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UNIVERSITY OF GAZİANTEP  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE WASHBACK EFFECTS OF FOREIGN LANGUAGE COMPONENT OF  
THE UNIVERSITY ENTRANCE EXAMINATION ON THE TEACHING  
AND LEARNING CONTEXT OF ENGLISH LANGUAGE  
GROUPS IN SECONDARY EDUCATION (a case study)

**MASTER'S OF ART THESIS**

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**The Washback Effects of Foreign Language Component of the University Entrance Examination on the teaching and Learning Context of English Language Groups in Secondary Education (a case study)**

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## ABSTRACT

### **THE WASHBACK EFFECTS OF FOREIGN LANGUAGE COMPONENT OF THE UNIVERSITY ENTRANCE EXAMINATION ON THE TEACHING AND LEARNING CONTEXT OF ENGLISH LANGUAGE GROUPS IN SECONDARY EDUCATION (A case study)**

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The notion that tests have a strong influence on teaching and learning is referred to as 'washback' or 'backwash'. The nature of washback is divided into two categories: negative and positive. Negative washback is commonly described as the phenomenon in which teachers drop curriculum and teach toward tests. However, the promoting of beneficial changes in language teaching programs through making changes in examinations is called positive washback. Assumptions that washback occurs automatically and inevitably have led to studies in various contexts of English teaching and learning. Some of these washback studies have focused on high-stakes examinations such as the National Examinations for Entrance into Universities. However, there is not much research carried out on the washback effect of tests within English as a Foreign Language (EFL) context in Turkey. This case study was designed to examine the washback effect(s) of the Foreign Language Examination (FLE), which is a component of the nationwide university entrance examination.

In some countries, beneficial backwash is aimed at when a new or revised examination is introduced into the education system with the aim of improving teaching and learning. However, in Turkey, FLE component of the university entrance examination is not known to have such a purpose of improving the classroom educational practices; in essence, the main function of the FLE is to select prospective students that aim to study in a language-oriented department. Therefore, this study aims to investigate the nature of washback that retrospectively reflects into the teaching and learning behaviors of teachers and students alike in the foreign language classrooms of 10<sup>th</sup> and 11<sup>th</sup> grade high schools.

The FLE is an examination which can rightly be called of the recognition type, and therefore productive skills of writing and speaking, as well as any aural comprehension are totally neglected and untested. When this is the case, it was doubtful if the teachers and students would be observed to be studying or practicing these communicative language skills in the language classrooms. Thirteen FLE teachers and 87 FLE students from six different high schools- Anatolian, Private and Super

High Schools in Gaziantep- were included in the study as participants. In order to investigate the effects of the FLE on teaching and learning, (1) the classroom activities of 11<sup>th</sup> grade FLE groups were observed; (2) during the observation process, casual interviews were carried with teachers of those classrooms; (3) all FLE teachers and all 10<sup>th</sup> and 11<sup>th</sup> grade FLE students in the study were administered a questionnaire inquiring into the classroom practices of teachers and students and opinions on the FLE; and lastly, (4) post-observation interviews were held with the same teachers to clarify issues related to classroom observations and questionnaire results. Unlike many studies of this kind, this study aspires to obtain data from the dual perspective of teachers and students to compare and contrast information obtained from both parties.

The results indicated that there is a negative washback effect of the FLE on EFL teaching and learning in secondary schools. First of all, most of the teachers claimed that there was no official curriculum which stated the learning objectives and educational gain of the 11<sup>th</sup> graders although there is one; therefore, teachers and students only held on the aim of success on the FLE. Secondly, all classroom materials, teaching and assessment techniques were totally governed by the FLE, rather than the more scientific and learned methodologies. Thirdly, most of the time and energy that is expected to go into the teaching and learning of English was spent on test-taking exercises and practices. Moreover, modes of instruction and variety of classroom discourse were reduced to test-oriented practices; in other words, use of methods and materials that are incompatible with standardized testing formats were excluded all together from these classrooms. Finally, students did not develop communicative skills, which should be the major goal of any language learning; hence, they merely adopted a memorization approach with reduced emphasis on critical thinking. The results of this research will have several implications for teachers, administrators, and the Ministry of Education in relation to the undesired effects of the FLE on high school English-oriented classrooms.

**Key words:** washback effect, Foreign Language Examination, English as a Foreign Language, teaching and learning.

## ÖZET

### ÜNİVERSİTE SINAVININ YABANCI DİL BÖLÜMÜNÜN LİSE SEVİYESİNDEKİ İNGİLİZCE DİL GRUPLARININ EĞİTİM VE ÖĞRETİMİ ÜZERİNDEKİ GERİ ETKİLERİ (bir olgu çalışması)

ERSÜRME Lİ SEVİMLİ, SEVGİN  
Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD  
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Sınavların öğretme ve öğrenme üzerinde güçlü bir etkiye sahip olması olgusu ‘geri etki’ olarak adlandırılmaktadır. Geri etki iki kategoriye ayrılır: olumsuz ve olumlu. Olumsuz geri etki, genellikle, öğretmenlerin müfredatı bırakıp sınava yönelik bir öğretim geliştirmeleri olgusu olarak tanımlanır. Diğer yandan, olumlu etki, sınavlarda yapılan değişikliklerin dil öğretiminde faydalı değişikliklere neden olması sonucu olarak tanımlanır. Geri etkinin kendiliğinden ve kaçınılmaz olarak meydana geldiği savunuları, İngilizce öğretim ve öğreniminin çeşitli alanlarında çalışmaların yapılmasına yön vermiştir. Bazı geri etki çalışmaları üniversiteye giriş sınavları gibi ulusal boyutta hayati önem taşıyan sınavlar üzerine odaklanmıştır. Ancak, Türkiye’de yabancı dil alanında uygulanan sınavların geriye dönük etkisi üzerine yapılmış olan pek fazla araştırma bulunmamaktadır. Bu olgu çalışması, ülke çapında uygulanan üniversiteye giriş sınavının bir bölümü olan İngilizce Yabancı Dil Sınavı’nın (YDS) geriye dönük etkilerini incelemek için tasarlanmıştır.

Bazı ülkelerde, yeni veya iyileştirilmiş bir sınav, öğretim ve öğrenimi iyileştirmek amacıyla eğitim sistemine konulduğunda faydalı geri etki amaçlanır. Ancak, Türkiye’de, üniversite giriş sınavının bir parçası olan YDS’nin sınıf içi eğitim sürecini iyileştirme gibi bir amacının olmadığı bilinmektedir; özünde, YDS’nin esas fonksiyonu, dil üzerine bir bölümde eğitim görmeyi amaçlayan ve başarı vaat eden geleceğin öğrencilerini seçmektir. Bu yüzden, bu çalışma lise 10 ve 11 yabancı dil sınıflarında hem öğretmenlerin, hem de öğrencilerin öğretim ve öğrenim davranışlarına geri etkisinin doğasını araştırmayı amaçlar.

YDS, tam olarak bilgiyi tanıma tipi bir sınav olarak adlandırılabilir, ve bu yüzden de duyuşsal algılama kadar üretken yazma ve konuşma becerileri de tamamıyla ihmal edilmekte ve test edilmemektedir. Durum bu olunca, dil sınıflarında bu iletişimsel dil becerilerinin çalışıldığı ve uygulandığının gözlemlenip gözlemlenmeyeceği şüphelidir. Altı farklı okuldan –Gaziantep’teki üç Anadolu, iki Özel ve bir Süper Lise’den- 13 YDS öğretmeni ve 87 YDS öğrencisi katılımcı olarak çalışmada yer aldılar. YDS’nin öğretim ve öğrenim üzerindeki etkilerini araştırmak için, (1) 11.

sınıf YDS gruplarının sınıf içi aktiviteleri gözlemlenmiştir; (2) gözlem sürecinde, gözlemlenen sınıfların öğretmenleriyle mülakat yapılmıştır; (3) bu okullardaki tüm YDS öğretmenleri ve tüm 10. ve 11.sınıf YDS öğrencilerine, öğretmen ve öğrencilerin sınıf içi uygulamalarını ve YDS üzerine görüşlerini sorgulamak için anket verilmiştir; ve son olarak, (4) sınıf gözlemleri ve anket sonuçlarıyla ilgili konuları netleştirmek amacıyla öğretmenlerle gözlem sonrası mülakat yapılmıştır. Bu türden pek çok çalışmanın aksine, bu çalışma her iki taraftan elde edilen bilgileri karşılaştırıp kıyaslamak için öğretmen ve öğrencilerin farklı bakış açılarını içermektedir. Elde edilen sonuçlar YDS'nin liselerdeki öğretim ve öğrenim üzerinde olumsuz bir etkiye sahip olduğunu göstermiştir. İlk olarak, öğretmenlerin geneli, müfredatın varolmasına rağmen 11. sınıfların öğrenim amaçları ve eğitimsel edinimlerini belirleyen resmi bir müfredatın bulunmamakta olduğunu iddia etmişlerdir; bu sebeple öğretmen ve öğrenciler yalnızca YDS'de başarılı olmak amacına tutunmuşlardır. İkinci olarak, tüm sınıf materyalleri, öğretme ve sınav teknikleri, bilimsel ve öğrenilmiş kaynaklardan ziyade sadece YDS tarafından yönlendirilmektedir. Aynı zamanda, İngilizce öğretim ve öğrenimine ayrılması beklenen zaman ve enerjinin çoğu sınava girme alıştırmaları ve uygulamalarına harcanmaktadır. Üstelik, öğretme yöntemleri ve sınıf içi ders işleme çeşitliliği sınav odaklı uygulamalara indirgenmiştir; başka bir deyişle, standart sınav şekil ve içeriğiyle uyumsuz materyal ve yöntemlerin kullanımı bu tip sınıflardan tamamıyla çıkartılmıştır. Son olarak, öğrenciler, herhangi bir dil öğreniminin başlıca amacı olması gereken iletişimsel becerileri geliştirememektedirler; böylece, öğrenciler yalnızca bir ezberleme yaklaşımını benimserken eleştirisel düşünme becerileri daha az vurgulanır olmuştur. Bu çalışmanın sonuçları, YDS'nin İngilizce gruplarının eğitimi üzerinde arzu edilmeyen sonuçlarını ortaya koyarak, öğretmenler, yöneticiler ve Milli Eğitim Bakanlığı için önemli sayılabilecek sonuç çıkarımı sağlayacaktır.

**Anahtar kelimeler:** geriye dönük etki, Yabancı Dil Sınavı, Yabancı Dil İngilizce, öğretim ve öğrenim

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. PRESENTATION**

This chapter includes the background information related to washback research, statement of the problem, the purpose and significance of the study, statement of the research questions, statement of the hypotheses, limitations of the study, assumptions of the study, definitions of the terms and abbreviations.

#### **1.2. BACKGROUND OF THE STUDY**

Although washback is a term commonly used in applied linguistics today, it is rarely found in dictionaries. Washback (Aldersen & Wall, 1993) or backwash (Biggs, 1995, 1996) refers to the influence of testing on teaching and learning. The concept is rooted in the notion that tests or examinations can and should drive teaching, and hence learning, and is also referred to as measurement-driven instruction (Popham, 1987). In order to achieve this goal, a “match” or an overlap between the content and format of the test or the examination and the content and format of the curriculum (or “curriculum surrogate” such as the textbook) is encouraged. This is referred to as *curriculum alignment* by Shepard (1990, 1991b, 1992, 1993). Although the idea of alignment (matching the test and curriculum) has been described by some as “unethical,” and threatening the validity of the test (Haladyna, Nolen, & Haas, 1991: 4; Widen, O’Shea, & Pye, 1997), such alignment is evident in a number of countries, Hong Kong being one example (Cheng, 1998a; Stecher, Barron Chun, Krop, & Ross, 2000). This alignment, in which a new or revised examination is introduced into the education system with the aim of improving teaching and learning, is referred to as *systemic validity* by Frederiksen and Collins (1989), *consequential validity* by Messick (1989,

1992, 1994, 1996), and *test impact* by Bachman and Palmer (1996) and Baker (1991).

Wall (1997) distinguished between test impact and test washback in terms of the scope of the effects. According to Wall, *impact* refers to "... any of the effects that a test may have on individuals, policies or practices within the classroom, the school, the educational system or society as a whole", where washback is defined as "the effects of tests on teaching" (Wall, 1997: 291).

Examinations have often been used as a means of control, and have been with us for a long time: a thousand years or more with their use in Imperial China to select the highest officials of land (Arnove, Altback, & Kelly, 1992; Hu, 1984; Lai, 1970). Those examinations were probably the first civil service examinations ever developed. Although the goal of the examination was to select civil servants, its washback effect was to establish and control an educational program, as prospective mandarins set out to prepare themselves for the examination that would decide not only their personal fate but also influence the future of the Empire (Spolsky, 1995a, 1995b).

The use of examinations to select for education and employment has also existed for a long time. Examinations were seen by some societies as ways to encourage the development of talent, to upgrade the performance of schools and colleges, and to counter to some degree, nepotism, favoritism, and even outright corruption in the allocation of scarce opportunities (Bray & Steward, 1998; Eckstein & Noah, 1992).

A broad view of construct validity claims that it encompasses aspects of test use: the impact of tests on test-takers and teachers, the interpretation of scores by decision-makers, and the misuses, abuses and unintended uses of tests (Messick, 1989). The need to include aspects of test use in construct validation originates in the fact that testing is not an isolated event; rather it is connected to a whole set of variables that interact in the educational process. Results obtained from tests can have serious consequences for individuals as well as for programs, since many crucial decisions are made on the basis of

test results. The power and authority of tests enable policy-makers to use them as effective tools for controlling educational systems and prescribing the behavior of those who are affected by their results – administrators, teachers and students. Schoolwide exams are used by principals and administrators to enforce learning, while in classrooms, tests and quizzes are used by teachers to impose discipline and to motivate learning (Stiggins and Faires-Conklin, 1992). Madaus (1988) states that tests represent a social technology deeply embedded in education, government and business and they provide a mechanism for enforcing power and control. Foucault (1979) views the examination as the most efficient tool through which society imposes discipline as it contains all the features needed for power and control. Shohamy (1994) provides evidence from testing discourse to show that decision-makers use tests for power and control, specifically for observation, surveillance, quantification, classification, normalization, judgement and punishment (Shohamy, Donitsa-Schmidt, Ferman, 1996).

The use of tests for scaling and standardizing an entire population has long been typical of countries with centralized educational systems. Policy-makers in central agencies, aware of the power of tests, use them to manipulate educational systems, to control curricula and to impose new textbooks and new teaching methods. In such settings, tests are viewed as the primary tools through which changes in the educational system can be introduced without having to change other educational components such as teacher training or curricula. Furthermore, it is believed that the introduction of national tests trigger additional factors that affect the educational process (Shohamy, 1993a). The use of examinations to select for education and employment has also existed for a long time; such as selecting candidates for institutions of higher education (Bray & Steward, 1998; Eckstein & Noah, 1992). The effects of the examination on secondary education need to be taken into consideration during the design process of such an examination with the purpose of selecting candidates for college.

The degree of impact of a test is often influenced by several factors: the status of the subject-matter tested, the nature of the test and the use to which

the test scores are put. There is often a distinction in the literature on assessment between high- and low-stakes tests (Madaus, 1988): ‘high’ is defined as situations when admission, promotion, placement or graduation are directly dependent on test scores while ‘low’ implies the opposite. Most of the studies of the impact of tests examine their effect on various behavioral, attitudinal and educational aspects immediately after a new test has been introduced into the educational system. Others examine the effects of the examinations with selective purposes in the educational system. They tend to focus on the immediate impact and neglect to track longer-term impact (Shohamy, Donitsa-Schmidt, Ferman, 1996). The question thus arises as to whether there have been washback effects over time, and if so, what the nature of these effects has been.

Turkey is an exam-oriented country as witnessed by the number of the nationwide examinations existing in the society, the results of which are used for admission (OKS, OSS, ALES), promotion (KPDS, UDS), and placement (OYS, KPSS, TUS). The purpose of this study is to examine the washback effects of the FLE which is language part of OSS on the learning/teaching activities in FLE classrooms at three types of high schools in Gaziantep, Turkey.

### **1.3. STATEMENT OF THE PROBLEM**

Testing has been used for decades, but concern about its influence has recently increased. With this increased concern, the influence of tests has been officially termed as ‘washback’ or ‘backwash’ (Biggs, 1995), and used as a synonym for ‘impact’ in the field of language testing. Washback appears a concern in education in general. This thesis study, however, will focus on washback specifically in language education.

The term *backwash* is referred to the fact that testing drives not only the curriculum, but also the teaching methods and students’ approaches to learning (Crooks, 1988; Frederiksen, 1984; Frederiksen & Collins, 1989). However, Spolsky (1994: 55) believed that “backwash is better applied only to accidental side-effects of examinations, and not to those effects intended when the first purpose of the examination is control of the curriculum”. In an



empirical study of an intended public examination change on classroom teaching in Hong Kong, Cheng (1997, 1998a) combined movement and motive, defining washback as “an intended direction and function of curriculum change, by means of a change of public examinations, on aspects of teaching and learning” (Cheng, 1997: 36).

As Cheng’s study showed, when a public examination is used as a vehicle for an intended curriculum change, unintended and accidental side effects can also occur, that is, both negative and positive influence, as such change involves elaborate and extensive webs of interwoven causes and effects.

Although using high-stakes tests to change teaching and learning is a common practice in many parts of the world, it has been found that there are some high-stakes tests with unintended effects. For instance, the use of test may be for other purposes, such as selection. Some researchers found that most high-stakes tests produced negative washback effects (for example Fredericksen, 1984; Bracey, 1987). The Foreign Language Examination (FLE) which is a high-stakes test administered in Turkey does not seem to have an officially intended washback effect on the curriculum or the teaching /learning going on in classrooms. The only use of this examination seems to be selecting candidates for university which may cause a lot of stress and pressure on the students studying at secondary schools because to pass this examination is the only way to study at one of the universities in Turkey. It does not seem fair enough that only one examination decides if the students will study at university or not. Even if this examination is supposed to be multi-faceted, one who is very successful may fail this examination because it does not have any sections letting him/her reveal his/her knowledge or skill. Moreover, on the date s/he will take the examination, s/he might get sick or stressed out or, experience something undesirable, and as a result, that might be followed by a failure. All these reasons are expected to cause pressure and stress upon the students studying at secondary schools.

After considering several definitions of washback, Bailey (1996: 259) concluded that more empirical research needed to be carried out in order to document its exact nature and mechanisms, while also identifying “concerns

about what constitutes both positive and negative washback, as well as about how to promote the former and inhibit the latter”. This study is carried out to identify washback effects of the FLE.

According to Messick (1996: 241-242), “for optimal positive washback there should be little, if any, difference between activities involved in learning the language and activities involved in preparing for the test”. The present study aims to see if this ideal situation is true in our secondary schools. However, the lack of simple, one-to-one relationships in such complex systems was highlighted by Messick (1996: 242): “A poor test may be associated with positive effects and a good test with negative effects because of other things that are done or not done in the education system”. In terms of complexity and validity, Alderson and Wall (1993: 116) argued that washback is “likely to be a complex phenomenon which cannot be related directly to a test validity”. The washback effect should, therefore, refer to the effects of the test itself on aspects of teaching and learning. The fact that there are so many other forces operating within any education context, which also contribute to or ensure the washback effect on teaching and learning, has been demonstrated in several washback studies (e.g., Anderson et al., 1990; Cheng, 1998, 1999; Madaus, 1988; Smith 1991a, 1991b; Wall, 2000; Watanabe, 1996a, Widen et al., 1997).

