
Total			398				

As displayed in Table 4.23, the difference between the scores of the students that learn English for 4 years and below and the students that learn English for 4 years above on class exams perception is not statistically significant (U=16930.000, p>0.05).

The results of the Mann Whitney U tests that were performed to find out if having a family member that speaks English causes statistically significant differences on students' scores of class exams perception was shown in Table 4.24.

Table 4.24

The Differences of Students' Scores on Class Exams Perception in terms of Having a Family Member that Speaks English

		Knowing					
		English	N	Mean Rank	Sum of Ranks	U	p
Class Exams Perception	Yes		150	220.19	33029.00	15946.000	0.010
	No		251	189.53	47572.00		
Total			401				

As exhibited in Table 4.24, there is a statistically significant difference between the scores of the students that have a family member that speaks English and the students that do not have a family member that speaks English on class exams perception (U=15946.000, p<0.05). The class exams perception scores of the students that have a family member speaking English are statistically higher than the students that do not have a family member speaking English.

The results of the Mann Whitney U test that was performed to find out if supported in learning English causes statistically significant differences on students' scores of class exams perception was shown in Table 4.25.

Table 4.25

The Differences of Students' Scores on Class Exams Perception in terms of Being Supported in Learning English or not

		Being					
		supported	N	Mean Rank	Sum of Ranks	U	p
Class exams perception	Yes		145	220.18	31926.50	16213.500	0.022
	No		259	192.60	49883.50		
Total			404				

As demonstrated in Table 4.25, there is a statistically significant difference between the scores of the students that are supported in learning English and the students that

are not supported in learning English on class exams perception ($U=16213.500$, $p<0.05$). The class exams perception scores of the students that are supported in learning English are higher than the students that are not supported.

4.2.5. Students' Opinions on Education-Learning Process

In this part, the students' opinions on high school selection choices were analysed according to gender, attended school, enjoying English course, the duration of learning English, having a family member that speaks English and being supported in learning English.

The results of the Mann Whitney U tests that were performed to find out if gender causes statistically significant differences on students' scores on education-learning process perception was shown in Table 4.26.

Table 4.26

The Differences of Students' Scores on Education-Learning Process Perception by Gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
Education-Learning Process Perception	Girl	251	202.18	50747.00	19121.000	0.614
	Boy	157	208.21	32689.00		
	Total	408				

As illustrated in Table 4.26, the difference between the scores of the male and female students on education-learning process perception is not statistically significant ($U=19121.000$, $p>0.05$).

The results of the Kruskal Wallis test that was performed to find out if attended school cause statistically significant differences on students' scores on education-learning process perception was shown in Table 4.27.

Table 4.27

The Differences of Students' Scores on Education-Learning Process Perception in terms of Attended School

School	N	\bar{X}	Chi-square	sd	p	df
School A(L)*	70	192.96	4.197	4	0.380	-
School B(L)	72	197.19				-
School C(H)*	80	193.23				-
School D(M)*	90	221.79				-
School E(H)	97	213.62				-
Total	409					

(L)*Low-achieving (H)*High-achieving (M)*Medium-achieving

As can be seen in Table 4.27, the difference among the scores of the students on education-learning process perception in terms of school attended is not statistically significant (Chi-square =4.197, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if enjoying English courses cause statistically significant differences on students' scores of education-learning process perception was shown in Table 4.28.

Table 4.28

The Differences of Students' Scores on Education-Learning Process Perception in terms of Enjoying English Course

	Enjoying					
	English	N	Mean Rank	Sum of Ranks	U	p
Education-Learning Process Perception	Yes	289	194.35	56168.00	14263.000	0.145
	No	109	213.15	23233.00		
	Total	398				

As is clear from Table 4.28, the difference between the scores of the students that enjoy English courses and the students that do not enjoy English courses on education-learning process perception is not statistically significant (U=14263.000, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if the duration of learning English causes statistically significant differences on students' scores of education-learning process perception was shown in Table 4.29.

Table 4.29

The Differences of Students' Scores on Education-Learning Process Perception in terms of the Duration of Learning English

	Duration	N	Mean Rank	Sum of Ranks	U	p
Education-Learning Process Perception	4 years and below	141	187.53	26442.00	16431.000	0.123
	Above 4 years	257	206.07	52959.00		
	Total	398				

According to Table 4.29, the difference between the scores of the students that learn English for 4 years and below and the students that learn English for above 4 years on education-learning process perception is not statistically significant (U=16431.000, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out having a family member that speaks English causes statistically significant differences on students' scores of education-learning process perception was shown in Table 4.30.

Table 4.30

The Differences of Students' Scores on Education-Learning Process Perception in terms of the Situation of Having a Family Member that Speaks English

	Knowing English	N	Mean Rank	Sum of Ranks	U	p
Education-Learning Process Perception	Yes	150	208.97	31346.00	17629.000	0.285
	No	251	196.24	49255.00		
	Total	401				

As demonstrated in Table 4.30, the difference between the scores of the students that do have a family member that speaks English and the students that do not have a family member that speaks English on education-learning process perception is not statistically significant (U=17629.000, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if being supported in learning English causes statistically significant differences on students' scores of education-learning process perception was shown in Table 4.31.

Table 4.31

The Differences of Students' Scores on Education-Learning Process Perception in terms of Being Supported in Learning English or not

		Being supported		Sum of Ranks	U	p
	N	Mean Rank				
Education Learning Process Perception	Yes	145	209.73	30411.00	17729.000	0.350
	No	259	198.45	51399.00		
	Total	404				

As is clear from Table 4.31, the difference between the scores of the students that are supported in learning English and the students that are not supported in learning English on education-learning process perception is not statistically significant (U=17729.000, p>0.05).

4.2.6. Students' Opinions on Student-Family Relationships

In this part, the students' opinions on high school selection choices were analysed according to gender, attended school, enjoying English course, the duration of learning English, having a family member that speaks English and being supported in learning English.

The results of the Mann Whitney U test that was performed to find out if gender causes statistically significant differences on students' scores on student-family relationship perception was shown in Table 4.32.

Table 4.32

The Differences of Students' Scores on Student-Family Relationship Perception in terms of Gender

		Gender	N	Mean Rank	Sum of Ranks	U	p
Student-Family Relationship Perception	Girl		251	203.12	50983.50	19357.500	0.764
	Boy		157	206.70	32452.50		
		Total		408			

As can be seen in Table 4.32, the difference between the scores of the male and female students on student-family relationship perception is not statistically significant ($U=19357.500$, $p>0.05$).

The results of the Kruskal Wallis test that was performed to find out if school attended causes statistically significant differences on students' scores on student-family relationship perception was shown in Table 4.33.

Table 4.33

The Differences of Students' Scores on Student-Family Relationship Perception in terms of School Attended

School	N	\bar{X}	Chi-square	sd	p	df
School A(L)*	70	165.20	15.934	4	0.003	1-3
School B(L)	72	185.67				1-4
School C(H)*	80	211.53				1-5
School D(M)*	90	217.94				2-5
School E(H)	97	230.68				-
Total	409					

(L)*Low-achieving (H)*High-achieving (M)*Medium-achieving

As illustrated in Table 4.33, there is a statistically significant difference among the scores of the students that attend different schools on student-family relationship perception (Chi-square =15.934, $p<0.05$). To find out which schools have more difference the Mann Whitney U test was performed in pairs. The student-family relationship perception scores of the students attending to School A ($\bar{X} = 165$) is statistically lower than the student-family relationship perception scores of the students attending to School C ($\bar{X} = 158$), School D ($\bar{X} = 170$) and School E ($\bar{X} = 170$). The student-family relationship perception scores of the students attending to School B ($\bar{X} = 186$) is statistically lower than the student-family relationship perception scores of the students attending to School E ($\bar{X} = 231$).