In the studies conducted on washback, so far, intended or unintended washback effects of examinations, usually English language tests, have been investigated. Intended or unintended, washback effects of the examinations may be positive or negative on teaching/learning activities in classrooms. However, it does not sound a good way to study in accordance with one specific examination in order to learn English. This study examines the washback effect of an English language test on teaching/learning.

#### **1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY**

Studies relating to the washback effect have been carried out in various contexts of teaching and learning (Shohamy, 1993; Watanabe, 1996; Cheng, 1997). This is due to the necessary investigation of the particular educational context in which the test takes place in order to evaluate the impact of a test in

an educational context. Cheng (2000: 12) points out the consequences of the education phenomenon in washback studies, and further stresses that “whether the washback effect is positive or negative will largely depend on *how it works* and *within which educational contexts*”. Therefore, it is important to be aware of its consequences and to investigate this education phenomenon in various contexts. For this reason, this research has focused singularly on the Turkish context, taking the form of a case study.

The purpose of this study is to investigate whether there is a washback effect from the FLE (the Foreign Language Examination) on the teaching and learning of FLE classrooms in three types of high schools; three Anatolian High Schools, two Private high Schools and one Super High School in Gaziantep, Turkey. These schools are only school types with FLE groups. The first step of the study is to find out whether the FLE has washback effects on teaching/learning activities in FLE classrooms and also whether its effect shows differences among three types of high schools. To investigate the answers to these questions, the following methodology will be employed: First of all, classroom observations will be held in each school with the guideline of an observation sheet. Next, all English teachers at schools in question will be handed out questionnaires and also some related information will be obtained through casual conversations with a teacher from each school to accomplish the second step, that is, to find out if the educational background, awareness of the FLE and curriculum, attitude to the FLE and textbooks, ways of teaching and assessing and general views of the FLE of the teachers from three types of high schools show differences. After the analysis of data, post-observation interviews with the same teachers will be held. The purpose of post-observation interviews is to verify data gathered from classroom observations.

Some studies deal only with teacher viewpoints. However, consideration of student viewpoints is essential because they are the key participants directly affected by the phenomenon. Therefore, all the students at three types of high schools will be administered questionnaires, too. The purpose of distributing questionnaires to the students is to find out whether the students studying at three different types of high schools vary in their awareness of the FLE,

attitudes toward the FLE, attitudes toward their course books, attitudes toward the learning activities in their classrooms.

Students tend to be influenced by their teachers due to the direct relationship between teaching and learning; nevertheless, students' views may be different from, or independent of, their teachers'. For this reason, both teacher and student perceptions will be focused on and compared in order to see whether they think and feel differently about the FLE and teaching/learning activities.

This study has a significance in terms of being the first study to investigate the washback effect of a very prominent high-stakes examination in Turkey. It is also important to find out if the FLE teachers and students are affected by the FLE negatively or positively. If the results of the study give support to a negative influence, its implication will be valuable for exam preparation and implementation bodies, receiving institutions, school administration, curriculum developers, Student Selection and Placement Center, Central Council of Higher Education of Turkey, Ministry of Education, and teachers and students. Moreover, if positive/negative effects change according to school type, then the examination can be revealed of any accusations of washback.

### **1.5. STATEMENT OF RESEARCH QUESTIONS**

The purpose of this study is to investigate the washback effects of the FLE on teaching and learning at three different types of secondary schools, Anatolian, Private and Super High Schools. To realize this purpose, four types of questions appear as research questions. First type of questions is to see whether there are differences among the FLE teachers from different school types. Second type of questions is to see whether the FLE students from different school types show differences. Third type of question is to see whether the teachers and students show differences toward the FLE. Lastly, fourth type of question is to see if the classroom discourse reflect washback influences from the FLE.

**Research Question 1:** Do the English teachers of three types of high schools differ in terms of

- a) demographic features and educational background?

- b) their awareness of the FLE and the school curriculum?
- c) their attitudes to the FLE?
- d) their attitudes to the course books being used in their programs?
- e) their content of teaching?
- f) the language teaching methodology they employ in the FLE classrooms?
- g) assessment techniques they use in their classrooms?
- h) their general views related to the FLE programs and their teaching?

**Research Question 2:** Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of their

- a) awareness of the FLE?
- b) attitudes toward the FLE?
- c) attitudes toward their course books?
- d) attitudes toward the learning activities in their classrooms?
- e) general views on learning and the FLE?

**Research Question 3:** Do teachers and students differ in their attitudes and opinions related to the FLE and their teaching/learning experiences?

**Research Question 4:** Do aspects of the classroom discourse reflect washback influences from the FLE?

## **1.6. ASSUMPTIONS OF THE STUDY**

The first assumption is that other factors that may affect teachers and students other than washback effect of the examination are supposed to be eliminated because in both teacher and student questionnaires, they are asked to report other factors affecting them other than the FLE. Also, the aim of the study is clearly explained to the teachers and students who answer the questionnaires and it is told that the results will be useful for them and upcoming students and teachers. During classroom observations, the classes are observed from the back seat and the students and teachers are assured that the observation notes will be only used in the researcher's study and the aim of the observation is certainly not to see how good they are in the classroom but to see their natural studying atmosphere.

In addition, both teachers' and students' questionnaires and interviews held with teachers are in their native language so that they can express themselves, their views and feeling in a better way.

Based on the above reasons, it is assumed that the subjects have studied as they always do during the classroom observations and they have answered the questionnaires sincerely and; during the casual interviews, the teachers have expressed their own feelings and opinions sincerely.

### **1.7. LIMITATIONS OF THE STUDY**

There are several limitations of the current study. First of all, the data for the study were gathered from six different high schools that were selected randomly although there were two other high schools that have FLE groups. Therefore, not all FLE groups in Gaziantep were included in this study.

Secondly, since the schools and subjects are restricted to Gaziantep, it may not be right to generalize the results of the study to all FLE groups and Teachers around Turkey. However, it should not be overlooked that the study was administered at all types of high schools so, this makes the results of the study rather reliable.

A further concern is related to the classroom observations carried out to witness the teaching/learning activities at 11<sup>th</sup> grade FLE groups who were expected to be relatively affected by the examination. Although questionnaires were handed out to the 10<sup>th</sup> graders, these classrooms were not observed because 11<sup>th</sup> graders were the ones who were supposed to be under the effect of the FLEE since they would take the FLE the very same year.

Another concern is related to the interviews held with only one teacher from each school. Most of the FLE groups in the study had more than one teacher but the interviews were held with only one of the teachers. Also, the classroom observation at each school was done during only one teacher's teaching. It would be better to witness the other teacher's classroom activities and to hear his/her opinions about the FLE via interview although s/he was given questionnaire. However, the observed teacher was asked about the other teacher's practices.

Finally, questionnaires cause another problem. Especially, some items in the questionnaire forces the subject to choose one alternative. These items bring a kind of restriction to the answers of the subjects; however, the researcher tried to overcome this handicap by including some open-ended questions so that they can express their opinions better.

### **1.8. DEFINITON OF THE TERMS AND ABBREVIATIONS**

**Washback:** unpleasant after-effects of an event or situation (Collins Cobuild Dictionary).

**Washback (its meaning in the study):** the influence of testing on teaching and learning (Alderson & Wall, 1993).

**High- stakes test:** A high-stakes test is a test which has important consequences for the test taker. If the examinee passes the test, then the examinee may receive significant benefits, such as a high school diploma, a scholarship, or a license to practice law. If the examinee fails the test, then the examinee may receive significant disadvantages (<http://en.wikipedia.org>).

**ALES:** Academic Graduate Education Examination

**KPDS:** State Personnel Language Examination

**KPSS:** State Personnel Selection Examination

**OKS:** Secondary Schools Examination

**OSS:** Student Selection Examination

**OYS:** Student Placement Examination

**The FLE:** the Foreign Language Examination

**TUS:** Medicine Specialization Examination

**UDS:** University Foreign Language Examination

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.1. PRESENTATION**

This Chapter reviews the literature on washback. Definitions of washback, origin of examinations and washback, functions and nature of washback; and review of studies on washback are presented in this chapter.

#### **2.2. WASHBACK**

##### **2.2.1. Definitions of Washback**

The definition of the word ‘washback’ is often given as “the effects of tests on teaching and learning”. Bachman and Palmer (1996) argued that the washback effect of tests operates at two levels: the micro level, which means the effect of tests on teachers and individual students in classroom settings, and the macro level, which refers to the effect of tests on the educational system and society as a whole.

Buck (1992) describes ‘washback’ as the effect of a test on what teachers and students do in classrooms, that is on micro level. Pearson (1988) examines the micro view of teaching and learning that might be influenced by examinations. He points out that the public examinations affect the attitudes, behaviors, and motivation of teachers, students, and parents. Alderson and Wall (1993) also restrict the use of the term ‘washback’ to classroom behavior of teachers and students and explain that tests are held to be powerful determiners of what happens in classrooms.

Pierce (1992: 687), on the other hand, uses the term ‘washback’ on the macro level to indicate “the impact of a test on classroom pedagogy, curriculum development, and educational policy”. Cohen (1994: 41) also views the macro aspects of washback with regard to “how assessment instruments affect educational practices and beliefs”.



However, the following studies on, ‘washback’ cover both the micro level and the macro level: Biggs (1995) uses the term, ‘washback’ to indicate that testing drives not only curriculum, but also teaching methods and students’ approaches to learning. Shohamy, Donita-Schmidt, and Ferman (1996: 299) explain that “the power and authority of tests enable policy-makers to use them as effective tools for controlling educational systems and prescribing the behavior of those who are affected by their results-administrators, teachers, and students”.

In general, Bailey (1996: 259) outlines the definition of washback as follows:

- 1) washback is defined as the influence of testing on teaching and learning;
- 2) it is widely held to exist and to be important; but
- 3) relatively little empirical research has been done to document its exact nature or mechanisms by which it works.

In the present study, washback is defined as the effect of test on teaching and learning in classroom settings, which focuses on the meaning of washback at the micro level.

### **2.2.2. Origin of Examinations and Washback**

Examinations have long been used as a means of control: a thousand year or more if their use in Imperial China to select the highest officials of the land is counted (Arnone, Altback, & Kelly, 1992; Hu, 1984; Lai, 1970). Those examinations were probably the first civil service examinations ever developed. Although the goal of the examination was to select civil servants, its washback effect was to establish and control an educational program, as prospective mandarins set out to prepare themselves for the examination that would decide not only their personal fate but also influence the future of the Empire (Spolsky, 1995a, 1995b).

The use of examinations to select for education and employment has also existed for a long time. Examinations were seen by some societies as ways to encourage the development of talent, to upgrade the performance of schools and colleges, and to encounter to some degree, nepotism, favoritism, and even outright corruption in the allocation of scarce opportunities (Bray &

Steward, 1998; Eckstein & Noah, 1992). If the initial spread of examinations can be traced back to such motives, the very same reasons appear to be as powerful today as ever they were. Linn (2000: 4) classified the use of tests and assessments as key elements in relation to five ways 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. Furthermore, it is clear that tests and assessments are continuing to play a crucial and critical role in education into the new millennium.

In spite of this long and well-established place in educational history, the use of tests has, constantly, been subject to criticism. Nevertheless, tests continue to occupy a leading place in the educational policies and practices of a great many countries. The researchers such as Baker, 1991; Calder, 1997; Cannell, 1987; Cheng, 1997, 1998a; Heyneman, 1987; Heyneman & Ransom, 1990; Kehaghan & Greaney, 1992; Li, 1990; Shohamy, 1993a; Shohamy, Donitsa-Schmidt, & Ferman, 1996; Widen et al., 1997; and others have, over many years, documented the impact of testing on school and classroom practices, and on the personal and professional lives and experiences of principals, teachers, students, and other educational stakeholders.

Aware of the power of tests, policymakers in many parts of the world continue to use them to manipulate their local educational systems, to control curricula and to impose (or promote) new textbooks and new teaching methods. Testing and assessment is “the darling of the policy-makers” (Madaus, 1985) despite the fact that they have been the focus of controversy for as long as they have existed. One reason for their longevity in the face of such criticism is that 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. Shohamy (1992: 513) originally noted that “this phenomenon [washback] is the result of the strong authority of external testing and the major impact it has on the lives of test takers”.

One example of these beliefs about the legislative power and authority of tests was seen in 1994 in Canada, where a consortium of provincial ministers of education instituted a system of national achievement testing in the areas of reading, language arts, and science (Council of Ministers of Education, Canada, 1994). Most of the provinces now require students to pass centrally set school-leaving examinations as a condition of school graduation (Anderson, Muir, Bateson, Blackmore, & Rogers, 1990; Lock, 2001; Widen, O'Shea, & Pye, 1997).

Petrie (1987: 175) concluded that “it would not be too much of an exaggeration to say that evaluation and testing have become the engine for implementing educational policy”. Other than implementing educational policy, examinations of various kinds have been used for a very long time for many different purposes in many different places; such as for selection, placement, graduation, admission, promotion and exemption. There is a set of relationships, planned and unplanned, positive and negative, between teaching and testing. These two facts mean that, although washback has only been identified relatively recently, it is likely that washback effects have been occurring for an equally long time. It is also likely that these teaching-testing relationships are likely to become closer and more complex in the future. It is therefore essential that the education community work together to understand and evaluate the effects of the use of testing on all of the interconnected aspects of teaching and learning within different education systems.

### **2.2.3. Functions and Mechanism of Washback**

Traditionally, tests have come at the end of the teaching and learning process for evaluative purposes. However, with the widespread expansion and profilation of high-stakes public examination systems, the direction seems to have been largely reversed. There is often a distinction in the literature on assessment between high- and low-stake tests (Madaus, 1988): ‘high’ is defined as situations when admission, promotion, placement or graduation are directly dependent on test scores while ‘low’ implies the opposite. Testing can come first in the teaching and learning process. Particularly when tests are used as levers for change, new materials need to be designed to match the

purposes of a new test, and school administrative and management staff, teachers, and students are generally required to learn to work in alternative ways, often work harder, to achieve high scores on the test. In addition to these changes, many more changes in the teaching and learning context can occur as the result of a new test, although the consequences and effects may be independent of the original intentions of the test designers, due to the complex interplay of forces and factors both within and beyond the school.

Such influences were linked to test validity by Shohamy (1993a: 2), who pointed out that “the need to include aspects of test use in construct validation originates in the fact that testing is not an isolated event; rather, it is connected to a whole set of variables that interact in the educational process”. Similarly, Linn (1992: 29) encouraged the measurement research community “to make the case that the introduction of any new high-stakes examination system should pay greater attention to investigations of both the intended and unintended consequences of the system than was typical of previous test-based reform efforts”.

As a result of this complexity, Messick (1989) recommended a unified validity concept, which requires that when an assessment model is designed to make inferences about a certain construct, the inferences drawn from that model should not only derive from test score interpretation, but also from other variables operating within the social context (Bracey, 1989; Cooley, 1991; Cronbach, 1988; Gardner, 1992; Gifford & O’Connor, 1992; Linn, Baker, & Dunbar, 1991; Messick, 1992). The importance of collaboration was also highlighted by Messick (1975: 959): “Researchers, other educators, and policy makers must work together to develop means of evaluating educational effectiveness that accurately represent a school or district’s progress toward a broad range of important educational goals”.

In exploring the mechanism of such an assessment function, Bailey (1996: 262-264) cited Hughes’ trichotomy (1993) to illustrate the complex mechanisms through which washback occurs in actual teaching and learning environments. Hughes (1993: 2) explained his model as follows: a) The nature of a test may first affect the perceptions and attitudes of the participants

towards their teaching and learning tasks; b) These perceptions and attitudes in turn may affect what “the participants” do in carrying out their work “the process”, including practicing the kind of items that are to be found in the test; c) these, in turn, will affect the learning outcomes, “the product” of the work.

Whereas Hughes focused on participants, processes, and products in his model to illustrate the washback mechanism, Alderson and Wall (1993: 120-121), in their Sri Lankan study, focused on micro aspects of teaching and learning that might be influenced by examinations. Based on that study, they drew up 15 hypotheses regarding washback, which referred to areas of teaching and learning that are generally affected by washback. Alderson and Wall concluded that further research on washback is needed, and that such research must entail “increasing specification of the Washback Hypothesis”. They called on researchers to take account of findings in the research literature in at least two areas: (a) motivation and performance, and (b) innovation and change in the educational settings.

One response to Alderson and Wall’s (1993) recommendation was a large-scale quantitative and qualitative empirical study, in which Cheng (1997, 1998a) developed the notion of “washback intensity” to refer to the degree of the washback effect in an area or a number of areas of teaching and learning affected by an examination. Each of the areas was studied in order to chart and understand the function and mechanism of washback- the participants, the processes, and the products- that might have been brought about by the change of a major public examination within a specific educational context (Hong Kong).

Wall (1996: 334) stressed the difficulties in finding explanations of how tests exert influence on teaching. Wall (1999, 2000) used the innovation literature and incorporated findings from this literature into her research areas to propose ways of exploring the complex aspect of washback:

- The writing of detailed baseline studies to identify important characteristics in the target system and the environment, including an analysis of the current testing practices (Shohamy et al., 1996), current teaching practices, resources (Bailey, 1996; Stevenson & Riewe, 1981), and attitudes of key stakeholders (Bailey, 1996; Hughes, 1993).

- The formation of management teams representing all the important interest groups, for example, teachers, teacher trainers, university specialists, ministry officials, parents and learners, etc. (cited in Cheng, 1998a).

Fullan explained that the “subjective reality” which teachers’ experience would always contrast with the “objective reality” that the proponents of change had originally imagined. According to Fullan, teachers work on their own, with little reference to experts or consultation with colleagues. They are forced to make on-the-spot decisions, with little time to reflect on better solutions. They are pressured to accomplish a great deal, but are given far too little time to achieve their goals. When, on the top of this, they are expected to carry forward an innovation that is generally not of their own making, their lives can become very difficult indeed. This may help to explain why intended washback does or does not occur in teaching and learning. If educational change is imposed upon those parties most directly affected by the change, that is learners and teachers, without consultation of those parties, resistance is likely to be the natural response (Curtis, 2000). In addition, it has also been found that there tend to be discrepancies between the intention of any innovation or curriculum change and understanding of teachers who are tasked with the job of implementing that change (Andrews, 1994, 1995; Markee, 1997).

Andrews (1994, 1995) highlighted the complexity of the relationship between washback and curriculum innovation, and summarized three possible responses of educators in response to washback: fight it, ignore it, or use it (cited in Heyneman, 1987: 260). By “fight it,” Heyneman referred to the effort to replace examinations with other sorts of selection processes and criteria, on the grounds that examinations have encouraged rote memorization at the expense of more desirable educational practices. In terms of “ignoring it,” Andrews (1994: 51-52) used the metaphor of the ostrich pretending that on-coming danger does not really exist by hiding its head in the sand. According to Andrews, those who are involved with mainstream activities, such as syllabus design, material writing, and teacher training, view testers as a “special breed” using an obscure and arcane terminology. Tests and exams

have been seen as an occasional necessary evil, a dose of unpleasant medicine, the taste of which should be washed away as quickly as possible.

The third response, “use it,” is now perhaps the most common of the three, and using washback to promote particular pedagogical goals is now a well-established approach in education. The question of who it is that uses it relates, at least in part, to the earlier discussion of the legislative power of tests as perceived by governments and policymakers in many parts of the world.

### **2.3. THE NATURE OF WASHBACK**

The nature of washback is divided into two categories: negative and positive.

#### **2.3.1. Negative Washback**

Negative washback is commonly described as the phenomenon in which teachers drop curriculum and teach toward tests. To explain situations of negative washback, Wall (1997) describes ‘principles’ that Madaus (1988) presents about the impact of testing as follows: The power of tests is a perceptual phenomenon, the higher the stakes attached to a test the more it will distort the teaching process, past exam papers eventually become the teaching curriculum, teachers adjust their teaching to fit the form of exam questions, test results become the major goal of schooling, and the agencies which set or control examinations eventually assume control over the curriculum (cited in Wall, 1997: 292).

Fish (1988) discovers that “teachers reacted negatively to pressure created by public displays of classroom scores” (cited in Cheng, 2000: 9). Noble and Smith (1994a: 6) also found that high-stakes testing could affect teachers directly and negatively, and that “teaching test-taking skills and drilling on multiple-choice worksheets is likely to boost the scores but unlikely to promote general understanding”. From an extensive qualitative study of the role of external testing in elementary schools in the United States, Smith (1991b: 8) listed a number of damaging effects, as the “testing programs substantially reduce the time available for instruction, narrow curricular offerings and modes of instruction, and potentially reduce the capacities of teachers to teach content and to use methods and materials that are incompatible with standardized testing formats”.

This narrowing was not the only detrimental effect found in a Canadian study, in which Anderson et al. (1990) carried out a survey study investigating the impact of re-introducing final examinations at Grade 12 in British Columbia. The teachers in they study reported a narrowing to the topics the examination was most likely to include, and that students adopted more of a memorization approach, with reduced emphasis on critical thinking. In a more recent Canadian study (Widen et al., 1997), Grade 12 science teachers reported their belief that they had lost much of their discretion in curriculum decision making, and therefore, much of their autonomy. When teachers believe they are being circumscribed and controlled by the examinations, and students' focus is on what will be tested, teaching and learning are in danger of becoming limited and confined to those aspects of the subject and field of study that are testable.

Buck (1992: 141) expresses his opinion about the negative effects of tests on teaching when he states that “it seems likely that translation tests could have very negative washback indeed, and lead to activities which would not be beneficial to second language learners “ (cited in Watanabe, 1996: 319). However, his opinion is criticized as mere self-report without results of systematic empirical research (see Watanabe, 1996). Smith (1991) also points out that high-stakes testing has an influence on teachers both directly and negatively. In order to explain ‘negative washback’, Alderson and Wall (1993: 115) cite Vernon’s (1956: 166) comment that “teachers tend to ignore subjects and activities which are not directly related to passing the exam so that examinations distort the curriculum”.

### **2.3.2. Positive Washback**

On the other hand, some researchers view washback in a positive way and believe that it is desirable in that it can bring about beneficial changes in language teaching through changing examinations (Morris, 1972; Davies, 1985; Alderson, 1986; Pearson, 1988; Crooks, 1988). Morris (1972) considers that examinations are necessary to ensure the implementation of new curricula. Davies (1985) takes the view that a good test should be “an obedient servant of teaching; and this is especially true in the case of achievement testing” (cited in Cheng, 2000: 9). Swain (1985) recommends that those who design



tests ‘work for washback’, while Alderson (1986) claims that curriculum innovations should be encouraged through innovations in language testing. Pearson (1988: 107) considers that good tests will be more or less directly usable as teaching-learning activities. Similarly, good teaching-learning tasks will be more or less directly usable for testing purposes, even though practical or financial constraints limit the possibilities (cited in Alderson & Wall, 1993).

Crooks (1988) discusses the influence that evaluation activities in class can have on students, proposing possible situations in that testing can have a positive effect on them as follows: teachers stress the need for ‘deep learning’ rather than ‘surface learning’, use evaluation to assist students rather than to judge them, use feedback to focus students’ attention on their progress set high but attainable standards, and select evaluation tasks to suit the goals being assessed (cited in Wall, 1997: 292).

However, rather than just describing the possible situations that trigger negative or positive washback, some researchers have gone one step further to consider implications for how to promote positive washback. According to Hughes (1989: 2), backwash-washback can be harmful or beneficial; however, “if testing always had a beneficial effect on teaching, it would have a much better reputation amongst teachers”. For this reason, he suggests seven ways to achieve beneficial backwash:

1. Test the abilities whose development you want to encourage.
2. Sample widely and unpredictably.
3. Use direct testing.
4. Make testing criterion-referenced.
5. Base achievement tests on objectives.
6. Ensure test is known and understood by students and teachers.
7. When necessary, provide assistance to teachers.

Bailey (1996) also suggests some factors which might promote beneficial washback from the literature, such as language learning goals, authenticity, learner autonomy and self-assessment, and detailed score reporting.

## **2.4. DESIGNING RESEARCH ON WASHBACK**

The aim of the research may be to investigate how tests influence teachers' internal factors such as personal beliefs about teaching, motivation or how they influence students, their learning or their personal feelings, or how they influence both. Also, the research may investigate the effects of the examination on materials such as course books.

In order to gather data from teachers and students, it may be possible to administrate interviews or questionnaires. In addition, classroom observation is significant at this point because an attempt should be made to establish credibility or to demonstrate "that the research was conducted in a way that maximizes the accuracy of identifying and describing the object(s) of study" (Brown, 2001: 225). To carry out an observation study, a set of data-gathering instruments, such as observation instruments, preobservation instruments recording classroom events, and postobservation interviews,, needs to be constructed. Another way to gather data is interview with teachers. The researcher may have pre-observation interview before recording classroom events and then have post-observation interviews. A valuable piece of information, such as teachers' personal beliefs about education, may also be obtained through casual conversations with teachers (Watanabe, 2001: 30).

## **2.5. REVIEW OF STUDIES ON WASHBACK**

### **2.5.1. Washback Effect of Examinations in Overall Education**

Washback and the impact of tests more generally have become a major area of study within educational research, and language testing in particular. Therefore, most of the studies conducted on washback are on language examinations. However, there are still some studies conducted on education in general as in the following.

In his study of teachers' beliefs about the influence of testing on the classroom practices, Madaus (1988) compares the content of the actual tests and the content of tests in the textbook in order to examine whether or not both reflect what the curriculum says. It is found that both fail to measure what the curriculum indicates that students should be able to know and do at certain levels.

Haas, Haladyna, and Nolen (1989: 8) conduct research into the effects of external testing on teachers in junior high schools. They collect data through questionnaires and teacher interviews. It is revealed from the study that teachers believe the test scores are “routinely inappropriately used” to evaluate teachers and that such inappropriate uses have harmful effects on their teaching.

In a qualitative study about the effect of external testing in elementary schools in Arizona, Smith (1991) reports that teachers have negative feelings such as great anxiety, shame, and embarrassment related to their students’ test results and believe that the test scores are used against them, despite the perceived invalidity of the scores.

In addition, Cheng’s (1997) study embodies both teacher and student opinions. She uses questionnaires for teachers and students, teacher interviews, and classroom observations to examine how the revised Hong Kong Certificate of Education Examination (HKCEE) influences secondary school teaching. She reports that the examination has the most ‘intensive’ washback effect on the contents of teaching so that fast changes occur in teaching materials, which is due largely to the commercial characteristics of the Hong Kong society and washback effect works slowly and reluctantly and with difficulties in the methods teachers employ.

Cheng (1998, 1999) conducts a follow-up study that focuses on how the revised HKCEE influences secondary school teaching. She (1998) reports the impact of the examination change on student perceptions and attitudes toward their learning. The findings from the questionnaires indicate that although more teaching and learning activities are similar to the examination activities over two years, in which the follow-up study is conducted, student perceptions and attitudes toward the aspects of the examination remain unchanged. Cheng (1999) also reports washback on teacher perceptions and actions by observing three teachers over the two years. After observing the teachers’ oral lessons, she discusses each teacher’s classroom activities in detail and concludes that the interaction pattern of each teacher’s teaching in the classroom do not reveal significant change.

### 2.5.2. Washback Effect of Examinations in FL classrooms and programs

The study of washback has resulted in recent developments in language testing, and measurement-driven reform of instruction in general education. Research in language testing has centered on whether and how we assess the specific characteristics of a given group of test takers and whether and how we can incorporate such information into the ways in which we design language tests. One of the most important theoretical developments in language testing in the past 30 years has been the realization that a language test score represents a complex of multiple influences. 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 takers, the characteristics of the test takers, the strategies the 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. (Cheng, Watanabe, Curtis, 2004: 4-5)

Nearly 20 years ago, Alderson (1986) identified *washback* as a distinct area within language testing, to which researchers needed to turn our attention. Alderson (1986: 104) discussed the “potentially powerful influence offsets” and argued for innovations in the language curriculum through innovations in language testing. At around the same time, Davies (1985) was asking whether tests should necessarily follow the curriculum, and suggested that perhaps tests ought to lead and influence the curriculum. Morrow (1986: 6) extended the use of washback to include the notion of *washback validity*, which describes the relationship between testing, and teaching and learning. Morrow also claimed that “... in essence, an examination of washback validity would take testing researchers into the classroom in order to observe the effects of their tests in action”. This has important implications for test validity.

Alderson and Wall (1993: 120-121), in their Sri Lankan study, attempted to do in establishing baseline data through observations of English classes in Sri Lankan secondary schools prior to the implementation of an innovative test. The baseline data are then compared with data collected after the test has been introduced. In experimental terms, this procedure amounts to a one-group pretest/post-test design. Wall and Alderson are appropriately cautious, given

their lack of control over variables, about attributing the observed changes solely to the test itself. Based on that study, they drew up 15 hypotheses regarding washback, which referred to areas of teaching and learning that are generally affected by washback. Alderson and Wall concluded that further research on washback is needed, and that such research must entail “increasing specification of the Washback Hypothesis”. These hypotheses regarding washback from their review of the literature on language testing and their own experience of discussing with teachers about their teaching and testing are as follows:

1. A test will influence teaching.
2. A test will influence learning.
3. A test will influence what teachers teach; and
4. A test will influence how teachers teach; and by extension from (2) above,
5. A test will influence what learners learn; and
6. A test will influence how learners learn.
7. A test will influence the rate and sequence of teaching; and
8. A test will influence the rate and sequence of learning.
9. A test will influence the degree and depth of teaching; and
10. A test will influence the degree and depth of learning.
11. A test will influence attitudes to the content, method, etc. of teaching and learning.
12. Tests that have important consequences will have washback; and conversely.
13. Tests that do not have important consequences will have no washback.
14. Tests will have washback on all learners and teachers.
15. Tests will have washback effects for some learners and some teachers, but not for others.

There are some studies conducted on washback that take only the teacher’s factor into consideration, that is, those studies examine washback effect of the examinations only from teachers’ point of view and select only teachers as participants. On the other hand, some other studies focus on both teachers’ and students’ views and believes in order to track down washback effect. Firstly, here are some studies taking teachers’ believes into account:

Spratt (2005) reviews the empirical studies of washback from external examinations and tests that have been carried out in the field of English language teaching from the point of view of the teacher so as to provide teachers with a clearer idea of the roles they can play and the decisions they can make concerning washback. What intervening factors the studies have indicated influence whether and to what degree washback occurs are examined. This examination highlights how much washback cannot be considered an automatic or direct effect of examinations. As a result, this study shows how crucial a role the teacher plays in determining types and intensity of washback, and how much teachers can therefore become agents for promoting positive washback.

Watanabe (1996) observes the classroom practice of two different English exam-preparation classes taught by two experienced teachers: one of each teacher's exam-preparation classes is grammar-translation oriented and the other is not. From the classroom observations, it is found that translation-oriented university entrance examinations do not influence the two teachers in the same way, that is, the examinations induce washback on one teacher, but not on the other. Watanabe, however, addresses teacher factors, such as teachers' educational background, personal beliefs, and teaching experience, that might trigger or prevent washback from occurring, and concludes that such factors may outweigh the effect of the entrance examinations.

Watanabe thinks there is a need for research into the washback effect of the English component of the university entrance examinations in Japan. Interviews with the teachers prior to classroom observations and also pre- and post-observation discussions were conducted with each teacher. In accordance with this study, it could be concluded that the presence of the entrance examination caused only some types of negative washback (in the sense expressed in a variety of public opinions) to only some aspects of some teachers' lessons.

In a study conducted by Li (1990), again teachers and also administrators were participants, but students' views and opinions were not involved. The Matriculation English Test (MET; the reformed English test for entrance to all universities in China) is an example that undoubtedly shows the

existence of washback effects on the teaching of English throughout China. Four years after the implementation of the reformed MET, Li (1990) did a survey to examine whether or not teachers and administrators realized the need for change and whether they initiated changes in their curriculum to promote changes in the teaching situation. It is reported that there have been changes in what is taught and all ELT instruction is MET-oriented.

The studies above include information provided by teachers, in which only teachers' views and beliefs are considered but do not encompass student views and beliefs. However, the research conducted in Israel by Shohamy, Donitsa-Schmidt, and Ferman (1996) on the long-term washback effect includes both teacher and student perceptions. Through document analysis, questionnaires, and interviews with teachers, students, and language inspectors, they investigate the long-term impact of two national tests that have been implemented in the late 1980's. One is Arabic as a second language (ASL) and the other is English as a foreign language (EFL). Results show that there are different washback patterns for the two tests: whereas the impact of the EFL test, which is a high-stakes test, has increased, the washback effect of the ASL test, which is a low-stake test, has significantly decreased over the years.

Hayes and Read (2000) completed a study of the impact of the International English Language Testing System (IELTS) on the way international students prepare for academic study in New Zealand. Classroom observations, teacher interviews, teacher and student questionnaires, and pre- and post-testing of the students were employed to establish the nature of the two courses through a process of methodological triangulation. The study showed clear evidence of washback effects in the IELTS preparation course at School A. However, they did not seem to be the kind of positive effects envisaged at the outset of this study, in the sense that the teacher and students were narrowly focused on practice of the test tasks, rather than the development of academic language proficiency in a broader sense. By contrast, the course at School B appeared to address a wider range of academic study needs and to promote the students' general language development.

Alderson and Hamp-Lyons (1996), in a washback study of TOEFL preparation courses in the United States, also consider both teacher as well as student views. They compare TOEFL preparation classes and non-TOEFL preparation classes by the same teachers as well as the teachers' behaviors in both types of classes through the use of three kinds of instruments: student interviews, teacher interviews, and classroom observations. This study shows that the TOEFL test affects both what and how teachers teach, but the degree and kind of influence vary from teacher to teacher. It is thus concluded that the washback of TOEFL does not result from the TOEFL test itself, but from administrators, material writers, and teachers.

Wall and Alderson (1993: 41-68) investigate the impact of a secondary-school English examination in Sri Lanka on language teaching. In order to determine whether the examination has an effect on teaching, they focus on the relationship between the examination and the textbook, that is whether the examination is intended to reinforce the textbook. Over a period of three years, Wall and Alderson and a team of local teachers, who act as observers, visit and observe classrooms in five different areas of the country. After classroom observations, they interview the teachers observed. The findings from the study indicate that the examination impacts on *what* teachers teach but not on *how* they teach. However, Wall and Anderson conclude that "the supposition of washback as currently formulated is an oversimplified account of the relationship between tests and teaching", and suggest that testers should "guard against oversimplified beliefs that 'good' tests will automatically have 'good' impact".

In another study conducted in China, Luxia (2005) examines the reasons why the National Matriculation English Test (NMET) failed to bring about the intended changes or washback effects although the NMET was designed specifically to promote changes in ELT (English language teaching) in schools apart from its primary function of selecting candidates for institutions of higher education. For this purpose, data were collected through interview and questionnaire from eight NMET constructors, six English inspectors, 388 teachers and 986 students. The results show that the most important reason for the test failing to achieve the intended washback is that



the selection function and the function of promoting change are in many ways in conflict with each other, making it a powerful trigger for teaching to the test but an ineffective agent for changing teaching and learning in the way intended by its constructors and the policymakers.

In the studies above the examinations whose washback effects have been investigated are language examinations in general. However, there are also some other studies that handle the examinations evaluating only one specific skill of the students on English language. Two studies below are examples of this type of examinations.

Stecher, Chun, and Barron (1999) conduct two statewide surveys-of Washington principals and teachers- to study the impact of the Washington educational reform on school and classroom practice. The teachers' reports about writing curriculum and instruction and data about school practices from the principal surveys when trying to model the impact of the reform on Washington Assessment of Student Learning (WASL) scores. The WASL test in writing achieves more than a multiple-choice test of writing would do, because students must produce an essay, not merely fill in blanks, identify mistakes, or complete other writing- related tasks that can be assessed using a multiple-choice format. Although the standards-based, test-driven reform adopted in Washington has reduced the extent of the "washback" effect of testing on instruction, it has not eliminated the effect altogether.

Ferman examines the washback effects of a national EFL oral matriculation test, introduced by the Ministry of Education into the Israeli educational system, with the officially expressed intent to utilize it as a means of curriculum innovation and upgrading of language skills. The study attempted to find whether this high-stakes test affected the educational processes, the participants, and the products of teaching and learning, and if so, how; it attempted to find whether the washback of the examination innovation corresponded very closely to the effect intended by the policymakers. Following four types of instruments were used: structured questionnaires completed by students, structured interviews held with teachers, open interviews held with three regional inspectors, and Document Analyses of the Director General Bulletins and instructions issued by the Chief

Inspector for English were performed to investigate the intentions of the test designers. In conclusion, the EFL oral matriculation test resulted in strong washback on the educational processes, the participants and the products of teaching and learning in Israeli high schools.

In a study conducted by Hwang, besides washback effect of the examination on teaching and learning, the relationship among the curriculum, the textbooks and the examination is also examined as being different from other studies. Hwang (2003) examines the washback effect of the College Scholastic Ability Test (CSAT), a university entrance examination, on EFL teaching and learning in Korean secondary schools. The study first investigates the relationship among the curriculum, the school textbooks, and the CSAT and; then examines if a washback effect from the CSAT exists. This study further discerns the nature of washback and the variable(s) influenced by the washback effect. For this purpose, data were collected through written questionnaires for teachers and students and follow-up interviews for teachers. The results indicate that the curriculum corresponds to the textbooks, while the CSAT does not represent the curriculum, and that there is a negative washback effect of the CSAT on EFL teaching and learning. The variable(s) influenced by the washback effect are negative attitudes that the participants of the study have toward the test.

The study conducted by University of Cambridge Local Examinations Syndicate(UCLES) is different from the study above since it investigates the effects of the examination only on language teaching materials. Saville and Hawkey (2001) helped with the study which attempts to take sensitive account of a wide range of the factors involved. The study examines the effect of tests on language materials. In order to see the effects of IELTS on language materials, the IATM, an instrument eliciting comprehensive information on and evaluation of textbook and support materials was used to collect textbook and related washback information from a sample of teachers selected as raters from IELTS-oriented teaching programs. Although some raters think the IELTS has negative washback effects on the materials, most of them find out that it has a positive effect. However, the latter raters still have some suggestions on supplementing the materials with some skills tested in IELTS.

The present study examines the washback effects of the Foreign Language Examination (FLE) of English on the teaching/ learning activities in FLE classrooms in secondary education. This examination is taken by the students who want to study at an English related department at one of the universities in Turkey.

### **2.5.3. Studies Conducted on Washback in Turkey**

Although there are not many, there are still a few studies conducted on washback effects of language examinations within English as a Foreign Language context, in Turkey.