The results of the Mann Whitney U test that was performed to find out if enjoying English course causes statistically significant differences on students' scores on student-family relationship perception was shown in Table 4.34.

Table 4.34

The Differences of Students' Scores on Student-Family Relationship Perception in terms of Enjoying the English Course

		Enjoying					
		English	N	Mean Rank	Sum of Ranks	U	p
Student-Family Relationship Perception	Yes		289	193.22	55841.50	13936.500	0.075
	No		109	216.14	23559.50		
	Total		398				

As demonstrated in Table 4.34, the difference between the scores of the students that enjoy English courses and the students that do not enjoy English courses on education-learning process perception is not statistically significant (U=13936.500, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if the duration of learning English causes statistically significant differences on students' scores on student-family relationship perception was shown in Table 4.35.

Table 4.35

The Differences of Students' Scores on Student-Family Relationship Perception in terms of the Duration of Learning English

		Duration	N	Mean Rank	Sum of Ranks	U	p
Student-Family Relationship Perception	4 years and below		141	188.17	26532.00	16521.000	0.143
	Above 4 years		257	205.72	52869.00		
	Total		398				

As is clear from Table 4.35, the difference between the scores of the students that learn English for 4 years and below and the students that learn English for above 4 years on student-family relationship perception is not statistically significant (U=16521.000, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if the situation of having a family member that speaks English causes statistically significant differences on students' scores on student-family relationship perception was shown in Table 4.36.

Table 4.36

The Differences of Students' Scores on Student-Family Relationship Perception in terms of the Situation of having a Family Member that Speaks English

		Knowing					
		English	N	Mean Rank	Sum of Ranks	U	p
Student-Family Relationship Perception	Yes		150	198.53	29779.00	18454.000	0.740
	No		251	202.48	50822.00		
	Total		401				

As can be understood in Table 4.36, the difference between the scores of the students that have a family member that speaks English and the students that do not have a family member that speaks English on student-family relationship perception is not statistically significant (U=18454.000, $p>0.05$).

The results of the Mann Whitney U test that was performed to find out if being supported in learning English causes statistically significant differences on students' scores on student-family relationship perception was shown in Table 4.37.

Table 4.37

The Differences of Students' Scores on Student-Family Relationship Perception in terms of being Supported in Learning English or not

		Being					
		supported	N	Mean Rank	Sum of Ranks	U	p
Student-family relationship perception	Yes		145	197.93	28699.50	18114.500	0.554
	No		259	205.06	53110.50		
	Total		404				

As illustrated in Table 4.37, the difference between the scores of the students that are supported in learning English and the students that are not supported in learning

English on education-learning process perception is not statistically significant ($U=18114.500$, $p>0.05$).

4.3. Teachers' Opinions on the English Section in TEOG Exams

The second research question aimed to unearth teachers' opinions on the English section in TEOG exams. Teachers' perceptions on the English multiple-choice items were initially identified through the semi-structured interviews conducted with twenty teachers. Descriptive analysis results showed that teachers attach a high level of importance to TEOG exams. Teachers pointed that the subject content of the central exams constitutes a crucial aspect of the English language teaching. Some noteworthy examples for teacher opinions on the English section in TEOG exams are as follows:

Teacher 3: Students pay more attention to the English courses however as teachers we have to follow an intense teaching programme to catch up the exam subjects.

Teacher 4: The English section in TEOG exams forces us to get into the classroom fully equipped with the test requirements. On the other hand, the English section raises the students' awareness towards English positively.

Teacher 5: The motivation and the attention levels of the students level up because of the English multiple-choice items in TEOG exams. As teachers we see ourselves lucky to get the attention of the students towards the English courses.

Teacher 8: The English section makes it easier to reach the objectives in the curriculum. Students willingly pay attention to the course achievements which is a desired situation for all language teachers.

Teacher 13: The TEOG exams undeniably have a high impact on my English language teaching methods and techniques. It will be appropriate to mention that our courses have turned into test-oriented courses rather than student-centered ones.

Teacher 17: Actually the English section is quite important because it shapes the attitudes of students positively towards the course. So, the multiple choice items are an absolute must to attract the student attraction.

4.3.1. Teachers' Opinions on the Effect of TEOG to Teaching Programmes

In this part, the teachers' opinions on the effects of TEOG on teaching programmes were analysed. In accordance with the inferences, descriptive analysis was practiced by comparing the keywords and contents followed by the interpretation of the underlying context. The results of the effects of TEOG on English curriculum are

presented in Table 4.38.

Table 4.38

Impact of English Questions on English Curriculum

Category	f
Positively affect	5
Negatively affect	3
Concentrate on test techniques	5
TEOG determines teaching methods and techniques	10
Students attach importance on English courses	6
Intensive English courses are being taught	2
English course functions cannot be achieved adequately	3
Focused on English Grammar	1
Focused on English Vocabulary	1
Focused on English Reading and Comprehension Skills	3
Total	39

As can be understood from the abovementioned statements the prominent role of TEOG on English curriculum was acknowledged by teachers. Teachers particularly agree on the fact that TEOG English multiple choice items affect their teaching methods and techniques by forcing the students to focus on the course.

4.3.2. Teachers' Opinions on the Students' Attitudes towards English Courses

In this part, the teachers' opinions on the students' attitudes towards the English courses were analysed. The results of the effects of TEOG on English course attitudes are presented in Table 4.39.

Table 4.39

The Effect of English Questions on English Course Attitude

Category	f
Increase the value and importance of English	12
Positively affect	5
Negatively affect	6
TEOG central exam and test-oriented attitude	2
Memorization-oriented attitude	1
Total	26

The abovementioned phrases indicate that teachers consider English questions in TEOG to be essential for creating a positive attitude towards the course. They also emphasized that English questions are a precondition for students to pay attention to English.

4.3.3. Teachers' Opinions on the Effect of TEOG on Language Skills

In this part, the teachers' opinions on the effects of TEOG on language skills were analysed. The results of the effects of TEOG on language skills are presented separately in Table 4.40, Table 4.41, Table 4.42 and Table 4.43.

Table 4.40

The Effect of English Questions on English Listening Skills

Category	f
Adversely and badly affect	11
Have no effects	7
Focus only on reading comprehension and translation	3
Test-oriented	2
Enforce students to listen to English courses	2
Total	25

The phrases about the listening skills of the students indicate that teachers mostly consider multiple choice test items affecting their students' listening skills negatively. Furthermore, most of the teachers emphasized that listening parts in the main course books are neglected and skipped during English courses.

Table 4.41

The Effect of English Questions on English Reading Skills

Category	f
Positively affect	8
Improved but not adequately	3
Negatively affect	3
Useless and ineffective	6
Total	20

The abovementioned phrases uttered by teachers demonstrate that the ones who consider TEOG multiple choice items having a negative impact are more than the ones who think they have a positive impact.

Table 4.42

The Effect of English Questions on English Writing Skills

Category	f
Negatively affect	10
Have no effects	4
Positively affect	5
Improve vocabulary	2
Total	21

As can be understood from the abovementioned statements, most of the teachers mention that TEOG English questions are irrelevant with students' writing skills as the central exam does not consist of any section or questions where the students are asked to present their writing skills.

Table 4.43

The Effect of English Questions on English Speaking Skills

Category	f
Negatively affect	10
Positively affect	1
Have no effects	10
Total	21

The abovementioned phrases indicate that all teachers consider English items in TEOG having no relevance with students' speaking skills.

4.3.4. Teachers' Feelings about TEOG English Questions

In this part, the teachers' feelings about the TEOG English questions were analysed. The results of the pressure and stress they felt are presented in Table 4.44.