Osken (1999) investigated the content validity and backwash effect of the end-of-term Oral Assessment Test (OAT) administered at Hacettepe University, Department of Basic English. The end-of-term OAT is a final achievement test used to measure students' oral language abilities. The content validity of the OAT was investigated in terms of consistency between the learning goals set for the students in the course book content and taught in the language program and the content of the OAT. A related issue to the content validity was the backwash effect of the OAT, which is the effect of the test on teaching and learning in the classroom. This study included three groups of subjects: 14 B-level subject teachers and two testers, 62 B-level students and three administrators. To gather data, questionnaires were given to the three groups of subjects mainly to obtain their opinions about the course book content and the content of the OAT. Apart from that, the types of speaking tasks in both the course book and the OAT were identified and compared with each other with the aim of revealing consistency. The results of the documentary analysis of the types of speaking tasks both in the course book content and content of the OAT showed that although there were 13 types of speaking tasks occurring in the course book, only three of them were on the OAT. This resulted in a low degree of the content validity of the OAT. The results of the questionnaires supported the findings of the documentary analysis above indicating that the majority of the speaking task types in the course book were not included and tested in the OAT, which proved inconsistency to a certain extent. In addition, through the questionnaires, it

was revealed that students did not put a lot of time and effort in the classroom on the types of the speaking tasks which were not tested and were of no value in terms of passing or failing the OAT.

Boylug (2003) investigates the agreement between the opinions of the teachers and students related to the reading activities practised in the English as a Foreign Language classes at the Foreign Language Track of Foreign Language Oriented High Schools in Gaziantep, Turkey. It also aimed to see how efficiently the teachers prepare their students for the Foreign Language Examination, a reading-based examination, by employing EFL reading activities. The teachers and the students of the high schools were administered questionnaires to gather their opinions. The results indicated that although there were no statistically significant differences between the teachers and students' opinions for most of the items, the classroom application frequencies for almost all the items were quite low. The interpretation of these results was that these activities are not conducted efficiently, and even more important, that the students are not taught strategies which are expected to help them to study independently.

Ari (2002) carried out a study examining the effects of changes made in university examination system on the education in chemistry department in faculty of science and arts.

## **2.6. EDUCATIONAL CONTEXT IN TURKEY**

### **2.6.1. Foreign Language Education (FLE) Systems in High Schools**

There are three types of high schools entailing FLE groups of students. These high schools are named as Anatolian, Private, and Super High Schools. Students receiving high scores from OKS, an examination taken immediately after the completion of middle school, are accepted in Anatolian High Schools. On the other hand, students passing the average score from OKS are accepted in Private High Schools on condition that they meet their education fees. Students are accepted in Super High Schools in accordance with their middle school graduation degree score by central placement system, not OKS. It is compulsory for students attending one of the above mentioned schools to undergo one year English instruction based education (preparatory class). This means these students have an overt idea referring to English as a foreign

language, thus some of these students clustered in FLE classes with the purpose of studying at an English related department upon overcoming the FLE. Students are categorized into different fields of study according to majors which they prefer to study at university at the very beginning of 10<sup>th</sup> grade.

At Anatolian and Super High Schools, 11<sup>th</sup> and 10<sup>th</sup> grade FLE students are taught 14 periods of English. The 14- period-schedule is either taught by a single teacher or shared between two teachers. On the one hand, at Private High Schools, FLE classes comprise 20 periods for the 11<sup>th</sup> grade and 16 periods for the 10<sup>th</sup> grade and shared by two teachers. In most schools, the most competent and experienced ones are chosen as FLE teachers.

### **2.6.2. The FLE Section of the University Entrance Examination**

The test which is under scrutiny here is the Foreign Language Examination (hereafter named FLE), a component of the nationwide University Entrance Examination. The examination consists of the following task types in the given number of items and all in the multiple-choice format: sentence-level cloze (22); paragraph-level cloze (9); sentence completion (11 items); matching the question to the given answer (4 items); translation from L1 to L2, L2 to L1 (8 items); paragraph completion (5 items); dialogue completion (5 items); contextualized response (5 items); reading comprehension items (21); and achieving textual coherence (10 items).

As will be seen, the contents of the test do not directly assess skills other than that of reading comprehension. The basic language components being assessed are grammar, vocabulary and idiomatic expressions in shorter or longer contexts. Speaking, writing and listening components are not assessed directly. The questions are all multiple choice type assessing recognition rather than production. There is a reason here to predict that teachers and their teaching will be influenced by these features of the examination.

The examination takes 150 minutes. Therefore, the students must get prepared to do various type of questions within a limited time frame. In addition, the examination takes place immediately the following Sunday after the OSS (Student Selection Exam) involving Turkish grammar and literature,

math, science and social sciences. It is a prerequisite for an FLE student to go in for OSS prior to taking the FLE.

The purpose of the test is to select candidates for university education, and as such is a high-stakes examination. All the universities in Turkey accept students into their language programs based on their scores from the FLE. The status of the test is, therefore, a highly honored and trusted one.

Having gone through the researches on washback, the researcher examines the washback effects of the Foreign Language Examination (FLE) of English on the teaching/ learning activities in FLE classrooms in secondary education from both teachers' and students' point of view.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. PRESENTATION**

This chapter presents information regarding the current study's design, participants, instruments, data collection and analysis. This chapter will give the readers an insight into the nature of the study and help them understand better the procedures used in this study.

#### **3.2. RESEARCH DESIGN**

The present study is a case study on washback effects of the Foreign Language (English) component of the National University Entrance Examination in Turkey on the teaching / learning activities at three different types of high schools in Gaziantep. This study was designed to combine qualitative and quantitative research methods. The research was conducted between September 2006 and January 2007, aiming to find out the effects of the Foreign Language Examination in English on teaching and learning activities in different classrooms. There were six high schools included in the research. These six high schools were the only ones with an FLE group in accordance with the list on the permission letter (see Appendix A). Three of these high schools were Anatolian High Schools each of which had one 11<sup>th</sup> grade FLE-oriented group and two of which also had one 10<sup>th</sup> grade FLE-oriented classroom. Two of these six schools were Private High Schools. One of them had one 11<sup>th</sup> grade and one 10<sup>th</sup> grade FLE classrooms and, the other school had only one 11<sup>th</sup> grade FLE group. As to the Super High School, it had one 11<sup>th</sup> and one 10<sup>th</sup> grade FLE oriented groups. There were 13 teachers and 87 students to whom questionnaires were handed out in total. An 11<sup>th</sup> grade FLE classroom from each school was observed and taperecorded by the

researcher and during these observations the English teachers of the observed classroom was casually interviewed. All teachers whose classrooms were observed had one aim. That was to enable their students to pass the FLE and to study in one of the universities in Turkey. Both the 11<sup>th</sup> and 10<sup>th</sup> grade groups had 14 class hours of English at Anatolian and Super High Schools whereas the 11<sup>th</sup> grade FLE groups had 20 and 10<sup>th</sup> grade groups had 16 class hours of English. Each 11<sup>th</sup> grade FLE group was observed for six class hours. The class hours the observations were done were chosen randomly.

### **3.3. PARTICIPANTS**

Three different types of school have been included in the study to be carried out; Anatolian, Private and Super High Schools. The study has been practiced at three Anatolian High Schools (Merkez Antolian High School, Akinal Anatolian High School, Tekerekoğlu Anatolian High School), two Private High Schools (Gaziantep College Foundation, Private Seçkin High School) and one Super High School (Gaziantep Super High School) so that the effect of FLE on English language teaching and learning could be measured for a variety of school types. All schools with an FLE group of students within the Gaziantep central school administration region were included in the study. The participants in the study were 13 teachers of English and 87 students who were studying in exam-oriented English Language classes.

#### **3.3.1. Teachers**

There were two male and eleven female teachers. These teachers were English language teachers from six different schools in Gaziantep, Turkey. Each teacher in the study was teaching both 10<sup>th</sup> and 11<sup>th</sup> graders. There were two teachers from Gaziantep Anatolian High School, two from Akinal Anatolian High School, two from Tekerekoğlu Anatolian High School, two teachers from Private Seçkin High School, three from Gaziantep College Foundation and two from Gaziantep Super High School. All these teachers were surveyed and one teacher from each school, that is six teachers in total, were casually interviewed and the classrooms of these six teachers were observed and recorded for six class hours each. At two of Anatolian High Schools and Super High School, there was only one FLE teacher for the 11<sup>th</sup> grade FLE group, and at the other Anatolian High School, there were two



teachers of the 11<sup>th</sup> grade FLE group, one teaching for four class hours and the other teaching for ten hours. The latter teacher's classroom was chosen randomly. The 11<sup>th</sup> grade FLE groups at Private High Schools had twenty class hours shared by two FLE teachers teaching ten class hours each. One of these teachers was chosen randomly to be observed in the classroom and interviewed at each Private High School. Background and demographic information on these teachers are given in a table format under Chapter four of this study.

### **3.3.2. Students**

The study involved eighty seven students, fifty four of them were the 11<sup>th</sup> graders (the ones who are in the last year of high school) and thirty three of them were the 10<sup>th</sup> graders. Three of the students were male while eighty four of them were females. Forty eight of these students were studying in three different Anatolian High Schools, thirty of them being the 11<sup>th</sup> graders and eighteen of them as the 10<sup>th</sup> graders. Students studying in two different Private Schools totaled eighteen – twelve 11<sup>th</sup> graders, and six 10<sup>th</sup> graders. Twenty one students were studying in Super High School- twelve were 11<sup>th</sup> graders and nine were 10<sup>th</sup> graders.

All these students were studying in English streamed classes, so they would take the FLE in order to be able to study in an English related department at one of the universities in Turkey. All these eighty seven students were surveyed with a questionnaire. Also, every 11<sup>th</sup> grade classroom at each school was observed, so classroom activities of fifty four students were observed.

### **3.4. INSTRUMENTS**

This study was designed to combine qualitative and quantitative research methods. Classroom observations, teacher interviews, and questionnaires (methodological triangulation) were employed to acquire firsthand, sensory accounts of the nature of the classroom discourse. Classroom observations were done with the guideline of an observation sheet (Watanabe, 1997a), (See Appendix D). Sturman (1996) explained the value of using both qualitative data (interviews, classroom observations, written open-ended comments) and quantitative data in his washback study. Classroom activities were tape-

recorded during these observations. Teacher interviews were held both during the observations and after the completion of six hour classroom observation at each school. It was translated into the teachers' native tongue and certain changes were made to make it conform to the setting of the current study. The questionnaire included 53 items with five point Likert-scale items (5= strongly agree, 4=agree, 3=undecided, 2= disagree, and 1= strongly disagree), "yes" or "no" response items, and open-ended items.

#### **3.4.1. Questionnaires**

The responses to questionnaires provided both teacher and student data. The questionnaire was adapted from a study conducted by Hwang in Canada in 2003, which examined the washback effect of the university entrance examination at the secondary school level in South Korea. Some modifications in the teacher questionnaire were applied in accordance with the FLE and the Turkish teaching and learning context. Seven items were added to the teacher questionnaire (17, 29, 31, 47, 48, 49, 50) and twelve options were added to item 52 which did not exist in its original. On the other hand, ten items were omitted from the teacher questionnaire because of their irrelevance for the present study. The student questionnaire was left intact.

The teacher questionnaire consisted of seven parts: background information, awareness of the curriculum and the FLE, attitude toward the FLE, attitude toward the textbooks used in the program, teaching methods, testing methods and general views related to the FLE and their teaching. The questions covered teacher reactions toward the FLE, perceptions of the FLE and viewpoints about their teaching. Before the main questions, they were asked some personal information, such as educational background, teaching experience with the FLE, their teaching environment, and their experience in the EFL teacher-training program. The teacher questionnaire mainly inquired whether or not teachers were aware of the characteristics of the FLE, and its connection to their classroom instruction.

The student questionnaire consisted of four parts: awareness of the FLE, attitudes toward the FLE, attitudes toward course books, attitudes toward the learning activities in their classroom. The student questionnaire asked whether or not students were aware of what the FLE was like and how they

studied for it, and what they felt about it. To better understand how they felt about learning English and the FLE, the questionnaire began by asking whether or not they had gone overseas to study English and whether they had had private tutoring in preparation for the FLE. Item numbers and the category they belong to in student and teacher questionnaires are given in the table below.

Table 4.1. The Relation between Categories and Items on the Questionnaire

CATEGORY	NUMBER OF ITEMS
<b>Teacher Questionnaire</b>	
1.Awareness of the curriculum	Items 1,2
2. Awareness of the FLE	Items 3,4,5
3.Attitudes toward the FLE	Items 6,7,8,9,10,11,12,13,14,15,16,17
4.Attitudes toward the course book	Items 18,19,20,21,22
5.Content of teaching	Items 23,24,25,26,27,28,29,30
6.Language teaching methodology	Items 31,32,33,34,35,36,37
7.Testing methods	Items 38,39,40,41,42
8.General views on teaching and the FLE	Items 43,44,45,46,47,48,49,50,51,52
<b>Student Questionnaire</b>	
1. Awareness of the FLE	Items 1,2,3
2. Attitudes toward the FLE	Items 4,5,6,7,8,9,10,12
3. Attitudes toward the course book	Items 13,14,15,16
4. Content of learning	Items 17,18,19,20,21,22,23,24,25,26,27 28,29,30,31,32,33,34,35,36
5. General views on learning and the FLE	Items 37,38,39

Both the teacher and student questionnaires were translated from English to Turkish. Then, the questionnaires were checked and compared with the English versions of them by a colleague of the researcher. Both questionnaires have some questions in common as well as have different ones. Both questionnaires included five point Likert-scale items, 'yes' or 'no' response items, and open-ended items. Questions asking about attitudes

toward the FLE and the course book were scaled according to degree of agreement, from 'strongly disagree' to 'strongly agree'. Questions concerning teaching and learning and awareness of the curriculum and the FLE mainly consisted of a 'yes' or 'no' response format. The teacher and student questionnaires can be found in Appendix B and C.

### **3.4.2. Classroom Observation**

The answers to questionnaires were supplemented with classroom observations. Eleventh grade FLE oriented classrooms in each school were observed for six class hours. One extra hour was spent to administer the questionnaires to the teachers and the students. During each observation, the lesson was tape-recorded especially to count the total use of English and complete the missing parts of the notes taken by the researcher during the observations (See Appendix G for sample lesson transcriptions). In addition to these recordings, an observation sheet prepared by Watanabe (1997a) was employed during each class as a guideline to observations (See Appendix E for a sample lesson monitored). The observation sheets and class recordings were mutually informative in reconstructing the discourse structure and the classroom events in the observed sessions. Most importantly, however, the purpose of classroom observations was to eyewitness teaching / learning activities in the classrooms and to verify questionnaire results.

### **3.4.3. Casual Interviews with Teachers**

The written teacher questionnaire was supplemented with the interviews with teachers. The interviews were not tape recorded but carried out as casual conversations in a friendly atmosphere. The main subjects discussed with teachers were as follows: if the teachers are happy with his/her teaching in the FLE program, if they are satisfied with what and how they are teaching, comparison of their current and previous students, why fewer students prefer joining the FLE programs in their schools, how successful their students are, the materials they make use of, comparison of teaching 10<sup>th</sup> and 11<sup>th</sup> graders toward the FLE, as well as the activities carried out by the partner-colleague that teaches the other half of the English hours. As Wall and Anderson (1993) mentioned, it is important to complement the questionnaire responses with

teacher interviews in order to obtain detailed insights. For this reason, the interviews were held with the teacher participants during the observations after or/and before class periods. After the interviews with the teachers, the topics interviewed were written down on paper (See Appendix F). Also, after the completion of observations, data from the examination of classroom activities and sections of the FLE focused on during each class were presented in a table. In order to verify the information given in the table and to learn the reasons for why some sections of the FLE were focused on while some other sections were not, the postobservation interviews were held with the same teachers. The interviews were conducted in Turkish.

### **3.5. PROCEDURE**

#### **3.5.1. Pilot Study**

The pilot study was conducted to measure the reliability of the student and teacher questionnaires. In the pilot study, there were 31 new 10<sup>th</sup> graders and six teachers who were studying toward the FLE. These students had two more years to take the FLE and were called new 10<sup>th</sup> graders within the transition process that the school system was undergoing. The number of the teachers in the pilot study was low, but all the teachers that taught the new 10<sup>th</sup> graders in Gaziantep were included in the pilot study. In both teacher and student questionnaires, there were both Yes/No questions and five point Likert- scale questions. In student questionnaire, there were ten Likert- scale items and ten Yes/No items, while the teacher questionnaire had 14 Likert-scale items and 19 Yes/No items. All the Yes/No and Likert- scale items in the student questionnaire had their counterparts in the teacher questionnaire but not vica versa. Reliability analysis was applied to these 20 common items answered by 31 students and six teachers, yielding an alpha value of .94. This value showed that the questionnaires would reliably serve the purpose of the study. However, in teacher questionnaire, there were an additional number of four Likert-scale and nine Yes/No items which were not included in the analysis. Therefore, an additional reliability analysis was run for the total of the teacher questionnaire consisting of 14 Likert- scale and 19 Yes/No items answered by six teachers. The alpha reliability score for this process was .64. The same subjects were not included in the main study.

### **3.5.2. Data Collection**

As a part of this research, a preliminary step had to be taken before actually investigating the washback effect of the FLE through questionnaires, classroom observation and interviews. This step was to get permission from the Directorate of Education in order to employ the study at six different schools in Gaziantep.

After the implementation of this step, the data collection process started in September 2006 and went on until January 2007, that is, the first semester of 2006-2007 academic year. The data were collected from six different high schools in Gaziantep, Turkey. These high schools consisted of three types: three Anatolian High Schools, two Private High Schools and one Super High School. During the semester, the 11<sup>th</sup> grade FLE oriented classroom of each school was observed for six class hours at different weeks. For observation, 11<sup>th</sup> graders were preferred since they would take the FLE the very same year as the year the study was conducted. Each class hour was 50 minutes at all schools except Super High School, where classes are 45 minutes. There are two English teachers teaching each classroom and only one teacher's classes were observed at each school with the help of a classroom observation sheet and all classroom activities during observation were tape recorded. It was quite enough to observe each classroom for six class hours because there were six different schools, so in total, observations took 36 class hours. Six class hour observations for each school were completed in two weeks at two Anatolian High Schools and in three weeks at the other Anatolian High School. It took three weeks to complete the observations at Private High Schools and Super High School. Each teacher left four class hours for assessment test parallel to the FLE every week. It was not preferred to observe the classrooms during the administration of these tests by the researcher. Before the observation, the teachers and the students at each school were assured that any information gathered from them would remain confidential and would be used only for the purpose of this study, and also that this study had no intention of evaluating their success in learning or teaching.

After three or four hour classroom observations, one extra class hour other than the six observation hours was used to administer the questionnaires both to teachers and the students. They were asked to read all questions and answer them sincerely.

Each teacher whose classroom activities were observed was also interviewed during time breaks and before or after the classes. The interviews were not tape recorded and they were held as casual conversations. During the interviews, the teacher participants were guided by some questions or comments and most of the time they were voluntary to talk and make some comments without any questions. After the completion of classroom observations, post interviews were held with these teachers in order to find out the reasons for why they focused on specific parts of the FLE and never studied on some skills tested in the FLE.