Table 4.44***Teachers' Opinions on the Pressure and Stress of TEOG***

Category	f
I don't feel pressure and stress.	6
I feel pressure and stress.	12
Teachers are measured by students' success.	4
There are prejudices against English.	2
I am happy that their reading comprehension skills have improved	1
As the exam focuses on success	6
To complete the course functions on time	1
Students feel stress and pressure	1
Total	33

The statements about the pressure and stress indicate that most of the teachers feel the pressure and stress. Moreover, most of the teachers consider that students' success create a criterion for teachers' success.

In sum, by means of the scale development groups' quantitative data the TEOG Exam Perception Scale was developed by confirming its validity and reliability. As the sub-scale scores were not distributed normally at the students' TEOG exam perception score, Mann-Whitney U test and Kruskal Wallis H test were practiced to analyze. Among students' scores statistically significant differences were detected in terms of attended schools, the state of enjoying English courses and having a family member speaking and supporting them in English.

Teachers' opinions, on the other hand, were illustrated through semi-structured interviews. Most teachers in the interviews shared the same opinions with the students about the influential and oppressive effect of central exams on the English language teaching-learning cycle. However, there is still a group of teachers who consider the central exams as a significant predictor. The only issue that all teachers were in common was the skills (listening, writing and speaking) which were neglected and ignored due to the cenral exam multiple choice items.

CHAPTER V

CONCLUSION

5.1. Introduction

The aim of the present study was to determine and reveal the opinions of the 8th grade students and their English teachers regarding the TEOG Central Exams and the English questions in it. Two principal aspects of students' and teachers' opinions were specifically examined in the research: *the effects of TEOG on English courses* and *the general effects of central exams on the stakeholders*. While students' opinions were taken from a wider perspective including the teaching –learning process to student – family relationships, teachers' viewpoints were incorporated into the research in terms of the language teaching-learning process. Students' and teachers' opinions on the necessity and the application of TEOG were found out through questionnaires and interviews. The findings obtained through descriptive analysis of qualitative data and statistical analysis of quantitative data are provided in the previous chapter. In the results and discussion part of the conclusion chapter, the findings obtained through the two types of instruments are incorporated and interpreted. The results reached to address the research questions are discussed, some pedagogical implications are maintained, and some suggestions are put forth for further research.

5.2. Results and Discussion

Turkey is one of the leading non-European Union country which has been adapting radical changes in the curriculum of school education for more than two decades. This shift in our education system has multifaceted effects in the teaching-learning design, curriculum planning, educational tools, teaching materials and finally in assessment and testing. The recent educational system is designed around a competitive entrance examination in which students compete to enroll to good high schools. This rather contradictory result may be due to the social needs which come to the fore. The overwhelming number of students who expect to be placed to a higher educational institution compresses the real nature of assessment. Therefore, evaluating TEOG central exams and the English multiple choice items from the perspectives of both

students and teachers might ensure better insights into the significance of these exams. For this purpose, the study investigated and compared student and teacher opinions on TEOG for its potential influence on high school placements and English language teaching-learning process. Findings were provided both by qualitative and quantitative data parallel to the research questions. Related to the goals of the study, the TEOG Exam Perception Scale will be discussed according to its statistically significant differences in results. In order to clarify the results, each will be presented under titles.

Students' opinions concerning Research Question 1

“What do the students think about the English section in TEOG exams?”

The interest in learning a foreign language has triggered for many reasons like mastering computer programs (Çelebi,2006) , being the criteria of modernity or the intensification of the inter-communal relations and the improvements in the mass media sector (Er,2006). However, these demands have brought the need for assessing language skills of learners. As well as assisting learners master the language, well-prepared language skills assessment also encourages learners' motivation (Madsen, 1983). Furthermore, language assessment is widely benefitted in educational settings for various purposes such as placing students into specific programs or schools, a criterion for employment or certifying the learners' language skills.

As for the students' opinions the TEOG exam perception and the exam pressure have a higher mean. It was observed that these two factors were employing their mind substantially in line with their future high school selections. The fact that students are mostly aware of the prominence of the English scores for their total TEOG exam scores may have led to this result as the student-family relationships or the education-learning process had the least effect on their opinions. As Sarier (2010) highlights these examinations which are of high significance in determining the future of young people have repeatedly changed in nomination, content and administration. All those changes have not only influenced students but also had impacts on educators and parents (p.121).

This leads us to the conclusion that TEOG as an influential high-stakes exam maintains to be a precondition for high-school placements. Therefore, by means of these exam scores students in a way give direction to their lives and future. As students participate into such a challenging period at the peak of their puberty, it seems to be very cruel to

force them to make difficult decisions on their life. This can be one of the reasons why their family relations weaken and their exam awareness and exam pressure reach to a higher extent.

❖ **“Do the students’ opinions on TEOG central exams show significant difference statistically according to; Gender, Attended School, The situation of enjoying the English course, The duration of learning English, The situation of having a family member that speaks English and Being supported in learning English ?”**

According to the analysis results, it is observed that there are no significant differences in terms of gender, the situation of enjoying English, the duration of learning English, the situation of having a family member that speaks English and being supported in learning English. Despite the fact that their English course duration starts from an early period or later, it is very clear that at the education system of 4+4+4, students only get alerted when they are at the 7th and 8th grades about the central exams. As Zollar and Ben Chain (1990) state the era in which we live is a test-conscious age in which the lives of many people are not greatly influenced, but are also determined by the test performance (p. 598). Even being supported at home does not play a crucial role in their exam awareness. However, from the results it is very certain that there is a significant difference among the attended schools. The results indicate that despite being located very close to each other, high-achieving schools implement a stronger exam perception on students.

❖ **“Do the students’ opinions on exam pressure show significant difference statistically according to; Gender, Attended School, The situation of enjoying the English course, The duration of learning English, The situation of having a family member that speaks English and Being supported in learning English ?”**

The analysis results demonstrate that there are no significant differences in terms of gender, the duration of learning English, the situation of having a family member that speaks English and being supported in learning English. However, not surprisingly there is a significant difference among the schools. It is obvious that at schools where students show a higher exam perception, a higher exam pressure comes forth. As Sacks

(2000) writes test-driven classroom exacerbate boredom, fear, and lethargy, promoting all manner of mechanical behaviours on the part of teachers, students, and schools, and bleed schoolchildren of their natural love of learning (p. 116). Moreover, there is a significant difference with the students' situation of enjoying the English course. The fear of being unsuccessful may cause a possible pressure or the state of dislike may turn the English courses to be more boring, demotivating and difficult to comprehend. Amrein and Berliner (2002) summarize the situation as the assumption that high-stakes tests motivate students appears to be seriously flawed. In fact, such tests often decrease student motivation and lead to higher student retention and dropout rates (p.33).

❖ **“Do the students' high school selection choices show significant difference statistically according to; Gender, Attended School, The situation of enjoying the English course, The duration of learning English, The situation of having a family member that speaks English and Being supported in learning English?”**

The fact of the influence of high-stakes tests like TEOG can be most properly observed in high school placements. Linn (2000) highlights that the high-stakes nature of public examinations drives teaching and learning which is very well documented in general education. Brown (2005) supports this fact test results should form part of any decision, but only part (p. 260). When the analysis results are reviewed, it is seen that there are no significant differences in terms of gender, the duration of learning English, the situation of having a family member that speaks English and being supported in learning English. Parallel to the abovementioned results the attended school strongly affects the students' high school selection.

Among the schools the ones which are rated as less-achieving at the TEOG Central Exam Statistics have more high school selection perception to those schools which are labelled as high-achieving at the statistics. Therefore, it is possible to state that being confident about their teaching environment and being more pleased about their exam scores make the students less stressful about their school selection. On the other hand, at schools which are so called less-achieving, the students are more reckless about their school selections and exam success results.