### **3.5.3. Data Analysis**

After collecting all the data required for the investigation, both teacher and student questionnaire responses were typed into SPSS 11.0 which is a package program for statistical analyses in social sciences. Teacher and student questionnaires were analyzed under separate headings and at the end common questions were compared under a common heading. As a first step, a table was formed showing demographical information and educational backgrounds of teachers in accordance with the teacher questionnaire responses. The student questionnaires do not require detailed information about the students' background; however a small table was also formed including information related to their age, gender, if they were tutored or had been abroad, the school they were studying at.

In addition, information obtained from the teacher questionnaires were analyzed taking into account the school type participating teachers taught in; therefore, school type was investigated as a differentiating factor among the teachers. Similarly, student data from the questionnaires were analyzed in terms of school type, as well as the grade level of the students, as 10<sup>th</sup> and 11<sup>th</sup> grades. Next, 'Yes' or 'No' questions were examined through the application of frequency counts separately for the teachers and the students, and presented in percentages in a table and then, open-ended free responses given by the

participants were translated into English. As to the 5 point Likert-scale questions reflecting the degree of participant's agreement, such items were analyzed through Crosstabs, and any additional comments were translated into English. After that, answers of both teachers and students to open ended questions were translated into English. In the end, the common questions in teacher and student questionnaire were specified and the responses given by the teachers and the students were also compared.

Having completed observations six class hours of all schools, the researcher designed a table comparing classroom discourse patterns for all six teachers. The table contained seven categories adopted and modified from another study (Hayes and Read, 2000). These categories were on what teachers do in classrooms, such as giving students tasks under test conditions or giving information on effective strategies to use in the test. Also, the sections of the FLE were given in the table such as sentence completion or dialogue completion to see how much of the classroom activities were determined by the FLE. After listening to the tape recordings from classroom observations and examining the completed observation sheets, the researcher compiled all this information in a table in accordance with the minutes spent on each category or section during the classroom observations. An additional table was drawn to show the total use of English and the total use of Turkish by each teacher and by the students in each classroom during the six class hour observation in percentage. The purpose of forming this table was to see how much the FLE affected the spoken component of language learning.

Interview data were recorded in Turkish in note forms and they were fully phrased immediately after the interviews were held. This piece of information was used to evaluate the questionnaire responses, that is, to verify the questionnaires while commenting on some questions in the questionnaires. After reading through the questionnaire data and the interview data, the researcher combined them according to the common features. The comparison of additional answers to both questionnaires is presented along with the tables, and the interview data are inserted to confirm the results in the teacher questionnaire. Once classroom observation table was formed, post-observation



interviews with the same teachers were held. The purpose of postobservation interviews was to find out why they emphasized some sections of the FLE over others.

This chapter has described the participants in the study, the instruments used, the procedures of the data collection, and the methods of data analysis. The results from the questionnaire data, classroom observations and the interview data will be presented in the following chapter.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1. PRESENTATION**

In this chapter, the results of the questionnaires, interviews and classroom observations obtained through data analyses are presented.

#### **4.2. TEACHER QUESTIONNAIRE**

##### **4.2.1. Results of the Teacher Questionnaires and Interviews**

In order to answer the research questions of the study in the given order, firstly teacher questionnaires are analyzed here (see teacher questionnaire in Appendix B).

**Research Question 1a: Do the English teachers of three types of high schools differ in terms of demographic features and educational background?**

In order to answer this research question, a table was formed to display the responses of the teachers to the first section of the teacher questionnaire. Demographical features and educational backgrounds of the teacher participants are given in Table 4.2.

Table 4.2. Background information of the teachers

Name	Age	Sex	School Type	Degree	Major	Years of teaching		Number of Students	Certificate
						English	FLE		
A	40-49	M	Anatolian High School	B.ED	EFL Education	21	6	9	English Teaching Methods
B	40-49	F	Anatolian High School	B.ED	EFL Education	18	3	12	English Teaching & Computer
C	40-49	F	Anatolian High School	B.ED	EFL Education	20	10		—
D	40-49	F	Anatolian High School	B.A.	EFL Education	19	1		Education Certificate
E	40-49	F	Anatolian High School	B.ED.	EFL Education	10	6	9	—
F	40-49	F	Anatolian High School	B.ED	EFL Education	20	No Answer	9	—
G	20-29	F	Private High School	B.A.	English Literature	6	1		—
H	30-39	M	Private High School	B.A. M.ED.	English Literature, ESL Education	8	4	5	Education Certificate, TOEFL, Fulbright
I	40-49	F	Private High School	B.ED.	EFL Education	21	8		Cooperative Teaching, NLP
J	50-59	F	Private High School	B.A. M.ED	English Literature, Education	30	3	8	Post Graduate Diploma of Education
K	50-59	F	Private High School	B.A. M.ED	English Literature, Education	30	3	8	Post Graduate Diploma of Education
L	30-39	F	Super High School	B.A.	English Literature	9	5	12	Education Certificate
M	30-39	F	Super High School	B.A.	English Literature	9	—	9	Education Certificate, Counseling

As presented in Table 4.2., there were six Anatolian High School teachers, five Private High School, and two Super High School teachers. All the teachers working at Anatolian High Schools were in the age range, 40-49. Also, most of the Private High School Teachers were in the same range as Anatolian High School teachers but two of them were younger while both teacher of the Super High School were in the range of 30-39. All Anatolian High School teachers graduated from EFL departments of Education Faculties. As for Private High School teachers, four of them had English Language and Literature degree three of whom also had Master's degree in Education while

one of them had EFL Education degree. As for two Super High School teachers, they both graduated from English Language and Literature Department. However, all the teachers that did not graduate from An Education Faculty had a Certificate of Education, except one at one of the Private High Schools. It can also be seen that the teachers working at Anatolian and Private High Schools were mostly experienced teachers except two Private School teachers whereas both of the teachers working at Super High School were less experienced. As for teaching FLE, except one Anatolian and one Private High School teachers, the teachers, in general, did not seem to be quite experienced. One of the teachers did not answer the question about duration of teaching FLE and also one of the Super High School teachers was not experienced in teaching FLE. It can be realized that the student population in FLE classrooms was not high and the numbers of students given by the teachers were close.

In accordance with the table, the English teachers of three types of high schools seem to differ in terms of demographic features and educational background. Anatolian and Private High School teachers seem to be more experienced than Super High School teachers. Also, most of the Private High School teachers have master's degree besides their English Literature degree whereas Anatolian High School teachers have EFL Education degree and Private High School teachers have English Literature degree.

**Research Question 1b: Do the English teachers of three types of high schools differ in terms of their awareness of the FLE and the school curriculum?**

In order to answer this research questions, the second section of the teacher questionnaire under the title of *Awareness of the FLE and the Curriculum*, was analyzed. This section had five items. First four questions are Yes- No questions and the fifth one is a multiple-choice question. First four items are in the following;

Do you know what the main objective and overall philosophy of the curriculum is?

Do you follow the curriculum guidelines when you teach?

Do you know what the FLE is like?

Do you know what skills are tested on the FLE?

In accordance with the questionnaires filled by thirteen teachers, all teachers answered these four questions as Yes. So, they claim that they know the main objective and overall philosophy of the curriculum and claim that they follow the curriculum guidelines when they teach. All these teachers also know what the FLE is like and what skills are tested in this examination. The teachers wrote the skills that are tested as in the following: reading comprehension, vocabulary, grammar, using knowledge of English language, making inferences, translation, open-cloze, dialogue completion, paragraph completion, specifying irrelevant sentence, sentence completion, use of English, making comments.

The fifth item of this part is as follows;

Check what you think the purpose(s) of the FLE is (are).

- a) to choose prospective students
- b) to evaluate students' academic competence
- c) to evaluate students' rote-memorization skill
- d) other, specify

Eleven of teachers checked 'a' only and the other two checked both 'a' and 'b'. The answers to this question reveal that all teachers think that the purpose of FLE is to choose prospective students.

As can be seen in Table 4.3. below, the answers to the five questions related to 'Awareness of the Curriculum and FLE' indicate that all thirteen teachers from three different types of school and with a variety of teaching experience agree that they are aware of the curriculum and the FLE and that the purpose of the FLE is to choose prospective students.

Table 4. 3. Items 1-5 Awareness of the curriculum and the FLE

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Question 1</b>	6	–	5	–	2	–	<b>13</b>	–
<b>Question 2</b>	6	–	5	–	2	–	<b>13</b>	–
<b>Question 3</b>	6	–	5	–	2	–	<b>13</b>	–
<b>Question 4</b>	6	–	5	–	2	–	<b>13</b>	–
							<b>% 100</b>	

**Research Question 1c: Do the English teachers of three types of high schools differ in terms of their attitudes to the FLE?**

In order to answer this research question, it was necessary to analyze the third section of the teacher questionnaire, *Attitude toward the FLE*. This section had 12 items from six to 17 which were all marked on a five-point Likert-scale. The items require that the teachers read the statements and then decide if they: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree

These questions were asked to see if attitudes of teachers toward the FLE show differences in accordance with the schools they have been working in and their teaching experience. As mentioned before, Crosstabs was applied for each question in this section to show if the answers of teachers vary in accordance with the school types they were working. The results for each question are presented in a Table showing the mean differences among different school types. The items from six to 17 will be analyzed in this order from the perspective of school type and presented in the table format.

Table 4. 4. Item 6 ‘The FLE reflects the goals and objectives of the curriculum’

SCHOOL TYPES	Disagree	Neutral	Agree	Total
Anatolian High Schools	2 40,0%	1 20,0%	2 40,0%	5 100,0%
Private High Schools	0	3 60,0%	2 40,0%	5 100,0%
Super High School	0	0	2 100,0%	2 100,0%

As can be seen in the table above, the percentage values show that the teachers working in Anatolian high schools differ in their answers. Some of the teachers in Private High Schools agree and some of them feel neutral while the ones in Super High School agree with the statement.

Table 4. 5. Item 7 ‘FLE is valid to evaluate students’ communicative competence that the curriculum encourages’

SCHOOL TYPES	Strongly Disagree	Disagree	Neutral	Agree	Total
Anatolian High Schools	1 16,7%	4 66,7%	1 16,7%	0	6 100,0%
Private High Schools	2 40,0%	1 20,0%	0	2 40,0%	5 100,0%
Super High School	0	2 100,0%	0	0	2 100,0%

In accordance with the percentages given for Question 7, majority of teachers from three school types tend to disagree that FLE is valid to evaluate students' communicative competence that the curriculum encourages.

Table 4. 6. Item 8 'FLE enriches students' knowledge of English language'

<b>SCHOOL TYPES</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Anatolian High Schools	3 50,0%	3 50,0%	6 100,0%
Private High Schools	0	5 100,0%	5 100,0%
Super High School	1 50,0%	2 50,0%	2 100,0%

As can be seen in Table 4.6., all the teachers from three different types of high schools strongly agree that 'FLE enriches students' knowledge of English language'. Therefore, the teachers from different school types do not show difference in their answers to this item.

Table 4. 7. Item 9 'FLE improves students' proficiency in English'

<b>SCHOOL TYPES</b>	<b>Strongly Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Anatolian High Schools	0	5 100,0%	0	5 100,0%
Private High Schools	1 20,0%	0	4 80,0%	5 100,0%
Super High School	0	2 100,0%	0	2 100,0%

The teachers did not differ in their opinions on FLE improving students' proficiency in English. As can be seen in the table above, all the teachers from three different types of high schools except one agree that 'FLE improves students' proficiency in English'.

Table 4. 8. Item 10 'FLE motivates students to study English'

<b>SCHOOL TYPES</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Anatolian High Schools	1 20,0%	2 40,0%	2 40,0%	5 100,0%
Private High Schools	0	2 40,0%	3 60,0%	5 100,0%
Super High School	0	1 50,0%	1 50,0%	2 100,0%

Almost all the teachers in three different types of high schools agree that the FLE would motivate students to study English.

Table 4. 9. Item 11 ‘My students should adjust their learning strategies to the FLE’

SCHOOL TYPES	Neutral	Agree	Strongly Agree	Total
Anatolian High Schools	1 16,7%	4 66,7%	1 16,7%	6 100,0%
Private High Schools	1 20,0%	2 40,0%	2 40,0%	5 100,0%
Super High School	0	2 100,0%	0	2 100,0%

It can be said that all teachers have tendency to agree that ‘their students should adjust their learning strategies to the FLE’, in general.

Table 4. 10. Item 12 ‘The FLE forces my students to study English harder’

SCHOOL TYPES	Agree	Strongly Agree	Total
Anatolian High Schools	2 40,0%	3 60,0%	5 100,0%
Private High Schools	2 40,0%	3 60,0%	5 100,0%
Super High School	1 50,0%	1 50,0%	2 100,0%

All teachers strongly agree that the FLE forces their students to study English harder.

Table 4. 11. Item13 ‘I enjoy the teaching of the practice tests in preparation for the FLE’

SCHOOL TYPES	Neutral	Agree	Strongly Agree	Total
Anatolian High Schools	1 20,0%	2 40,0%	2 40,0%	5 100,0%
Private High Schools	0	1 25,0%	3 75,0%	4 100,0%
Super High School	0	1 50,0%	1 50,0%	2 100,0%

As seen in Table 4.11, all teachers only tend to “strongly agree” that they enjoy teaching of the practice tests.

During the interviews held with the teachers, the Super High School teachers and one of the Anatolian High School teachers reported that they



liked teaching from the practice tests while two Anatolian and two Private High School teachers said that they would prefer to focus on writing or speaking rather than practice tests.

Table 4. 12. Item 14 ‘I feel pressured about the FLE when I teach’

SCHOOL TYPES	Strongly Disagree	Disagree	Strongly Agree	Total
Anatolian High Schools	1 20,0%	3 60,0%	1 20,0%	5 100,0%
Private High Schools	2 40,0%	3 60,0%	0	5 100,0%
Super High School	0	2 100,0%	0	2 100,0%

Almost all teachers more or less disagree that they feel pressured about the FLE when they teach and the teachers at Private High Schools tend to disagree strongly.

Table 4. 13. Item 15 ‘I think the FLE is contrary to my teaching philosophy’

SCHOOL TYPES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High Schools	0	0	2 40,0%	2 40,0%	1 20,0%	5 100,0%
Private High Schools	1 20,0%	0	2 40,0%	1 20,0%	1 20,0%	5 100,0%
Super High School	1 50,0%	1 50,0%	0	0	0	2 100,0%

The answers given to item 15 differentiate teachers based on the type of school they teach at. Most teachers in Anatolian High Schools and the teachers in Private High Schools believe that the FLE runs totally against their philosophy of teaching English while teachers in Super High Schools do not feel this way. This latter group’s perception of their objectives and job as English teachers seems to be limited to preparing their students for the FLE.

Table 4. 14. Item 16 ‘The FLE must change in some ways’

SCHOOL TYPES	Strongly Disagree	Disagree	Strongly Agree	Total
Anatolian High Schools	0	2 40,0%	3 60,0%	5 100,0%
Private High Schools	1 20,0%	1 20,0%	3 60,0%	5 100,0%
Super High School	0	0	2 100,0%	2 100,0%

Most of the teachers in Anatolian High Schools and in Private High Schools tend to agree the statement although there are some who disagree. As to the ones in Super High School, they all agree the FLE must change in some ways. Super High School teachers reported that the FLE is not contrary to their teaching philosophy in the question 15; however, they agreed that the FLE must change in some ways in this question, which is somewhat conflicting.

Table 4. 15. Item 17 ‘I think some types of knowledge and skills lack in FLE groups’

SCHOOL TYPES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High Schools	0	0	1 20,0%	2 40,0%	2 40,0%	5 100,0%
Private High Schools	1 20,0%	0	1 20,0%	2 40,0%	1 20,0%	5 100,0%
Super High School	0	1 50,0%	0	0	1 50,0%	2 100,0%

The teachers in Anatolian High Schools and in Private High Schools tend to agree in general that some types of knowledge and skills lack in FLE groups and 50% of Super High School teachers have tendency to agree with the proposition that students in FLE groups lack some types of language knowledge and skills while 50% of them do not.

**Research Question 1d: Do the English teachers of three types of high schools differ in terms of their attitudes to the course books being used in their programs?**

In order to answer this research question, it was necessary to analyze the fourth section of the teacher questionnaire. This section had 5 questions from 18 to 22. Questions number 20 and 21 were five-point Likert-scale while other three were open ended items.

Item 18. Which course book(s) do you use?

All the teachers from different school types answered the question by giving the names of text books and supplementary materials being used in their classrooms.

The names of the course books given by the Anatolian High School teachers are as in the following: ELS periodicals, Building Skills, Advanced English Grammar, Word Power, Assessment Tests, Paragraph Studies, First Certificate.

The names of the course books given by the Private High School teachers are as in the following: English Through Reading, First Steps into Success, 20<sup>th</sup> Century English Short Stories, Enterprise, Dilko periodicals, ELS Reading Comprehension Book, FLE Practice Books,

The names of the course books given by the Super High School teachers are as in the following: First Certificate Gold and Heinaman First Certificate Advanced Grammar and Vocabulary, Developing Vocabulary, Entering the World of Grammar, Mastery of the English Reading, Dilko, ELS.

All the books given by the teachers of three different school types seem to be toward the FLE. They all use ELS and Dilko that are known to be periodicals for the FLE preparation. In answer to another item on the questionnaire, all these books were said to be approved of by the Ministry of Education for classroom teaching purposes in high schools.

Item 19. What is the criterion while selecting books? And whom are they selected by?

In general, the teachers state that they, as the teachers of English and the administrative bodies in the schools they cooperate in selecting the books confirmed by the Ministry of Education to meet the needs of the students in the FLE groups. A few Anatolian High School teachers inform that they select their books independent of others based on their usefulness for the FLE. The general and single criterion for selecting the course books appear to be their concordance with the FLE.

Table 4. 16. Item 20 ‘The course book provides many practice tests for the FLE’

<b>SCHOOL TYPES</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Anatolian High Schools	1 16,7%	1 16,7%	3 50,0%	1 16,7%
Private High Schools	0	1 20,0%	1 20,0%	3 60,0%
Super High School	0	0	1 50,0%	1 50,0%

As can be seen in the table above, most of the teachers working at three different high schools seem to agree this statement although there are still few teachers who disagree.

Table 4. 17. Item 21 ‘If I teach the whole course book, then my students can achieve high scores on the FLE’

SCHOOL TYPES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Anatolian High Schools	1 16,7%	3 50,0%	1 16,7%	0	1 16,7%	6 100,0%
Private High Schools	0	0	0	3 60,0%	2 40,0%	5 100,0%
Super High School	0	0	1 50,0%	1 50,0%	0	2 100,0%

The teachers of Anatolian High Schools disagree that their students can achieve high scores on the FLE if they teach the whole course book whereas those of Private and Super High School teachers tend to agree this statement. As seen in the table above, there is an obvious difference between the answers of Anatolian High School teachers and the responses of the teachers of other two schools. Once again, it is clear that Anatolian High School teachers do not strictly follow an FLE program in their regular teaching practices and they think the students need to study a variety of books and materials to achieve high scores on the FLE.

It is important to note here that during the interviews held with six teachers, they all reported that it was not possible to follow a style course book in an FLE oriented classroom and they needed to provide students with as many extra materials as possible. That is why, it is surprising to see that Private and Super High School teachers “strongly agree” that the students can achieve high scores on the FLE if they teach the whole course book; obviously there does not seem to be a single course book for any of these classes.

Item 22. Do you have any comments to add concerning relations between the curriculum and the FLE?

The comments by Anatolian High School teachers can be summarized as follows: “Ministry of Education doesn’t have any programs related to FLE;

so we, as teachers, prepare our own curriculum; Sections including question types in FLE can be added to the curriculum;

The comments by Private High School teachers can be summarized as follows: “There is not a resource book designed for the FLE even for the 10<sup>th</sup> graders; The book used in 10<sup>th</sup> grade classrooms is not for the FLE classes but for regular 10<sup>th</sup> grade English classrooms; Examination system and the curriculum should be interrelated; if we studied Speaking for four class periods, we would get far from our goal”.

The comments by Super High School teachers can be summarized as follows: The curriculum designed by the school and us, the teachers, and the FLE are parallel.”

The teachers seem to be complaining that there are no books that are specifically written for the FLE preparation students. Most teachers believe that there should be conformity between the curriculum and the FLE contents. Teaching spoken English is believed to be an unnecessary aspiration which interferes with their true goal of preparing for the FLE.

The teachers of three types of high schools do not seem to differ in their attitudes toward the course book in general because they all think that they lack a course book directly toward the FLE.

**Research Question 1e: Do the English teachers of three types of high schools differ in terms of their content of teaching?**

In order to answer this research question, it was necessary to analyze the items from 23 to 30, in the fourth section of the teacher questionnaire, *Content of Teaching*. Items from 23 to 26 are ‘yes’ or ‘no’ response items, while items from 27, 28 and 29 are ranking questions. As to question 30, it is a ‘yes’ or ‘no’ response item with an additional ranking part. Items under this section are only analyzed as frequency values expressed in table format.

Item 23. Do you teach the whole course book?

As can be seen in Table 4.18. below, five of thirteen teachers answered as “No” while eight of them answered “Yes”. What is interesting is that although all the teachers interviewed reported that they did not have a specific course book or did not follow a specific book, there are eight teachers who answered that they taught the whole course book. While Anatolian and Private

High School teachers vary in their opinions related to course book use, Super High School teachers tend to be in complete agreement with each other in their responses to items 23, 24 and 25.

Table 4. 18. Items 23-26 Use of Books and Materials

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Question 23</b>	3	3	3	2	2	–	<b>8</b> <b>% 61.5</b>	<b>5</b> <b>% 38</b>
<b>Question 24</b>	3	3	3	2	1	–	<b>7</b> <b>% 54</b>	<b>5</b> <b>% 38</b>
<b>Question 25</b>	2	4	2	3	–	2	<b>4</b> <b>% 30.5</b>	<b>9</b> <b>% 69</b>
<b>Question 26</b>	6	–	5	–	2	–	<b>13</b> <b>% 100</b>	–

Item 24. Do you modify the content of the course book due to the FLE?

Seven of the teachers answered Yes, five of them answered No and one of them did not answer the question (See Table 4.18 above).

Item 25. Do you skip over parts of the course book?

Five of the teachers answered the question positively while eight of them answered it negatively. (See Table 4.18 above).

Item 26. Do you use extra materials in the FLE classes?

All the teachers answered the question positively (See the table above). Anatolian High School teachers reported the extra materials they used, as in the following list: Assessment tests, ELS, Practice Tests, Authentic Materials, 5-Minute Activities.

Private High School teachers reported the extra materials they used, as in the following list: Articles, the materials in accordance with their needs and levels, grammar, vocabulary, phrasal verbs and reading books.

Super High School teachers reported the extra materials they used, as in the following list: Grammar in Use, Vocabulary in Use, Grammar Way, dictionaries, different types of questions.

Anatolian and Private High School teachers reported that they used some other materials in their classrooms other than the ones toward the FLE such as articles, authentic materials although during the classroom observations, they were not observed to use those types of materials (See

Appendix G, Lesson 1 and 2). On the other hand, the extra materials used by the Super High School teachers seem to be more grammar and FLE based.

Table 4. 19. Item 27 ‘What areas do you think are emphasized in theories of teaching English? Rank the skills’

	Teachers at Anatolian High Schools								Teachers at Private High Schools								Teachers at Super High School			
	1	2	3	4	5	6	Total	Rate	1	2	3	4	5	Total	Rate	1	2	Total	Rate	
<b>Reading</b>	6	2	5	2	2	3	18	3	2	2	1	1	1	7	1	3	3	6	3	
<b>Writing</b>	5	3	6	6	4	5	29	6	5	4	5	6	6	26	6	4	4	8	4	
<b>Listening</b>	4	4	4	4	6	6	28	5	4	5	4	2	2	17	3	6	6	12	6	
<b>Speaking</b>	1	1	3	3	5	4	17	2	3	6	6	5	5	25	5	5	5	10	5	
<b>Grammar</b>	2	6	2	1	1	1	13	1	6	3	2	4	4	19	4	1	1	2	1	
<b>Vocabulary</b>	3	5	1	5	3	2	19	4	1	1	3	3	3	9	2	2	2	4	2	

As can be seen in the table above, rankings given to each skill by six Anatolian, five Private and two Super High School teachers are different. The most emphasized skill is grammar according to Anatolian and Super High School teachers while it is reading for Private High School teachers. Anatolian School teachers think that writing and listening are the least emphasized skills while Private School teachers think writing and speaking are the least emphasized skills and Super High Schools think listening and speaking are the least emphasized skills. It is obvious that none of these teachers are aware of the value of communicative approaches to the teaching of English in ELT classrooms, and therefore, do not aim at teaching communicative skills. During the casual interviews, the teachers reported that they could only emphasize grammar, vocabulary and reading in their classrooms. One of the Anatolian High School teachers added that she would love to focus on speaking but her students would never participate in these types of activities.

Table 4. 20. Item 28. ‘What areas do you emphasize in your language classroom? Rank the skills’

	Teachers at Anatolian High Schools								Teachers at Private High Schools								Teachers at Super High School			
	1	2	3	4	5	6	Total	Rate	1	2	3	4	5	Total	Rate	1	2	Total	Rate	
<b>Reading</b>	5	4	3	5	2	2	21	3	1	2	4	1	1	9	1	3	4	7	3	
<b>Writing</b>	6	6	5	6	4	4	31	5	5	4	5	6	5	25	5	6	6	12	5	
<b>Listening</b>	4	1	6	4	6	6	27	4	2	5	3	2	2	14	3	5	5	10	4	
<b>Speaking</b>	3	2	4	2	5	5	21	3	6	6	2	5	6	25	5	4	3	7	3	
<b>Grammar</b>	2	3	2	1	1	1	10	1	3	3	6	4	4	20	4	1	1	2	1	
<b>Vocabulary</b>	1	5	1	3	3	3	16	2	4	1	1	3	3	12	2	2	2	4	2	

\* the ratings for the importance of the skills over a scale of six

As seen in Table above, Grammar and Vocabulary are the skill areas most teachers spend the most amount of their time in teaching. Reading is the second, listening is the third, speaking is the fourth and writing is the last skill area. Class observations carried out in FLE classes verify that especially vocabulary and grammar are focused on and writing is not taught at any class time hour. Also, during the interactions with the teachers following the observations or at break time, the teachers confessed that they regret not being able to focus on writing skills in the FLE classes, and speaking and listening skills too. As a matter of fact, although they believe in the importance of these skills and had regularly taught and practiced them in preparatory classes. More specifically, they used to ask students to write compositions, essays and expository writings as part of their writing projects and to present them in class. However, they don't include these activities in the FLE classes because writing, listening and speaking skills are not tested at the FLE. These teachers are aware of the shortcomings of such grammar-vocabulary centered and exam-oriented practices in their programs because they receive such feedback from their graduated students who come back to say that their teachers at college are critical of their poor writing skills and blame their high school English teachers who prepare them for the language programs in universities.



Table 4. 21. Item 29. ‘What areas do you emphasize while teaching in classrooms other than the FLE?’

	Teachers at Anatolian High Schools								Teachers at Private High Schools								Teachers at Super High School			
	1	2	3	4	5	6	Total	Rate	1	2	3	4	5	Total	Rate	1	2	Total	Rate	
<b>Reading</b>	6	1	5	5	2	2	<b>21</b>	<b>4</b>	2	4	2	1	1	<b>10</b>	<b>1</b>	5	3	<b>8</b>	<b>4</b>	
			3	5		3	<b>11</b>	<b>3</b>	1	2	3			<b>6</b>	<b>1</b>					
<b>Writing</b>	4	3	6	6	4	5	<b>28</b>	<b>5</b>	5	6	3	6	6	<b>26</b>	<b>6</b>	6	5	<b>11</b>	<b>6</b>	
	3		5	6		4	<b>15</b>	<b>4</b>	5	4	4			<b>13</b>	<b>4</b>					
<b>Listening</b>	5	6	4	3	6	6	<b>30</b>	<b>6</b>	4	2	5	2	2	<b>15</b>	<b>3</b>	4	6	<b>10</b>	<b>5</b>	
			6	4		6	<b>16</b>	<b>5</b>	2	5	5			<b>12</b>	<b>3</b>					
<b>Speaking</b>	1	2	1	1	5	4	<b>14</b>	<b>1</b>	3	3	4	5	5	<b>20</b>	<b>4</b>	3	4	<b>7</b>	<b>3</b>	
			4	2		5	<b>11</b>	<b>3</b>	6	6	6			<b>18</b>	<b>5</b>					
<b>Grammar</b>	3	4	3	4	1	1	<b>16</b>	<b>2</b>	6	5	6	3	3	<b>23</b>	<b>5</b>	1	1	<b>2</b>	<b>1</b>	
			2	1		1	<b>4</b>	<b>1</b>	3	3	2			<b>8</b>	<b>2</b>					
<b>Vocabulary</b>	2	5	2	2	3	3	<b>17</b>	<b>3</b>	1	1	1	4	4	<b>11</b>	<b>2</b>	2	2	<b>4</b>	<b>2</b>	
			1	3		2	<b>6</b>	<b>2</b>	4	1	1			<b>6</b>	<b>1</b>					

In accordance with the table above, when teaching in classes other than the FLE, the teachers, in general, tend to teach vocabulary more than other skill areas. The second skill area taught is reading, followed by speaking and grammar are the third. Listening follows them and writing is the last skill. Although the teachers, during the oral interviews, complained that they cannot teach writing in the FLE oriented classes since it is not tested in the FLE, it can be seen that they also do not teach writing in other classes, either. However, speaking becomes the third skill area which is taught most, whereas it is the fifth in the FLE classes.

Item 30. Did you change the weight of importance of these areas in the classrooms? Rank the skills.

Question 30 asks if the teachers modify their teaching in accordance with the FLE. Six teachers say Yes as seven teachers say No. Changes in teachers’ strategies according to skills are presented in the second lines of Table 4. 21. above. As seen in the table, these six teachers pay attention to vocabulary and grammar, then reading, writing, listening and lastly speaking. In view of the class observations, speaking, listening and writing are never taught in FLE classes; however, because the questionnaire requires ranking, that is why the teachers ranked these skills. Also, class observations show that teachers who are observed in classrooms change their teaching according to

with the FLE even though they say they do not. For example, they never use the target language in the class and never do any writing or listening activities.

**Research Question 1f: Do the English teachers of three types of high schools differ in terms of the language teaching methodology they employ in the FLE classrooms?**

In order to answer this research question, the fifth section of the questionnaire, *Language Teaching Methodology*, was analyzed. There were 7 questions in total, from 31-37. This section had six Yes/No questions and one open ended question.

Table 4. 22. Item 31 ‘Are you concerned about the methods you use to teach English?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Question 31	1	5	1	4	–	2	2 % 15.4	11 % 84.6

As seen in the table below, eleven of the teachers answered “No” while only two of them answered positively. One of two teachers who said Yes sincerely admitted that she is concerned because only knowledge of English language is focused on while other skills are not improved, and the other said that she is concerned because she cannot teach English in the classrooms other than FLE because the students do not pay attention to English since it will not be tested in university entrance examination.

Item 32. What teaching methods do you use?

The answers given by the Anatolian High School teachers are as follows: question-answer, teaching the subject with examples, revision, reading, writing, making students do worksheets and practice tests.

The answers given by the Private High School teachers are as follows: eclectic method, direct method, communicative method, suggestopedia, natural approach, grammar translation, brain storming, question-answer, translation, visual and affective, listening-speaking, class participation.

The answers given by the Super High School teachers are as follows: question-answer, do exercises, use of worksheets, reading paragraphs.

Private High School teachers seem to use communicative approaches although they were not observed to do during the classroom observations.

Also, during the post observation interviews, they reported that they taught the sections that their students failed during the assessment tests. However, Super High School teachers admitted that she used only answering questions method in the classroom while it cannot even be called methods.

Item 33. Are the methods you use suggested by the *Teacher's guide* from the curriculum?

As can be seen in Table 4.23, nine teachers answered “Yes” while three teachers answered No. During the interviews held with six teachers, they all stated that they did not have a written curriculum or teacher’s guide to follow. Therefore, it is interesting to see nine teachers report that the methods they used were suggested by the Teacher’s guide from the curriculum.

Item 34. Do you feel the methods you use help students prepare for the FLE?

As seen in Table 4.23, all the teachers except one answered “Yes” to this question. Also, during the interviews, the teachers, in general, seemed to be proud of their teaching and they thought they were successful in preparing students for the FLE.

Item 35. Do you change your teaching methods as the FLE approaches?

As can be seen in Table 4.23, there were six teachers that answered the question with “Yes” and seven teachers with “No”. Additional explanations given by teachers who answered “Yes” are as the following: “Practice tests and question-answer are more emphasized; assessment tests are employed more often; as we make speaking practice when they are 9<sup>th</sup> and 10<sup>th</sup> graders, we go into details of the FLE when they are 11<sup>th</sup> graders; in accordance with the demands of the students, I try to help with them; only question-answer, I focus on old FLE questions; I focus on using time appropriately during the examination.” Even the teachers who said No stated that they increased the number of assessment tests.

Table 4. 23. Language Teaching Methods

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Question 33	4	1	3	2	2	–	9 % 69	3 % 23
Question 34	5	1	5	–	2	–	12 % 92.3	1 % 7.5
Question 35	4	2	2	3	–	2	6 % 46	7 % 54

Item 36. Tell briefly about what activities you do in class (Reading aloud, group work, peer work and so on)

Answers given by the Anatolian High School teachers are as in the following: “Group work; reading aloud and sometimes one-to-one teaching; individual or teacher-centered studying; role-play.”

Answers given by the Private High School teachers are as in the following: “Working with whole class; teaching and evaluating; student presentation; pair-work; variety is the key.”

Answers given by the Super High School teachers are as in the following: “Question-answer; explaining the choices one by one and revision.”

Table 4. 24. Item 37. ‘Do you change the classroom activities as the FLE approaches?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Question 37	5	1	2	3	–	2	7 % 54	6 % 46

There are seven teachers who answered the question “Yes” as there are six teachers who answered No. Almost all Anatolian High School teachers seem to have accepted that they change the classroom activities as the FLE approached. However, almost all the teachers state that “more tests are employed for practice” and some add they “spend more time encouraging students”.

**Research Question 1g: Do the English teachers of three types of high schools differ in terms of the assessment techniques they use in their classrooms?**

In order to answer this research question, it was necessary to analyze questions 38 to 42, in the sixth section of the teacher questionnaire, *Testing Methods*.

Item 38. When you make up 'internal tests for your students, what do you focus on? (e.g., on the content of the textbooks you cover in class, or the content of the past examination papers?)

Two teachers, one Anatolian and one Private High School teacher, reported that they focused on both the content of the textbook they covered in class and the content of the past examination. There were three teachers, one Anatolian and two Private High School teachers, who wrote that assessment tests were parallel to the FLE. Four Anatolian High School teachers, answered that their internal tests were based on textbook and resource book they have chosen. Three teachers, two Private and one Super High School teachers reported that they focused on old FLE questions and also textbook when they made up internal tests for their students. The other Super High School teacher wrote that s/he focused on the FLE question types.

Table 4. 25. Item 39. 'Do you modify the content of the test due to the FLE? Give reasons'

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Question 39</b>	4	2	3	2	2	–	<b>9</b> <b>% 69</b>	<b>4</b> <b>% 31</b>

As seen in the table above, nine teachers answered the question Yes while four teachers answered No. Answers given by the teachers are as the following: "Test technique of the FLE is different, it requires answering in a very short time; I use all question types so that the students gain experience and get faster; for 10<sup>th</sup> graders, I try to complete their lacking knowledge and intensify grammar subjects; I add some reading tests to my classical exams; I use the question types supporting the textbook and try to enable them to be aware of question types which can be seen in the FLE; The aim is to be successful in the FLE; Since I teach reading, I prepare the exams in accordance with that, All my tests contain the question styles which appear in the FLE.

The responses given to the questions 38 and 39 show that some Anatolian and Private High School teachers admittedly hold their internal tests independent of the objectives of the FLE and follow their own curriculum.

Item 40. What kind of test format do you use to evaluate your students' learning? (e.g., multiple-choice tests or alternatives, for example, performance assessments, such as essay writing, composition writing, group discussions, cloze tests, oral proficiency interviews)

The answers of the teachers are as follows: Multiple choice tests, cloze tests, rewriting (paraphrasing), reading comprehension passages, learning new vocabulary in context, all types of questions from FLE, word-formation, grammar, writing, error correction.

Table 4. 26. Item 41. 'Does the format you use appear frequently on the FLE?'

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Question 40</b>	5	1	4	1	2	–	11 % 84.6	2 % 15.4

As can be seen in the table above, eleven teachers answered the question Yes as two teachers answered No. This would mean that almost all the teachers use multiple-choice tests similar to the FLE to evaluate the students' success at school.

Item 42. Do you have any comments to add in terms of ways of assessing? (e.g., if you use multiple-choice tests or performance assessment, how appropriately do you use them to your students? Or do you think what you use are valid to evaluate your students' learning? Or is there anything to change?)

Some comments made by teachers are in the following: "Sometimes I design tests as homework and then I answer them in the classroom; using tests helps in terms of getting prepared for the exam, but it is significant to start with the tests in accordance with the students' level; I enable the students to show what they have learnt and I modify the test in that match their performance; Trial tests are definitely appropriate for FLE students, but some FLE tests are too hard for students; I think that the assessment I use is only for the FLE and lacks the communicative skills; I wish I could use classical type of exams; I make sure I am using a variety of techniques; sometimes I vary the

level of difficulty; Multiple choice tests are suitable for the students to develop the skill which are important for the FLE.

**Research Question 1h: Do the English teachers of three types of high schools differ in terms of their general views related to the FLE programs and their teaching?**

In order to answer this research question, the seventh section of the teacher questionnaire, *General Views on Teaching and the FLE*, was analyzed. Questions 43 to 52 are under this section. Three of these questions are ‘Yes’ or ‘No’ questions, one of them is multiple choice, and four of them are open ended questions.

Item 43. Does teaching in FLE classrooms have any impact on your professional satisfaction (self-confidence, taking pleasure in teaching, self-esteem, so forth).

The answers of the Anatolian High School teachers are as in the following: “I enjoy teaching and I remember the linguistic details and the vocabulary I knew but weren’t able to use; so I believe I improve my professional competence and skills; teaching in FLE classrooms is enjoyable and makes me feel respected”.

The answers of the Private High School teachers are as in the following: “These classrooms lead to developing the teachers; it is a higher level of English, so sometimes it is challenging; The FLE group is a small group, so it is more intimate; it is definitely enjoyable to teach an ambitious group and also it requires responsibility to teach them when compared to other English classes”

The answers of the Super High School teachers are as in the following: “I try my best to be fruitful and this helps me to develop myself in terms of experience.”

Table 4. 27. Item 44. Does FLE affect your students’ attitude and behavior in classroom?