The students who enjoy learning English have a higher high school selection perception. As it is known from the curriculum of Anatolian High Schools the English course hours are more than the Vocational Technical High Schools. The students who

are interested in foreign language learning (preferably English) would be more careful about their school selections, however those students who are not interested in learning a foreign language will not prefer schools that have long hours of foreign language courses.

❖ **“Do the students’ opinions on English class exams prepared by teachers show significant difference statistically according to; Gender, Attended School, The situation of enjoying the English course, The duration of learning English, The situation of having a family member that speaks English and Being supported in learning English?”**

According to the analysis results, it can be understood that there are no significant differences in terms of gender, attended school, the situation of enjoying English course and the duration of learning English. However, there are significant differences in terms of the situation of having a family member that speaks English and being supported in learning English. For families who are more concerned about their child’s foreign language education, it is an expected and observable attitude to monitor their daughter’s or son’s improvement in English. Parallel to the findings of Anıl (2011) it is possible to label some courses more difficult than the others like science, mathematics and foreign languages. Moreover, according to the study results of the scale development group and the research group, unfortunately most of the families due to their lack of English knowledge cannot be supportive to their children. Therefore, it is likely to presume English as a challenging course both for students and their parents. This makes the parents become more cautious about their child’s English scores as it affects the total point for high school selections.

❖ **“Do the students’ education-learning process opinions show significant difference statistically according to; Gender, Attended School, The situation of enjoying the English course, The duration of learning English, The situation of having a family member that speaks English and Being supported in learning English?”**

In all schools where the questionnaire was applied the students’ opinions on the education-learning process have not shown a significant difference in terms of gender, attended school, the situation of enjoying the English course, the duration of learning

English, the situation of having a family member that speaks English and being supported in learning English. The main reason for not showing a difference can be the common curriculum application. Togut (2004) supports this view as some individuals believe that high-stakes testing will improve curricula as schools, teachers, and students attempt to meet the standards imposed by such testing (p. 94). Therefore, regardless of their central exam success statistics, all school administrations and teachers follow the same teaching techniques to reach the course acquisitions and objectives which are going to be assessed at the central exam. So, the students' opinions overlap each other in terms of the education and learning process.

❖ **“Do the student-family relationships show significant difference statistically according to; Gender, Attended School, The situation of enjoying the English course, The duration of learning English, The situation of having a family member that speaks English and Being supported in learning English?”**

While determining the schools for the study, the central exam statistics and the region were taken into consideration mainly. However, at the results concerning the student-family relationship it is observed that the high achieving school parents demonstrate a higher conscious level and awareness compared to the other schools. Actually the attended school has a significant difference statistically. Sarier (2010) defines this situation as socio-economic and socio-cultural variables create a big difference in terms of academic success among students (p.108).

On the other hand, there are no significant differences in terms of gender, the situation of enjoying English course, the duration of learning English, the situation of having a family member that speaks English and being supported in learning English. It can be added that although these five schools are located to each other very close around the region, they show socio-economic, literacy rate and career planning and language awareness differences. At low-achieving schools teachers stated that the parents are less concerned about their children's future high school selection which makes it harder to increase the exam perceptions of students.

As a result, it can be inferred from these results that students are generally aware of the prominence of TEOG central exams for their future educational life; however, they need to be guided not only by their teachers but also by their parents so that they might be more knowledgeable and conscious about the exam results irrespective of which

school they attend. Therefore, as Davies (1990) claims testing is not teaching and we can-and should-insist that the operation of testing is distinct from teaching and must be seen as a method of providing information that may be used for teaching and other purposes (p.24). This view is supported by Nunan (1995) as we cannot expect students to automatically choose their own ways of learning. Hence, teachers, school administrations and parents have a crucial role in introducing and creating awareness to these central exams as students need to realize the significance of the scores of these exams in every phase of their educational life including their high school selections and further to their university placement choices.

Teachers' opinions concerning Research Question 2

“What do the teachers think about the English section in TEOG exams?”

As for the teachers' opinions on the importance and application of the TEOG central exams, their opinions on the relevant issue were identified through interviews as in the elicitation of the students' opinions. Firstly, the teachers' opinions were uncovered via the interviews. The interviews carried out with the teachers demonstrated that they perceive the central exams whatever they are named so far to be highly important, which is parallel with the students' opinions. During the interviews, teachers were directed mainly four questions which were also asked to the students.

The teachers pointed out the particular issues like the effect of TEOG on their teaching program, their students' behavior towards the English course, their students' listening, reading, writing and speaking abilities. Bachman and Palmer (1996) explain this as at a micro level washback refers to the extent to which a test influences within the classroom, mainly in the change or innovation of curricula and teachers' methodologies (p.12). Considering the findings of the study, it should be highlighted that the English multiple choice items can mislead students and teachers about their mastery of the target language. They may not be aware of their weaknesses and strengths regarding the target language (Hatipoğlu, 2016). Moreover, the teachers touched upon the pressure and stress regarding the TEOG English questions. They also report that the student perspective to English courses have changed in a positive direction.

❖ **Teachers' opinions concerning the effects of English questions in TEOG on their teaching programme**

When it comes to the teachers' opinions on the effect of TEOG on their teaching program, teachers reported in the interviews that the central exams determine their teaching methods and techniques. It was also ascertained through the teacher interviews that teachers spend a great deal of time and effort preparing students for the test, rather than focusing on the general curriculum. Brindley (1998) highlights the mentioned suppressing effect of assessment on teaching methodologies and learning strategies as a covert curriculum thus forcing teachers to teach to the test (p. 52). On the other hand, they mentioned that the tests provide them to set clear instructional goals for their students.

Teachers consider themselves responsible for meeting the standards imposed by central exams. Specifically, teachers' institutional tasks have increased as they are expected to support the students with the after-school coaching which are arranged to prepare students for TEOG questions. Therefore, teachers mostly prefer prepared materials which they do not develop and meet the needs of actual English teaching and learning program. Teachers have limited opportunities for authentic material usage or development and rather are forced to increase the amount of time on practicing multiple choice test items. Teachers maintained that the students who are talented in language learning or those who have less interest in language learning pay the same attention on exercising the multiple choice test items. This is coherent with the abovementioned scale results indicating that the whole students have a similar perception to their education-learning process.

In short, regarding teachers' opinions in terms of central exams affecting their teaching programs, it can be concluded that whereas the teachers are aware of the disadvantage of the multiple choice questions on their teaching programs, the serious consequences of high-stakes test like TEOG leave them captive to the program. Davies (1994) underlined that testing devices had become teaching devices; that teaching and learning was effectively being directed, making the educational experience narrow and uninteresting. However, this comment does not change the reality that teachers recently concentrate on test techniques and attribute considerable importance to the central exams.

❖ **Teachers' opinions concerning the effects of English questions in TEOG on students' attitudes towards English courses**

When the interview findings are associated with students' attitudes towards English, it can be inferred from the comments that mostly they have improved a positive attitude towards the course. As Pearson (1988) states public examinations influence the attitudes, behaviors and motivation of teachers, learners and parents (p.7). High-stakes tests like TEOG narrow the whole curriculum in schools usually locking out courses like music, art and physical education as they are not included in tests. Therefore, students attribute a higher level of importance to courses such as Turkish, Mathematics, Social Sciences, Religious Education and Moral, Science and English which take place in TEOG exams. As Alderson and Wall (1993) mention teachers and learners do things they would not necessarily otherwise do because of the test (p.117). This reality is also in line with those attained in students' English Class Exams Perception in which parents who speak English were more concerned about their children's exam results which affects their total score at the end of the year with their central exam score.

❖ **Teachers' opinions concerning the effects of English questions in TEOG on the students' English skills**

When the interview results about the students' English language skills are combined, it can be concluded that whereas teachers define the proper foreign language teaching and learning process as utilizing activities that integrate all four skills in balance, the central exam multiple choice items only demand the reading skills of students. Although it is not scientifically proved, teachers mention that the multiple choice items increase the chances of students' guessing which has a considerable but unknown effect on test scores. Hence, the test item does not demonstrate the teacher how the student arrived at the right answer whether by his /her advanced reasoning or just a lucky guess at that time.

On the other hand, regarding the teachers' opinions about the effects of TEOG on their language skill teaching most of them complain about the negative effects by forcing the students to memorize the related vocabulary and concentrate on the test techniques. The results of the study indicate that teachers consider reading as the least challenging

ability to teach and assess as nearly all of them prefer to assess the students' comprehension level through multiple choice items relevant to the TEOG English questions. However, listening, speaking and writing are the least frequently assessed skills during an academic year. As Brown (2004) underlines reading skills may be counted as the most fundamental skill for achievement in all educational contexts, and this skill is also of the utmost significance in terms of assessing general language ability (p.185).

Regarding this result it is hard to say that TEOG exams can provide a proper feedback to teachers to adjust their future instruction according to their students' gaps in language acquisition. Nevertheless, teachers mostly postpone teaching writing skills to a higher education where students experience difficulties. As Zen (2005) strongly emphasizes writing not only improves a student's writing abilities but also strengthens their cognitive development and learning in general. This finding of the study proves the results of Biltekin (2004) who pointed out that the productive skill of writing cannot fully be measured via a multiple-choice test which mainly consists of reading comprehension content and endeavours to measure test-takers' writing performance through reading. The incongruity between student and teacher opinions demonstrate that although teachers feel uncomfortable about the unbalanced distribution of the language skills teaching, students' opinions unfortunately do not reflect properly the same issues. It is necessary for students to get enough scores at the TEOG English multiple-choice test items. As a result, it can be concluded that a high stakes test like TEOG may not indeed reflect the accurate performance of a student's language skills.

❖ Teachers' opinions concerning the pressure and stress regarding the TEOG English questions

Regarding the teacher interviews, the results have ascertained that teachers mostly feel stressful and demotivated because of the central exam and the English section. They underlined that the central exams work as a summative assessment which are disconnected to the actual English language teaching procedure. The test-centered results cause intense levels of anxiety for teachers due to the fact that all years of hard work is minimized to a single exam score. The levels of pressure felt by teachers in these five schools are proportionate to the success levels of schools. The teachers at schools with high exam results feel more comfortable and stress-free however teachers

working at schools with critical exam results are more stressful.

As a result of an exam-oriented system teachers' institutional tasks have doubled up as they have to spend more time on practicing tests rather than focusing on students' language skills. Limited material choice and the high expectations of the stakeholders make teachers unwilling and less motivated for language teaching. The student-centered learning notion has also been damaged by sorting the pupils into categories as proficient and non-proficient according their test results.

High-stakes tests like TEOG caused teachers to take greater control unwillingly in the classes. They feel compulsory of their students' learning process by undermining the students' opportunities to direct their own learning. Likewise, teachers at the interviews mentioned that as teachers they cannot encourage their students to search the subjects and the themes that attract their interest. Furthermore, when the interview results about the negative impacts of TEOG are converged, it can be concluded that teachers graduated from different state universities haven't received a course like test preparation. In the light of this, as Jin (2010) claims language teachers are not born as testers and they need to be completely trained in language assessment concepts, skills and strategies (p. 556). According to Gronlund (1985) the construction of good test items is an art that requires not only field knowledge with a wide view of the demanded outcomes but also a psychological understanding of pupils, sound judgment, persistence, and a touch of creativity (p. 146). Interestingly, it is also an observable reality that the language teaching-learning and the language testing areas are steadily developing day by day. As a result, English language teachers have to receive pre-service or in-service training for the assessment of students' performance in terms of central exams like TEOG. By doing this, they can feel more confident in their classroom instructions leading their students to encourage on their metacognition development.

To sum up, this study indicated that the students' and teachers' opinions on central exams like TEOG intersect in many points supporting the claim that students are subject to an exam-centered system where even a course like English can be assessed by multiple choice items leaving some skills like speaking, listening and writing out of the teaching and learning track. The inclusion of central exams into the learning-teaching curriculum is ascribed a high level of importance not only by students and teachers but also by parents and school administrations. However, it seems that different points of view are encountered in reflecting the TEOG Exam Perception and

Exam Pressure Perception, High School Selection Perception and lastly Student-Family Relationship Perception in terms of the attended schools. As for the schools the ranking goes in hand with their success levels in the exam statistics. Therefore, at a high-achieving school, the students play a positive collaborative role with their teachers and parents. However, the students who have less or critical exam scores have issues about the efficiency of the central exams in their learning life and afterwards in their career planning by selecting a good high school.

It was also ascertained that the interest levels of parents and school administrations affect the exam awareness of the students in a positive direction. In addition, strangely most of the English teachers think that the English multiple choice questions have made the course more essential for students and changed their perspective compared to courses like Art, Music or Physical Education. In that sense, as Cheng (2004) emphasizes the tests may fail to create a correspondence between the learning principles and the course objectives to which they should be related (p.8).

Many teachers expressed that they feel some fear and anxiety and pressure to cover all the topics and materials, as they consider their work performance was also assessed by students' test scores. In other words, the opinions of teachers are a critical factor in determining the washback effect. Central exams like TEOG can lead the teachers to "teach to the test", and what students will learn may be wide apart points of language, not the communicative part of the language they will need in their real life.

As a result, it is possible to speak loud that testing nowadays controls the curriculum, the teaching and learning strategies and materials which is "washback" or "backwash" itself. To conclude as Bailey (1996) makes the final touch as teachers, we may have limited power to influence high-stakes national and international examinations, but we do have tremendous power to lead students to learn, to teach them language and how to work with tests and test results (p. 276). In general, therefore, it seems that as teachers we are the most powerful ones to turn central exams like TEOG into positive by conducting the innovations in education systems with in-service training and a wide range of teaching methods.

5.3. Pedagogical Implications

Based on the results of the present study, it should be pointed out that students' general opinions of the importance of the central exams may entirely reflect their social

environments and their schools' success statuses. Students might not manage independent awareness about their high school selections and gain autonomy about their further learning life. Teachers' crucial role in providing guidance in terms of setting accurate high school goals come forth.

In the study, it was found out that although there are significant diversities among schools regarding their TEOG Exam Perception, Exam Pressure Perception, High School Selection Perception and Student-Family Relationship Perception which was aforementioned in detail, there is no observable difference in the Education-Learning Process Perception which proves that regardless of the schools or parents the teaching and learning procedure is followed according the curriculum objectives and the central exam context. However, it was also ascertained that as English is one of the tested courses, students and also parents pay extra attention to its outcomes whether the students enjoy the course or the duration of learning changes from 4 years to 6 years. These findings indicate that students are mostly motivated from the central exams' scores to their high school selection preferences and need to be guided and convinced of the importance of all the courses including English so as to be educated as a whole without excluding Arts, Music or Physical Education.

As for the teachers' opinions on TEOG, it was seen that teachers both consider that students take the course more seriously and the English test items in the central exam cause a positive impact on the students' learning enthusiasm. On the other hand, teachers reported that the central exam defines the methods and techniques of the course which force them to focus on test solving strategies by using the reading skills and ignoring the writing, listening and mostly speaking skills reluctantly.