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Question 44	6	–	5	–	2	–	13 % 100	–

All the teachers answered this question positively, so it is certain that their students are affected by the FLE. The comments made by the teachers related to this question are as follows: “They behave more maturely, I can see them as my colleagues; FLE is the only thing on their minds. They ask the FLE to be spoken not only in the classroom but also in other environments; since they are under pressure, they get demoralized when they get a bad result from a practice exam; that their enthusiasm makes me work harder and do more various activities; they take English more seriously; they get stressed but I help them, as the FLE approaches,”

Table 4.28. Item 45. Percent of the Students Placed at a Foreign Language Institute of Higher Education During Previous Years

Item 45	Anatolian High School Teachers						Private High School Teachers					Super High School Teachers	
	1	2	3	4	5	6	1	2	3	4	5	1	2
Percent of Students(%)	72	65	80	90	85	90	-	90	90	-	-	-	over 50

As seen in the table above, most of the Anatolian High School teachers claim that most of the students of theirs have been successful so far although there are two teachers reporting that 65% and 72% of their students have been placed at an institute of higher education. Some of the Private High School teachers answered that 90% of their students have been placed at university whereas one of them wrote ‘This is my first FLE classroom’ and one other Private High School teachers said ‘In the past, the quality of the universities was higher, now most students are placed in private universities’ and fifth teacher didn’t answer the question at all. As to Super High School teachers, one of them said ‘It varies from year to year but most students have been successful’ while the other Super High School teacher reported over 50% of her students were successful during previous years.

When the rate of success of the students is compared according to the school types, it is obvious that the success of the students at Anatolian and Private High Schools was higher than the ones at Super High School. It can be seen in Table 4. 2. “Background Information of the Teachers” that the teachers



working at Anatolian and Private High Schools are more experienced than the ones at Super High School. Also, three of the teachers working at Private High Schools have master's degree in education. These factors may be effective on the success of the students.

Item 46. Do you think that the school administration makes a special effort for FLE classrooms?

Ten of the teachers answered positively while two of them answered negatively. One of the teachers answered both Yes and No since s/he thinks the school administration pays attention to teacher selection and determining class hours, but it is not helpful in other areas. Also, the teachers who answered Yes specified in the questionnaire that the administration gives importance to teacher selection and determining class periods, in general. As to two teachers who answered No, one of them wrote that the administration does not pay attention to FLE classrooms as much as they do to science classrooms, as the other wrote that FLE students are ignored since they are fewer in number.

Item 47. Do you give extra classes to your students, besides regular school hours?

Nine of the teachers answered positively, four of them answered negatively. "The teachers who said "No" specified that they do not have enough time or that the students preferred private language courses. The ones who said "Yes" generally specified that they answer students' questions individually during the break or their free class hours and some of them said that they give extra classes to give the students feedback about the tests they have already answered.

Table 4. 29. Attitude of School Administration & Extra Classes

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Question 46</b>	6	–	3	2	2	–	<b>11</b> <b>% 84.6</b>	<b>2</b> <b>%15.4</b>
<b>Question 47</b>	3	3	5	–	1	1	<b>9</b> <b>% 69</b>	<b>4</b> <b>% 31</b>

Item 48. Have any changes been made in the FLE?

As presented in the table below, eight teachers answered the question positively as two teachers answered it negatively and three teachers did not

answer. The answers by the teachers are as in the following: Cloze tests are added; identifying the correct question to the given answer is added; paragraph completion; the number of some question types has changed; identifying questions to given statements are added; the number of paragraph types are increased; the questions have become more difficult.

Item 49. Have the changes in the FLE affected your teaching in the classroom?

Table 4. 30. Changes in the FLE

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Question 48</b>	4	–	2	2	2	–	<b>8</b> % 61.5	<b>2</b> %15.3
<b>Question 49</b>	2	3	2	3	1	1	<b>5</b> % 38.4	<b>8</b> %53.8

As presented in Table 4.29 above, five teachers answered question 49 as “Yes” and seven teachers answered as “No” and one teacher did not answer. The answers by the teachers are as follows: I started teaching in accordance with the new FLE; I try to find and use the new question types from other main text books; we pay more attention to the new sections; we didn’t use to study cloze tests, but now we added it to our program.

Item 50. If you think the FLE affects your teaching, please comment on how this happens (i.e., negatively/positively).

One Super, one Private and two Anatolian High School teachers commented that the FLE has been affecting their teaching positively. On the other hand, three Anatolian and one Private High School teachers basically reported that the FLE has been affecting their teaching negatively. One Super High School teacher reported that if the exam had not taken place in the current fashion, more effective teaching methods could be applied. Therefore, we could possibly equip students with more proper language skills. One Private High School teacher said that teaching is exam orientated. Thus, test-type questions rather than open-ended creative answers are used, which leaves less time for literature appreciation. And, one Anatolian High School teacher complained that theoretical knowledge is supplied more than practical use of the language, out of necessity.

On the one hand, one other Private High School teacher stated that the FLE has been affecting their teaching both positively and negatively. What makes it positive is that students have the opportunity for self-development during the process. And, what makes it negative is that students might not make the correlation between their learning and the way teacher teaches. The other Private High School teacher iterated that since she has been fulfilling the requirements of the FLE, she hasn't been to come up with a firm understanding of whether the FLE has been affecting her teaching positively or negatively.

Item 51. Which of the following factors affect your teaching?

For this question, there are thirteen factors given as alternatives. More than one factor can be chosen. These alternatives are as in the following:

- a) Preparing my students for the FLE
- b) The number of students in my class
- c) My students' motivation to learn
- d) The audio-visual instruments at my disposal
- e) The school administration
- f) Parental contribution and support
- g) My colleagues
- h) The training & education I got in my university years
- i) The enthusiasm I feel towards teaching English
- j) The general student portrait of the school
- k) The cultural make-up of the school's neighborhood

Table 4.31. Factors Affecting Teaching

	Anatolian HS	Private HS	Super HS	Total
<b>A</b>	6	4	2	<b>12</b>
<b>B</b>	3	2	2	<b>7</b>
<b>C</b>	6	5	2	<b>13</b>
<b>D</b>	2	1		<b>3</b>
<b>E</b>	1		2	<b>3</b>
<b>F</b>	1		2	<b>3</b>
<b>G</b>	1			<b>1</b>
<b>H</b>	4	1	1	<b>6</b>
<b>I</b>	5	5	2	<b>12</b>
<b>J</b>	3	2		<b>5</b>
<b>K</b>	1			<b>1</b>

As presented in Table 4.30., among the factors suggested that may affect their teaching, Anatolian High School teachers identified FLE

preparation and their students' motivation as the most important factors influencing their teaching, and their enthusiasm toward teaching English as the second most important factor. Private High School teachers believed their students' motivation and their enthusiasm toward teaching English were the most important factors affecting their teaching. Super High School teachers thought FLE preparation, class size and student motivation, school administration, parental contribution and support, teaching enthusiasm were all affective on their teaching. In total, student motivation is the most popular factor chosen by all the teachers without school difference and FLE preparation and teaching enthusiasm are the second popular ones. FLE preparation is the second most popular for the teachers of Private High Schools while it is the most popular for the teachers of other types of schools. That may be since English is emphasized at Private High Schools better even at primary school classes not only in FLE classrooms. Anatolian high school teachers thought teacher enthusiasm is second most important not the first maybe because they know teaching toward the FLE brings about some inadequacies on students. Super High School teachers chose school administration and parental contribution as two of the most important factors although the teachers of other schools did not choose them. The reason may be the fact that school administration does not pay enough attention to FLE groups and similarly parents of the students are not interested in their children's success sufficiently.

Item 52. If you don't think the FLE affects you teaching, please comment on why it doesn't. What factors other than your teaching experience, beliefs and personality affect and reflect your current teaching?

Eight of the teachers didn't make any comments on this question since they believe that the FLE affects their teaching. Two of the teachers wrote that the FLE is a factor affecting their teaching methods and aims, and one of them specified that her teaching is only geared towards the FLE. She further added that is why she doesn't introduce any methodological variations/diversions while teaching and she added she loves this type of teaching a lot. One of the teachers stated that the FLE does not affect her teaching because she started

teaching from the beginning and the students are so ambitious that there is no problem with studying reading comprehension extensively.

### 4.3. STUDENT QUESTIONNAIRE

#### 4.3.1. Overview of the Student Questionnaire

In order to go on answering research questions in the first chapter, secondly student questionnaires were analyzed (student questionnaire in Appendix C).

#### 4.3.2. Results of Student Questionnaires

Before answering the research questions related to the students, general information about the student participants in the study is presented in a table. As can be seen from the table below, there are fifty four 11<sup>th</sup> grade and thirty three 10<sup>th</sup> grade students, totally up to eighty seven students who answered the questions. Forty eight of the students are studying in Anatolian High Schools, while eighteen of them are studying in two different Private High Schools, and twenty one of them are students at a Super High School. As seen in Table 4.33, ages of 11<sup>th</sup> graders change between 17 and 18, as 10<sup>th</sup> graders are between 15 and 17. Only three of the students are male and there are five students who have studied abroad. One of them wrote that she studied in England for a month and another student studied in South Africa for sixty days. One student studied in Germany for three weeks and one other again in Germany for twenty one days, while one of them did not specify where and how long she studied. Also, there are twenty seven students who receive private tutoring and twenty one of them are 11<sup>th</sup> graders.

Table 4.32 General Information about the Students

	Age Range	Boys	Girls	Study Abroad	Tutored Students	Number of Students in each School								In total
						AHS				PHS			SHS	
						A	B	C	Total	A	B	Total	A	
<b>11<sup>th</sup> graders</b>	17-18	3	51	5	21	8	13	9	30	5	7	12	12	54
<b>10<sup>th</sup> graders</b>	15-17	0	33	0	6	11	7		18		6	6	9	33

**Research Question 2a: Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of their awareness of the FLE?**

In order to answer this research question, the first section of the student questionnaire, *Awareness of the FLE*, was analyzed. In this section, there are three items from 1 to 3. First two questions are Yes / No type and third item is a multiple choice question.

Table 4. 33. Item 1 ‘Do you know what the FLE is like?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	30	–	12	–	12	–	54 % 100	–
10 <sup>th</sup> graders	18	–	6	–	9	–	33 % 100	–
<b>Total</b>	<b>48</b> %100	–	<b>18</b> %100	–	<b>21</b> %100	–	<b>87</b> % 100	–

All students without exception checked ‘Yes’. So, they all report that they know what the FLE is like.

Table 4. 34. Item 2. Do you know what skills are tested on the FLE?

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	30	–	8	3	12	–	50 % 92.5	3 % 3.5
10 <sup>th</sup> graders	16	2	4	2	7	2	27 % 82	6 % 18
<b>Total</b>	<b>46</b> %95	<b>2</b> %5	<b>12</b> %66.6	<b>5</b> %27.8	<b>19</b> %90.4	<b>2</b> %9.6	<b>77</b> % 88.5	<b>9</b> %10.3

As seen in Table 4.34, nine of the students answered ‘No’ while all the others answered ‘Yes’. Three out of nine students who answered ‘No’ are 11<sup>th</sup> graders studying in Private High Schools and six others are 10<sup>th</sup> graders, two from each school type. So, except nine, all the students say they know what skills are tested in the FLE. . Also they wrote down the skills tested on the FLE and the answers were similar as follows: Reading Comprehension, Grammar, Translation, Vocabulary, Odd-One-Out, Sentence Completion, Cloze Test, Paragraph Completion, Rephrasing Sentences, Knowledge of English Language, Perception, and Concentration.

Item 3. Check what you think the purpose(s) of the FLE is(are).

- (a) to choose prospective students\_\_\_\_\_
- (b) to evaluate students' academic competence\_\_\_\_\_
- (c) to evaluate students' rote-memorization skill\_\_\_\_\_
- (d) other, specify\_\_\_\_\_

Table 4. 35. Item 3. Purpose of the FLE

	Anatolian High Schools				Private High Schools				Super High School				Total			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
11 <sup>th</sup> graders	14	26	19	5	8	7	5	1	13	11	6	–	35	44	30	6
10 <sup>th</sup> graders	9	12	2	5	4	3	1	–	6	8	1	4	19	23	4	9
Total	23	38	21	10	12	10	6	1	19	19	7	4	54	67	34	15

For this question, the students had the right to check more than one alternative, so they did. According to the questionnaires answered by the students, “(a) to choose prospective students” was checked by fifty four students, in total, and “(b) to evaluate students' academic competence” was checked by sixty seven students, and thirty four students checked “(c) to evaluate students' rote-memorization skill.” Also, there were fifteen students who checked “(d) other” and specified other purposes for the FLE. Both 11<sup>th</sup> and 10<sup>th</sup> graders checked (b) more than the other alternatives. As to the school type, Anatolian High School students mostly checked (b), while Private High School students mostly checked (a), and Super High School students who checked (a) and (b) were equal. The number of answers to each option is greater than the total number of students since one student checked more than one alternative. The purposes specified by the students are as follows: To test attention and reading comprehension, to choose clever students, to choose the best students in their areas; to enable students to learn English; the significance of which increases day by day; to choose students who have high comprehension ability, to evaluate students who love English and who has interest in English; to choose students who study regularly; to encourage students to study English, and to test students' knowledge related to English.

**Research Question 2b: Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of their attitudes toward the FLE?**

In order to answer this research question, the second section of the student questionnaire, *Attitude toward the FLE*, was analyzed. In this section, there are nine questions from 4 to 12. Eight of these questions are five point Likert-scale items and one question is a multiple choice question with two options.

Table 4. 36. Item 4. ‘The FLE is valid to evaluate my communicative competence’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>GRADES</b>						
11 <sup>th</sup> Graders	7 13,5%	14 26,9%	11 21,2%	17 32,7%	3 5,8%	52 100,0%
10 <sup>th</sup> Graders	3 9,4%	12 37,5%	2 6,3%	11 34,4%	4 12,5%	32 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	9 18,8%	17 35,4%	9 18,8%	10 20,8%	3 6,3%	48 100,0%
Private High Schools	1 5,6%	4 22,2%	2 11,1%	9 50,0%	2 11,1%	18 100,0%
Super High School	0	5 27,8%	2 11,1%	9 50,0%	2 11,1%	18 100,0%

There are both 11<sup>th</sup> and 10<sup>th</sup> graders who agree and disagree the validity of the FLE to evaluate their communicative competence. Both the students at Private and Super High Schools tend to agree that the FLE is valid to evaluate their communicative competence while the students at Anatolian High Schools have a tendency to disagree.

The students who checked ‘disagree’ or ‘neutral’ gave similar reasons as follows: We only learn English in theory; the FLE doesn’t give us the chance to practice the things we have learned; speaking is important in communication but we do not focus on it because the exam is based on written English and grammar, so it does not help to develop communicative skills. The FLE does not aim to practice language although a foreign language is expected to increase people’s communicative power to help them express themselves. Students are clearly very much aware of the limitations of the FLE, as well as an awareness of communicative needs of a language learner, and can earnestly admit this.



Table 4. 37. Item 5. ‘The FLE enriches knowledge of English Language’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>GRADES</b>						
11 <sup>th</sup> Graders	0	1 1,9%	3 5,8%	22 42,3%	26 50,0%	52 100,0%
10 <sup>th</sup> Graders	1 3,0%	8 24,2%	2 6,1%	10 30,3%	12 36,4%	33 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	1 2,1%	8 17,0%	4 8,5%	17 36,2%	17 36,2%	47 100,0%
Private High Schools	0	0	1 5,9%	4 23,5%	12 70,6%	17 100,0%
Super High School	0	1 4,8%	0	11 52,4%	9 42,9%	21 100,0%

Most of the students, in general tend to agree the FLE enriches their knowledge of English language.

The reasons specified by the students are as follows: we consolidate our English when preparing for the FLE and we always feel we have to study to improve our English language; it enriches our knowledge of English; especially, vocabulary and reading although it prevents practice; we cover grammar again and again while studying for the FLE, this enriches the grammar; I feel my knowledge of language has enriched since I started studying for the FLE; since we study a lot during the preparation for the FLE, our knowledge of language enriches.

Table 4. 38. Item 6. ‘The FLE improves my proficiency in English’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>GRADES</b>						
11 <sup>th</sup> Graders	2 3,7%	5 9,3%	12 22,2%	16 29,6%	19 35,2%	54 100,0%
10 <sup>th</sup> Graders	2 6,3%	2 6,3%	4 12,5%	14 43,8%	10 31,3%	32 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	1 2,1%	4 8,5%	9 19,1%	15 31,9%	18 38,3%	47 100,0%
Private High Schools	2 11,1%	2 11,1%	2 11,1%	5 27,8%	7 38,9%	18 100,0%
Super High School	1 4,8%	1 4,8%	5 23,8%	10 47,6%	4 19,0%	21 100,0%

Almost all students without any grade or school type differences tend to agree that the FLE improves their proficiency in English. Some students state

their reasons as follows: Our level must be very high to pass the FLE and each skill is available in the FLE to improve our English proficiency such as vocabulary, reading, etc. The proficiency level of FLE students and other students cannot be the same so, the FLE is very important. However, some other students who disagree the statement report that practice is also important to be proficient in English, but the FLE is only toward reading comprehension. Thanks to the FLE we comprehend English; however, we cannot speak the language, so it is not enough.

Table 4. 39. Item 7. ‘The FLE motivates me to study English’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>GRADES</b>						
11 <sup>th</sup> Graders	4 7,4%	9 16,7%	6 11,1%	17 31,5%	18 33,3%	54 100,0%
10 <sup>th</sup> Graders	3 9,1%	1 3,0%	7 21,2%	12 36,4%	10 30,3%	33 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	5 10,4%	8 16,7%	10 20,8%	14 29,2%	11 22,9%	48 100,0%
Private High Schools	1 5,6%	1 5,6%	3 16,7%	8 44,4%	5 27,8%	18 100,0%
Super High School	1 4,8%	1 4,8%	0	7 33,3%	12 57,1%	21 100,0%

Most of the 11<sup>th</sup> graders and 10<sup>th</sup> graders tend to agree that the FLE motivates them to study English. There are more Private and Super High School students who agree the statement than Anatolian High School students.

Some comments of the students are as follows: I focus on English while studying for the FLE and I have to get motivated to reach the success; if there was no FLE, I wouldn't be interested in studying English; I am not sure because sometimes I get bored of studying; I just study to pass the exam and study at a good university; otherwise, I wouldn't study for the FLE since I don't find it enough. I like English and there is an examination I have to pass, so Yes it motivates me. Students do not to get any pleasure or satisfaction from acquiring a foreign language because it is taught like a dead language, such as Latin, and not like some language that enables them to connect with a new culture and its people.

Table 4. 40. Item 8. ‘I like being tested on my knowledge’

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
<b>GRADES</b>						
11 <sup>th</sup> Graders	1 1,9%	11 20,4%	11 20,4%	21 38,9%	10 18,5%	54 100,0%
10 <sup>th</sup> Graders	1 3,0%	3 9,1%	6 18,2%	12 36,4%	11 33,3%	33 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	2 4,2%	8 16,7%	7 14,6%	19 39,6%	12 25,0%	48 100,0%
Private High Schools	0	5 27,8%	8 44,4%	3 16,7%	2 11,1%	18 100,0%
Super High School	0	1 4,8%	2 9,5%	11 52,4%	7 33,3%	21 100,0%

Both 11<sup>th</sup> and 10<sup>th</sup> graders mostly agree that they like being tested on their knowledge. However, more 10<sup>th</sup> graders tend to agree than 11<sup>th</sup> graders. Private High School students do not necessarily enjoy being tested and Super High School students agree that they like being tested on their knowledge.