5.4. Suggestions for MONE, Teachers and Parents

In general it can be suggested to consider central exams like TEOG as a leading guide in curriculum planning in the Turkish Education System. Therefore, any changes in the assessment instrument affect the system as a whole. As Cheng and Curtis (2004) highlight 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 (p. 6). It is the power of tests which shape the future educational life at all times by enabling policy-makers to impose their own desired goals and manipulate the students, teachers, parents and administrators.

5.4.1. Suggestions for MONE

MONE can start by taking the opinions of all the stakeholders in the system into consideration. It is a possible option that the number of high-schools which are concerned as good can be increased so that the demand for Anatolian High Schools and Science High Schools may decrease. It is an alternative option to improve the education conditions at the Vocational and General High Schools. In this wise, the 8th grade students might not perceive the central exams as a stressful race but only an entrance ticket to their high school education.

The data gathered from English teachers indicated that none of them have attended or participated seminars or in-service trainings related to effective test-solving methodologies or techniques. Therefore, MONE has to implement such training courses not only at university levels but also include these refreshment acts into the education system.

5.4.2. Suggestions for teachers

It is a well-known fact that as language teachers we have to keep up the pace with the necessities and demands of the modern age in language teaching. Many professionals highly recommend to benefit from multiple measures assessment. Multiple measures assessment comes from the idea that no single measure of language assessment is enough to tell us all we need to know about students' language abilities (Coombe et al., 2007, p. xxi). In other words, as English teachers we have to employ a mixture of all the assessment types to get an accurate indicator of our students' progress and level of language proficiency.

The assessment practices should reflect the significance of using language both in and out of the language classroom. In this regard, as it seems to be a remote possibility to abrogate the high-stakes exam policy from the Turkish Education System, teachers from all fields including English have to make urgent modifications and amendments to catch the necessities of the period. However, it is an undeniable statement that most of the teachers at the interviews highlighted that by their students' English exam success scores, they also feel the same anxiety and stress to get a high score from the English multiple choice items.

As emphasized by the teachers, the limitations related to focusing on reading skills might prevent the teachers from spending enough time on listening, speaking and writing skills as TEOG mostly assess the reading skills of students. So, it makes reading as the most fundamental skill for achievement in all 8th graders' educational context. However, it should be kept in mind that if English language teaching might not entirely be applied in all four skills but basically on reading and test-solving techniques, English as a language loses its authenticity. Therefore, English teachers might try to spare some course hours to listening, writing and speaking skills to accomplish the language proficiency of a student properly.

5.4.3. Suggestions for parents

The parents are one of the most important stakeholders in the education system which affect the process deeply. Therefore, in order to provide a better understanding for parents, with the cooperation of MONE and school administrations seminars on adolescent psychology especially under exam pressure can be organized by the psychological counseling services. As the social lives of the families are arranged according to the exam, it is possible to say that the results influence the whole family members.

The pressure sometimes causes some communication and behavior disorders on children such as becoming more introvert in their ordinary family lives and reacting more aggressive and impatient. Moreover, as the subject matter of the conversations are only exam related topics, mothers and fathers start losing the intimacy bonds with their children. Therefore, the abovementioned seminars can shed light on this matter and strengthen the ties between the students and their parents once again.

It should not be underestimated that the success of a central exam does not make a person successful or unsuccessful in his/ her life. So, parents should try to be more supportive to their children on this process by not putting more pressure on them or by forcing them to study all the time but instead make them feel more comfortable by spending a relaxing time with their children on weekends. It is mostly recommended that the 8th grade students should do sports regularly for their physical and mental development.

To sum up, studies on language assessment programs and the effects of high-stakes testing on language proficiency need to continue as testing has started to become the

overwhelming part of the education systems rather than being a component within the curriculum planning cycle. Assessment in any form will play a crucial role in curriculum planning, material development and teaching methods. Therefore, the scale developed in the study can be applied to different student and teacher groups to investigate their opinions and suggestions for further researches.

5.5. Recommendations for Further Research

As the ultimate aim of the present study was to compare students' and teachers' opinions in terms of the English multiple-choice items in TEOG central exams, it was not possible to reach a large number of students, teachers, school administrations and parents. The questionnaire which was carried out might be applied to the state schools situated in the city center and also the private schools. In addition, the teacher version of the interviews might be used to reveal the opinions of teacher candidates at the English Language Teaching Departments of the universities.

The present study indicated a consistency between the students' TEOG exam perceptions and their school success statistics although all teachers acknowledged the importance of central exams in their language teaching methods and materials. Therefore, the reasons for this difference in students' opinions and the attended schools might be investigated through further research. As this study is based on self-report data from students and teachers questionnaires and interviews, other studies might be conducted by making use of other instruments.

Lastly as the recent central exam has been abated at the beginning of the 2018-2019 academic year unexpectedly and all of a sudden with inadequate information, further research might be carried out to observe whether these changes in the assessment system have any effective results on students, teachers, parents and school administrations. In conclusion, as Nicol and Macfarlane-Dick (2006) summarized while students have been given more responsibility for learning in recent years, there has been far greater reluctance to give them increased responsibility for assessment processes (p. 215).

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APPENDICES

APPENDIX A

Permission Paper From The Provincial Directorate Of National Education

T.C.
ANTALYA VALİLİĞİ
İl Milli Eğitim Müdürlüğü



Sayı : 98057890-20-E.3962719
Konu : Anket Uygulaması

24.03.2017

İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE
ANTALYA

Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Sevda Nacar GÜZELCAN'ın "Yabancı Dil Açısından Temel Eğitimden Ortaöğretime Geçiş (TEOG) Sınavına Yönelik Öğretmen Algıları" adlı araştırmasını, İlimiz Kepez İlçesi Nebi Güney İmam-Hatip, Mobil, Habibler, Ali Rıza Altıntaş ve Şht.Kahraman Çelikbaş Ortaokulunda uygulama isteği ile ilgili 07/03/2017 tarih ve 8495 sayılı yazısı, İl Milli Eğitim Müdürlüğü Araştırma Değerlendirme ve İnceleme komisyonumuz tarafından, 22/03/2017 tarihinde incelenerek "Milli Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzinlerine Yönelik İzin ve Uygulama Genelgesi" esaslarına uygun olduğu tespit edilmiştir.

Komisyonumuzca, "Yabancı Dil Açısından Temel Eğitimden Ortaöğretime Geçiş (TEOG) Sınavına Yönelik Öğretmen Algıları" isimli araştırmasını, İlimiz Kepez İlçesi Nebi Güney İmam-Hatip, Mobil, Habibler, Ali Rıza Altıntaş ve Şht.Kahraman Çelikbaş Ortaokulunda görevli İngilizce öğretmenlerine ve her okuldan 8.sınıf okuyan 70 öğrenciye, Okul Müdürlüklerinin bilgisi, takibi ve sorumluluğunda, bahse konu Genelge ve çalışma takvimi doğrultusunda, eğitim-öğretim faaliyetlerini aksatmaksızın yapılması,

Söz konusu araştırmanın bitimine müteakip; sonuç raporunun iki örneğinin CD ortamında Müdürlüğümüz Ar-Ge bürosuna gönderilmesi kaydıyla uygulanması, Komisyonca uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde, Valilik Makamının 23/02/2015 tarih ve 5347 sayılı yetki devrine göre olurlarınıza arz ederim.

Mehmet KARAKAŞ
Müdür a.
Müdür Yardımcısı

OLUR
24.03.2017

Yüksel ARSLAN
Vali a.
İl Milli Eğitim Müdürü

Antalya İl Milli Eğitim Müdürlüğü
Soğuksu Mah. Hamidiye Cad. MERKEZ/ANTALYA
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Ayrıntılı bilgi için: Mehmet KARAKAŞ Md. Yrd.
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Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meh.gov.tr> adresinden e8c0-9cc8-347b-adfd-359a kodu ile teyit edilebilir.

APPENDIX B: The Scale Development Student Questionnaire

Değerli Öğrencim ,

Bu ankette Antalya - Kepez bölgesindeki ortaokullarda 8.Sınıf öğrencilerine ders veren İngilizce öğretmenlerinin ve öğrencilerinin TEOG (Temel Eğitimden Ortaöğretime Geçiş) İngilizce sorularına ilişkin algılarının saptanması amaçlanmaktadır. Bu çalışmanın sonuçları sadece “Perceptions of Teachers and Students towards Secondary Education Transition Exam from Basic Education in terms of Foreign Language (Yabancı Dil açısından Temel Eğitimden Ortaöğretime Geçiş Sınavına Yönelik Öğretmen ve Öğrenci Algıları)” konu başlıklı tez çalışması için kullanılacaktır. Katılımınız için teşekkür ederim.

Sevda NACAR GÜZELCAN

Demografik Bilgiler

- 1) Cinsiyetiniz: Kız Erkek
- 2) İngilizce dersini seviyor musunuz ?
EVET HAYIR
- 3) Öğrenim hayatınızda kaç senedir İngilizce öğreniyorsunuz?
- 4) Ailenizde İngilizce bilen var mı? (Varsa kim?.....)
EVET HAYIR
4. TEOG sınavı konusunda anne-babanız sizi destekliyor mu?
EVET HAYIR
5. Ailenizde size İngilizce konusunda destek verebilecek birileri var mı?
(Varsa kim?.....)
EVET HAYIR

Lütfen aşağıdaki sorulara kişisel ve objektif olarak **TEOG İngilizce dersini ve sorularını dikkate alarak cevap veriniz** ve düşüncenizi en doğru yansıttığınızı düşündüğünüz sütunda yeralan kutucuğu X ile işaretleyiniz.

	TEOG ile ilgili ifadeler	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1	TEOG sınavı derste öğrendiğim bütün konuları karşılamaktadır.					
2	TEOG tarzı sınavlar liseye geçiş için gereklidir.					
3	Lise seçimlerini belirlemede TEOG sınavı en belirleyici unsurdur.					
4	Okulumuzda TEOG sınavı hakkında bilgi verilmektedir.					
5	TEOG sınavına hazırlayacak olan öğretmenler yeterli bilgiye sahiptir.					
6	Sınav sisteminde yapılacak değişikliklerde öğrencilerin görüşleri alınmaktadır.					

7	TEOG tarzı sınavlar gereksizdir.					
8	Sınav sisteminde yapılan değişiklikler motivasyonu düşürmektedir.					
9	TEOG sınavlarında öğrenci başarısının yanı sıra öğretmen başarısı da değerlendirilmektedir.					
10	TEOG sınavı ders çalışma yöntemlerini değiştirmektedir.					
11	TEOG sınavı ders çalışma materyallerini değiştirmektedir.					
12	TEOG sınavları öğrencilerin üzerinde ekstra bir yük oluşturmaktadır.					
13	Merkezi sınavlarda uygulanan çoktan seçmeli testler yazılı anlatım becerilerini zayıflatmaktadır.					
14	TEOG sürekli sınav kaygısı yaşatmaktadır.					
15	Öğrenciler TEOG sınavına hazırlanırken derslerin zamanında yetişmemesi kaygısı taşımaktadır.					
16	Okul yönetimi ve öğretmenler, öğrencileri TEOG sınav sonucuna göre değerlendirmektedir.					
17	Aileler öğrencileri TEOG sınav sonucuna göre değerlendirmektedir.					
18	Öğrenciler TEOG sınavından dolayı okul yönetimi ve öğretmenlerin baskısını hissetmektedir.					
19	Öğrenciler TEOG sınavından dolayı ailelerinin baskısını hissetmektedir.					
20	TEOG sınavları öğrenciler arasında rekabet yaratmaktadır.					
21	Öğrenciler TEOG sınavlarında hata yapacağı kaygısı taşımaktadır.					
22	Öğrenciler TEOG sınavlarını dönem içi yazılı yoklama sınavlarından daha üstün tutmaktadır.					
23	Öğrenci velileri TEOG sınavını dönem içi yazılı yoklama sınavlarından daha üstün tutmaktadır.					
24	TEOG sınavları öğrenciler üzerinde olumsuz bir etki yaratmaktadır.					

25. TEOG sınavı hakkında bu ankette yer almayan ve paylaşmak istediğiniz görüşleriniz varsa, lütfen aşağıdaki satırlara yazınız.

.....

.....

.....

APPENDIX C: The Research Group Scale

Değerli Öğrencim,

Bu ankette 8.Sınıf öğrencilerinin TEOG (Temel Eğitimden Ortaöğretime Geçiş) sınavındaki İngilizce sorularına ilişkin algılarının saptanması amaçlanmaktadır. Bu çalışmanın sonuçları sadece “Yabancı Dil açısından Temel Eğitimden Ortaöğretime Geçiş Sınavına Yönelik Öğretmen ve Öğrenci Algıları” konu başlıklı tez çalışması için kullanılacaktır. Ankete isim belirtmenize gerek yoktur. Lütfen yanıtsız soru bırakmayınız. Katılımınız için teşekkür ederim.

Sevda NACAR GÜZELCAN

Demografik Bilgiler

1. Cinsiyetiniz : Kız Erkek
2. İngilizce dersini seviyor musunuz ?
 EVET HAYIR
3. Öğrenim hayatınızda kaç senedir İngilizce öğreniyorsunuz?
.....
4. Ailenizde İngilizce bilen var mı?
 EVET HAYIR
5. Ailenizde İngilizce bilen varsa kim/kimler?
.....
6. TEOG sınavı konusunda anne-babanız sizi destekliyor mu?
 EVET HAYIR
7. Ailenizde size İngilizce konusunda destek verebilecek birileri var mı?
 EVET HAYIR
8. Ailenizde size İngilizce konusunda destek verebilecek birileri varsa kim/kimler?
.....

Lütfen aşağıdaki sorularda düşüncenizi en doğru yansıttığını düşündüğünüz kutucuğu X ile işaretleyiniz.

	TEOG ile ilgili ifadeler	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1	TEOG tarzı sınavlar liseye geçiş için gereklidir.					
2	Lise seçimlerini belirlemede TEOG sınavı en belirleyici unsurdur.					

	TEOG ile ilgili ifadeler	Hiç Katılmıyor	Katılmıyor	Kararsızım	Katılıyorum	Tamamen Katılıyorum
3	TEOG sınavına hazırlayacak olan öğretmenler yeterli bilgiye sahiptir.					
4	TEOG tarzı sınavlar gereksizdir.					
5	Sınav sisteminde yapılan değişiklikler motivasyonu düşürmektedir.					
6	TEOG sınavı ders çalışma yöntemlerini değiştirmektedir.					
7	TEOG sınavı ders çalışma materyallerini değiştirmektedir.					
8	TEOG sınavları öğrencilerin üzerinde ekstra bir yük oluşturmaktadır.					
9	Merkezi sınavlarda uygulanan çoktan seçmeli testler yazılı anlatım becerilerini zayıflatmaktadır.					
10	TEOG sürekli sınav kaygısı yaşatmaktadır.					
11	Öğrenciler TEOG sınavına hazırlanırken derslerin zamanında yetişmemesi kaygısı taşımaktadır.					
12	Okul yönetimi ve öğretmenler, öğrencileri TEOG sınav sonucuna göre değerlendirmektedir.					
13	Aileler öğrencileri TEOG sınav sonucuna göre değerlendirmektedir.					
14	Öğrenciler TEOG sınavından dolayı okul yönetimi ve öğretmenlerin baskısını hissetmektedir.					
15	Öğrenciler TEOG sınavından dolayı ailelerinin baskısını hissetmektedir.					
16	TEOG sınavları öğrenciler arasında rekabet yaratmaktadır.					
17	Öğrenciler TEOG sınavlarında hata yapacağı kaygısı taşımaktadır.					
18	Öğrenciler TEOG sınavlarını dönem içi yazılı yoklama sınavlarından daha üstün tutmaktadır.					
19	Öğrenci velileri TEOG sınavını dönem içi yazılı yoklama sınavlarından daha üstün tutmaktadır.					
20	TEOG sınavları öğrenciler üzerinde olumsuz bir etki yaratmaktadır.					

21. TEOG sınavı hakkında bu ankette yer almayan ve paylaşmak istediğiniz görüşleriniz varsa, lütfen aşağıdaki satırlara yazınız.

.....
.....

APPENDIX D: Interview Form for Teachers

Değerli Meslektaşım ,

Bu ankette Antalya - Kepez bölgesindeki ortaokullarda 8.Sınıf öğrencilerine ders veren İngilizce öğretmenlerinin ve öğrencilerinin TEOG (Temel Eğitimden Ortaöğretime Geçiş) İngilizce sorularına ilişkin algılarının saptanması amaçlanmaktadır. Bu çalışmanın sonuçları sadece “Perceptions of Teachers and Students towards Secondary Education Transition Exam from Basic Education in terms of Foreign Language (Yabancı Dil açısından Temel Eğitimden Ortaöğretime Geçiş Sınavına Yönelik Öğretmen ve Öğrenci Algıları)” konu başlıklı tez çalışması için kullanılacaktır. Katılımınız için teşekkür ederim.
Sevda NACAR GÜZELCAN

Demografik Bilgiler

1. Mezun olduğunuz bölüm nedir?

2. Mesleki kıdeminiz nedir? Lütfen bitirdiğiniz yıl itibarıyla yazınız.

0-5 yıllık 6 -10 yıllık 11-16 yıllık 17 ve üzeri

3. OKS, SBS, TEOG benzeri sınavlara hazırlanan sınıflarda ders verdiniz mi / halen veriyor musunuz?

EVET HAYIR

4. Bu sınavlar hakkında bilgi sahibi olduğunuzu düşünüyor musunuz?

EVET HAYIR

5. TEOG sınavında İngilizce sorularının olması İngilizce öğretim programınızı nasıl etkiliyor?

.....

6. TEOG sınavında İngilizce soruların olması öğrencilerin İngilizce dersine karşı tutumlarını nasıl etkiliyor?

.....

7. TEOG sınavı öğrencilerin İngilizce Dinleme becerilerini nasıl etkilemiştir?

.....

8. TEOG sınavı öğrencilerin İngilizce Okuma becerilerini nasıl etkilemiştir?

.....

9. TEOG sınavı öğrencilerin İngilizce Yazma becerilerini nasıl etkilemiştir?

.....

10. TEOG sınavı öğrencilerin İngilizce Konuşma becerilerini nasıl etkilemiştir?

.....

11. TEOG sınavındaki İngilizce sorularından dolayı herhangi bir baskı ve stres hissediyor musunuz? Neden?

.....

APPENDIX E: English Version of the Scale

Dear Students,

The purpose of this questionnaire is to determine the perception of 8th grade students and their English class teachers regarding the English questions of the TEOG (Secondary Education Transition Exam from Primary Education) test. The results of this questionnaire will only be used on a thesis named "Perceptions of Teachers and Students Regarding Secondary Education Transition Exam from Basic Education in terms of Foreign Language". You do not need to mention your names. Please also do not leave any question unanswered. Thank you for your participation.

Sevda NACAR GÜZELCAN

Demographic Information

1. Gender: Girl Boy
2. Do you like English lessons?
YES NO
3. How long have you been studying English?.....
4. Do you have anyone in the family who speaks English?
YES NO
- 5)If you have anyone in the family speaks English / who?
- 6)Do your parents support you about TEOG exam?
YES NO
- 7) Do you have anyone in your family that can help you with your English?
YES NO
- 8)If you have someone in your family that can help you with your English / who?
.....

Please mark the box that is most relevant to your ideas with "X".

Considerations About TEOG		Not agree at all	Not agree	Can not decide	Agree	Agree completely
1	Exams such as TEOG are necessary in transition to high school.					
2	To determine the high school selections TEOG exam is the primary component.					
3	Teachers that will prepare you to the TEOG exam are well-informed.					
4	Exams such as TEOG are unnecessary.					
5	Modifications in the examination system reduces the motivation.					
6	TEOG exam changes the studying methods.					
7	TEOG exam changes the study materials.					
8	TEOG exam brings extra burden on students.					
9	Multiple choice examination techniques used in central examination systems are weakening the student's written skills.					

	Considerations About TEOG	Not agree at all	Not agree	Can not decide	Agree	Agree completely
10	TEOG makes students experience exam anxiety.					
11	While studying for TEOG, students always concern about the non-completion of the classes.					
12	School management and teachers evaluate students according to their TEOG results.					
13	Families evaluate students according to their TEOG results.					
14	Due to TEOG, students feel under pressure by school management and teachers.					
15	Due to TEOG students feel under pressure by their families.					
16	TEOG exam causes competition between students.					
17	Students concern about making a mistake at TEOG exams.					
18	Students care more about TEOG exams rather than class exams.					
19	Parents care more about TEOG exams rather than class exams.					
20	TEOG exams cause negative influence on students.					

21. If you have any other thoughts about TEOG exams that were not mentioned in this questionnaire, please write below.

.....

APPENDIX F: English Version of the Interview Questions for Teachers

Dear Colleague,

The purpose of this questionnaire is to determine the perception of 8th grade students from Antalya-Kepez district and their English class teachers regarding the the English questions of the TEOG (Secondary Education Transition Exam from Primary Education) test. The results of this questionnaire will only be used on a thesis named “Perceptions of Teachers and Students Regarding Secondary Education Transition Exam from Basic Education in terms of Foreign Language”. Thank you for your participation.

Sevda NACAR GÜZELCAN

Demographic Information

1. Where did you graduate from?

2. What is your seniority? Please choose by graduation year.

0-5 years 6 -10 years 11-16 years 17 and more

3. Have you ever taught to the students that will take OKS, SBS, TEOG or similar exams / Are you still teaching them?

YES NO

4. Do you think you are well-informed about these exams?

YES NO

5. TEOG contains English questions, how does this effect your teaching programme?

.....

6. TEOG contains English questions, how does this effect your students behaviour for your class?

.....

7. How did TEOG exams effect your students' English listening abilities?

.....

8. How did TEOG exams effect your students' English reading abilities?

.....

9. How did TEOG exams effect your students' English writing abilities?

.....

10. How did TEOG exams effect your students' English speaking abilities?

.....

11. Do you feel any pressure or stress regarding the TEOG exam English questions? Why?

.....

CURRICULUM VITAE

Personal Information

Name-Surname : Sevda NACAR GÜZELCAN
Place and Date of Birth : Germany /Aschaffenburg – 19.12.1981
Foreign Languages : English, German

Education

Bachelor of Arts : Hacettepe University
Faculty of Science & Literature
Department of English Language and Literature
Master of Arts : Akdeniz University
Graduate School of Educational Sciences
Department of Foreign Language Education,
Program of English Language Teaching (Master's
with thesis)

Work Experience

Institution Names : Şerife Tufan Middle School
English Teacher (2007-...)
: Yukarı Çıyanlı Primary School
English Teacher (2006-2007)

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin 1 (bir) yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

27.07.2018

Sevda NACAR GÜZELCAN

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MASTER'S THESIS
 Seyda NACAR GÜZELCAN

Thesis Supervisor
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Dr. Öğr. Ü. F. Özlem Saka