Students comment on the statement as in the following: I am not sure because sometimes I cannot answer some questions because of my excitement although I know the answer; I like being tested on my knowledge, in this way, I see what I know and I should know.

Table 4. 41. Item 9. ‘I feel pressure and anxiety about the FLE’

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
<b>GRADES</b>						
11 <sup>th</sup> Graders	3 5,6%	11 20,4%	9 16,7%	15 27,8%	16 29,6%	54 100,0%
10 <sup>th</sup> Graders	4 12,1%	7 21,2%	8 24,2%	8 24,2%	6 18,2%	33 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	4 8,3%	9 18,8%	9 18,8%	16 33,3%	10 20,8%	48 100,0%
Private High Schools	1 5,6%	2 11,1%	3 16,7%	4 22,2%	8 44,4%	18 100,0%
Super High School	2 9,5%	7 33,3%	5 23,8%	3 14,3%	4 19,0%	21 100,0%

As seen in the table above, in comparison with 10<sup>th</sup> graders, the 11<sup>th</sup> grade students feel more pressure and anxiety about the FLE. As most of Anatolian High School students agree the statement, Private High School students seem to be the ones who feel the most pressure and anxiety about the

FLE. This result ties with item 8 above where Private High School students admitted they don't like being tested, although they believe that their English is enriched when studying for the FLE.

Students' additional comments on the statement are as follows: To make it to the university, I have to work regularly therefore, sometimes it makes me depressed. The exam will affect my future and I always think I have to pass the exam. Rather than stress and pressure, fear "Shall I succeed?" Not sure because we will also take an exam on math and other lessons not only English; I can overcome everything with my ambition and in time. I all the time feel under pressure and I get stressed especially when I think my friends will become successful and I won't in the exam. I am definitely stressed because I know what I will experience if I cannot pass it and for now, my only aim is to pass the FLE. Passing the examination has become a real concern for these students, and the satisfaction of learning a foreign language is overshadowed under such an overwhelming stress.

Table 4. 42. Item 10. 'The FLE forces me to learn more English'

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
<b>GRADES</b>						
11 <sup>th</sup> Graders	3 5,6%	4 7,4%	2 3,7%	27 50,0%	18 33,3%	54 100,0%
10 <sup>th</sup> Graders	3 9,1%	3 9,1%	4 12,1%	14 42,4%	9 27,3%	33 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	2 4,2%	5 10,4%	5 10,4%	21 43,8%	15 31,3%	48 100,0%
Private High Schools	3 16,7%	1 5,6%	0	8 44,4%	6 33,3%	18 100,0%
Super High School	1 4,8%	1 4,8%	1 4,8%	12 57,1%	6 28,6%	21 100,0%

The majority of the 11<sup>th</sup> graders tend to agree that the FLE forces them to learn more English as the 10<sup>th</sup> grade students similarly tend to agree. Without any school type differences, most of the students agree the statement.

Students reported their reasons as follows: One must learn English very well in order to pass the FLE, and also it is necessary to reach a specific level in order to pass this exam; for this reason it is obligatory to study a lot; this is a competition and you have to know more than others in order to succeed; The

FLE is a very comprehensive test, and we need to learn everything in detail not to miss anything; as I see how hard the FLE is, I work harder; For now, we only learn English for the FLE.

The comments of the students who checked “disagree” or “neutral” are as follows: I want to learn English since I want to work for an international company or study at an international school in the future. The FLE has molded structures, so that it is enough to know them. My only goal is not to pass the FLE, that is, I want to learn English as much as I can. The FLE doesn't force but I like learning English.

Table 4. 43. Item 11. ‘The FLE must change in some ways’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>GRADES</b>						
11 <sup>th</sup> Graders	5 9,4%	9 17,0%	17 32,1%	10 18,9%	12 22,6%	53 100,0%
10 <sup>th</sup> Graders	5 15,6%	9 28,1%	8 25,0%	6 18,8%	4 12,5%	32 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	3 6,4%	9 19,1%	15 31,9%	13 27,7%	7 14,9%	47 100,0%
Private High Schools	4 22,2%	1 5,6%	5 27,8%	0	8 44,4%	18 100,0%
Super High School	3 15,0%	8 40,0%	5 25,0%	3 15,0%	1 5,0%	20 100,0%

The 11<sup>th</sup> graders mostly tend to agree that the FLE must change in some ways whereas the 10<sup>th</sup> grade students mostly disagree. As to the school type, the majority of Super High School students disagree that the FLE must change in some ways while the students of Anatolian and Private High Schools tend to agree the statement.

The comments made by the students are as follows: “It has every section to evaluate our ability; each student is tested in every subject, so there is no need to change; more reading comprehension should be added; listening and writing should be added; paragraph questions should be changed; it is a very tough examination, so the net score we are supposed to have should be lessened; there are too many paragraph questions and during the examination, they are very challenging; it must change in many ways since it depends on

memorization and it is not an eliminating examination; however the change shouldn't be put into practice immediately”.

Item 12. If you didn't have to take the FLE, what would you do? Check the following statement.

- (1) I would like to continue studying English. \_\_\_\_\_  
 (2) I would not study English any more. \_\_\_\_\_

Most students checked number one; that is, if they didn't have to take the FLE, they would like to continue studying English. Five students who checked '(2) I would not study English any more' were from Anatolian High Schools.

Table 4.44. Item 12

	Anatolian High Schools		Private High Schools		Super High School		Total	
	1	2	1	2	1	2	1	2
11 <sup>th</sup> graders	25	4	12	–	12	–	54 % 100	3 % 3.5
10 <sup>th</sup> graders	17	1	7	–	9	–	33 % 100	6 % 7
<b>Total</b>	<b>42</b> %87.5	<b>5</b> %11	<b>19</b> %100	<b>–</b> % 0	<b>19</b> %100	<b>–</b> % 0	<b>77</b> % 88.5	<b>9</b> %10.3

The Anatolian High School students stated their comments as follows:” I like studying English or English is the second mother tongue, so to know English is not a luxury; I study English since it will be useful to me in the future.”

One Private High School student commented as follows: “I enjoy learning languages; I also want to learn other languages.”

One Super High School student wrote the following sentence: “I got bored of memorizing”.

**Research Question 2c: Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of their attitudes toward their course books?**

In order to answer this research question, the third section of the student questionnaire, *Attitude toward the course book*, was analyzed. In this section, there are four questions from 13 to 16. Two of these questions are five point Likert-scale items and two others are open ended questions.

Item 13. Which course book do you use?

The answers given by the students studying at Anatolian High Schools were as follows: FCE Use of English, Select readings, test books for FLE, ELS periodicals, “No textbook”, FLE books. It will be remembered that a teacher of 10<sup>th</sup> grade explained that the book recommended by the Ministry of Education is only for 10<sup>th</sup> graders not for us. Building Skills, Advanced English Grammar, Word Power, Assessment Tests, Paragraph Studies, First Certificate.

The answers given by the students studying at Private High Schools were as follows: Enterprise, Dilko periodicals, ELS periodicals, ELS reading comprehension.

The answers given by the students studying at Super High Schools were as follows: Developing Vocabulary, Mastery of the English Reading, Dilko, ELS.

When compared with teachers’ responses to the same question, students listed more FLE oriented test booklets and materials which comes closer to being the reality, as observed by the researcher herself.

Table 4. 45. Item 14. ‘The course books provide many practice tests for the FLE.’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>GRADES</b>						
11 <sup>th</sup> Graders	6 12,5%	5 10,4%	3 6,3%	17 35,4%	17 35,4%	48 100,0%
10 <sup>th</sup> Graders	0	4 12,5%	1 3,1%	17 53,1%	10 31,3%	32 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	4 9,3%	7 16,3%	4 9,3%	17 39,5%	11 25,6%	43 100,0%
Private High Schools	2 11,1%	1 5,6%	0	4 22,2%	11 61,1%	18 100,0%
Super High School	0	1 5,3%	0	13 68,4%	5 26,3%	19 100,0%

In response to item 14, most of the 11<sup>th</sup> and 10<sup>th</sup> grade students agree that the course books provide plenty of opportunity to practice for the FLE. Private High School and Super High School students believe this item about their course books but Anatolian High School students do not altogether agree with this statement

The students' comments are as follows: The book doesn't provide many practice tests for FLE, but it can be helpful in terms of grammar and vocabulary and reading. To me, it actually helps with basic English. Our book is not test based, but grammar based. The style of the book is different from the one of the FLE. It includes enough information a classical English book requires, but it should have emphasized test techniques; it doesn't give many assessment tests toward the FLE. It includes exercises to improve the subject I would like to and the books are toward FLE. In fact, our book is very tough and detailed but that is for sure it is geared for the FLE.

Table 4. 46. Item 15. 'If I study the whole course book, then I can achieve high scores on the FLE'

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<b>GRADES</b>						
11 <sup>th</sup> Graders	13 26,5%	10 20,4%	10 20,4%	8 16,3%	8 16,3%	49 100,0%
10 <sup>th</sup> Graders	2 6,3%	8 25,0%	5 15,6%	9 28,1%	8 25,0%	32 100,0%
<b>SCHOOL TYPES</b>						
Anatolian High Schools	12 27,9%	10 23,3%	6 14,0%	10 23,3%	5 11,6%	43 100,0%
Private High Schools	1 5,6%	3 16,7%	5 27,8%	3 16,7%	6 33,3%	18 100,0%
Super High School	2 10,0%	5 25,0%	4 20,0%	4 20,0%	5 25,0%	20 100,0%

Most of the 11<sup>th</sup> graders tend to disagree that they can achieve high scores with the help of their course book, whereas 10<sup>th</sup> graders tend to agree that they can. As to the school type, Anatolian High School students show disagreement with this idea, while Private High School and Super High School students tend to agree.

Some Anatolian High School students reported their comments as follows: "Only one book is not enough to pass the FLE and the course book does not include assessment tests; the book is a textbook not in the form of practice (test) book. It has different question types; to me, I have to read short stories in English and answer questions toward the FLE".

Some Private High School students reported their comments as follows: "I don't think so, only my knowledge of English language improves; in our



book, there is grammar but there aren't test techniques; I cannot decide without trying. There is not only grammar at the FLE, there are also interpretation and judgement questions; however, our book only gives grammar; it is not necessary to depend on a book, and to get high scores is one's own success; in order to get used to test techniques of the FLE, it is necessary to meet various question types; and this will happen by doing tests of qualified publications; I cannot be successful by studying only one book; only the course book is not enough, it should be supported by extra tuition."

Some Super High School students reported their comments as follows: "If I study all resources of ELS, then Yes; if I study regularly and try my best to learn, it is possible. Students seem to be in agreement that one course book is not sufficient to prepare them for the FLE. As one student has said: "Only my knowledge of English language improves", which in their case does not seem to be enough; they need to develop test taking strategies to be successful."

Item 16. 'Do you have any comments to add regarding the FLE, or your course book?'

The answers given by the 11<sup>th</sup> graders are in the following: The FLE is quite okay but if only we weren't supposed to answer math questions, we are usually torn to pieces trying to study for non-language sections of the examination.

The answers given by the 10<sup>th</sup> graders are as in the following: I believe it would be better if practice is also taken into consideration; the FLE should be changed, even abolished because it is not right to make people compete against each other; the FLE is very important for us and I have to study hard to reach my objectives but I like English in spite of everything; nobody can be successful at the FLE with only the resource book suggested by Ministry of Education and it is a must to buy extra books; in addition, the books toward the FLE are quite expensive so the ones who aren't financially capable will have a lot of difficulties when they choose to take this examination.

**Research Question 2d: Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of their attitudes toward the learning activities in their classrooms?**

In order to answer this research question, the fourth section of the student questionnaire, *Learning Activities*, was analyzed. In this section, there are nineteen questions from 17 to 36. Twelve of these items are Yes / No items, three of them are multiple-choice questions, three of them are ranking questions, and one of them is open ended question.

Table 4. 47. Item 17. ‘Do you study the whole course book?’

	Anatolian HighSchools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	12	15	9	3	9	–	30 % 34.5	18 %20.7
10 <sup>th</sup> graders	13	–	6	–	7	2	26 % 30	2 % 2.3
<b>Total</b>	<b>25</b> %52	<b>15</b> %31.2	<b>15</b> %83.3	<b>3</b> %16.7	<b>16</b> %76	<b>2</b> %9.5	<b>56</b> % 64.3	<b>20</b> % 23

All 10<sup>th</sup> graders except two students studying in Super High School agree that they learn the whole course book. As to the 11<sup>th</sup> graders, fifteen students in Anatolian High Schools and three students in Private High Schools checked “No”; so, eighteen 11<sup>th</sup> grade students in total said that they do not learn the whole course book while thirty of them accepted they learn the whole book. However, the difference between the answers of the 10<sup>th</sup> and 11<sup>th</sup> graders is noticeable. There are many more 11<sup>th</sup> grade students who report that they do not learn the whole course book. Also, the number of 11<sup>th</sup> graders who claim they do not learn the whole book is more than the number of students who claimed they learn the whole book; in Anatolian High Schools while there are only three 11<sup>th</sup> graders in Private High Schools and none in Super High School claimed they do not learn the whole book.

Table 4. 48. Item 18. ‘Is the content of the course book modified because of the FLE?’

	Anatolian HighSchools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	12	14	8	4	9	–	29 % 33.3	18 %20.7
10 <sup>th</sup> graders	13	4	6	–	9	–	28 % 32	4 % 4.5
<b>Total</b>	<b>25</b> %52	<b>18</b> %37.5	<b>14</b> %77.8	<b>4</b> %22.2	<b>18</b> %85.7	<b>–</b> % 0	<b>57</b> % 65.5	<b>22</b> %25.3

In accordance with the table above, it can be seen that most of both 10<sup>th</sup> and 11<sup>th</sup> graders reported that the content of the course book is modified because of the FLE. However, surprisingly, the percentage of the 10<sup>th</sup> graders who said their book is modified is higher than the percentage of the 11<sup>th</sup> graders. This could be possible because 10<sup>th</sup> graders do use a course book confirmed by the Ministry of Education, which may in turn be modified for the FLE; on the other hand, 11<sup>th</sup> graders do not follow a single compulsory book, and therefore change may not be needed in FLE preparation books.

As to the differences among school types, in Private High School, all the students answered the content of the course book is modified because of the FLE as only four 11<sup>th</sup> graders reported that it is not modified because of the FLE. As to the Anatolian High Schools, there are fourteen 11<sup>th</sup> grade and four 10<sup>th</sup> grade students who specified that the content of the course book is not modified because of the FLE.

Table 4. 49. Item 19. ‘Does your teacher skip over part of the course book?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	9	17	3	9	1	4	13 %24	30 %55.5
10 <sup>th</sup> graders	1	15	1	5	–	8	2 %2.3	28 %85
<b>Total</b>	<b>10</b> %21	<b>32</b> %66.7	<b>4</b> %22.2	<b>14</b> %77.8	<b>1</b> %4.7	<b>12</b> %57	<b>15</b> %17.4	<b>58</b> %66.7

As seen on the Table 4.48, most of the students report that the teacher does not skip over parts of the course book. Except two students, all 10<sup>th</sup> graders stated that the teacher does not skip over part of the book while more than one fourth of 11<sup>th</sup> graders state the teacher skips over parts of the course book. Also, most of these students are from Anatolian High Schools. They wrote that the teacher skipped unnecessary parts for them. The author’s explanation for the earlier item could be a valid explanation for the situation here, too.

Private High School 10<sup>th</sup> graders seem to be the least exam oriented group that stick to their course book for all their learning, whereas all other 10<sup>th</sup> graders make use of extra materials.

Table 4. 50. Item 20. ‘Does your teacher use extra materials in FLE classes?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	29	1	10	2	12	–	51 %94.5	3 %5.5
10 <sup>th</sup> graders	16	1	–	6	8	–	24 %72.7	7 %21.3
<b>Total</b>	<b>46</b> %95.8	<b>2</b> %4.2	<b>10</b> %55.5	<b>8</b> %44.4	<b>20</b> % 95	<b>–</b> % 0	<b>76</b> %87.3	<b>10</b> %11.5

There are only ten students who specified the teacher does not use extra materials. Three of them are 11<sup>th</sup> graders and seven of them are 10<sup>th</sup> graders most of whom are from Private High Schools.

The answers given by the 11<sup>th</sup> graders are in the following: “In the classroom we study on tests; our teacher brings worksheets and exercises from various books; ELS periodicals; paragraph exercises, Dilko; cloze tests; FLE and KPDS books suggested by their teachers; vocabulary books, other grammar based books; Word power, ELS.”

The answers given by the 10<sup>th</sup> graders are in the following: “We are doing translations, reading books and learning problematic vocabulary and we take exams every two weeks; Tests, exercises form various publications; Dilko, Deep into Meaning; Actually we use extra materials as course books because the book specified by Ministry of Education is the same book as the book used in other classrooms by other students who won’t take the FLE; We don’t study on a course book, we use other materials focusing on the FLE.”

Extra materials clearly make up course book for these students when no other book is made obligatory by the Ministry of Education.

Table 4. 51. Item 21. ‘What areas do you learn most? Rank the skills.’

	Anatolian High Schools				Private High Schools				Super High School			
	11gr	Rate	10gr	Rate	11gr	Rate	10gr	Rate	11gr	Rate	10gr	Rate
<b>Reading</b>	55	2	50	3	36	3	30	4	27	3	33	3
<b>Writing</b>	99	4	75	4	53	4	30	4	53	4	39	4
<b>Listening</b>	102	5	90	6	66	6	24	3	66	6	43	6
<b>Speaking</b>	106	6	85	5	57	5	24	3	57	5	41	5
<b>Grammar</b>	57	3	24	1	15	1	9	2	15	1	17	2
<b>Vocabulary</b>	26	1	43	2	25	2	6	1	25	2	9	1

As seen in the table above, without school type difference, all the students reported that they learnt grammar vocabulary and reading most but it is clear that writing, listening and speaking were the skills learnt least. Even 10<sup>th</sup> grade students ranked in the same way as the 11<sup>th</sup> graders, that is, they emphasized vocabulary, grammar and reading over writing, listening and speaking. Also, classroom observations verified that the FLE students of three types learn grammar and vocabulary and also, reading but they actually studied on paragraph questions if they can be called reading materials (See Appendix G, Lesson 3). The students were not observed doing any listening, speaking or writing activities.

Table 4. 52. Item 22. ‘Do they change as the FLE approaches?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>11<sup>th</sup> graders</b>	8	22	10	2	8	3	26 %48	27 %50
<b>10<sup>th</sup> graders</b>	9	8	3	3	–	9	12 %36.3	20 %60.6
<b>Total</b>	17 %35	30 %63	13 %72.2	5 %27.8	8 %38	12 %57	38 %43.7	47 %54

As can be seen in the table above, in total there are 38 students who reported the rates of skills change and 47 students who reported they do not change as the FLE approaches. Most of the students studying at Anatolian and Super High Schools reported they do not change while the ones studying at Private High Schools reported they change. The students who stated they

change either reported that they focus on reading or vocabulary more than others or they checked Vocabulary, Grammar and Reading not the others, which means they do not study the other skills at all.

Item 23. Tell briefly about what activities you usually do in class. (e.g., reading aloud, role-play, and so on)

The 11<sup>th</sup> grade students studying at Anatolian High Schools answered as in the following: “The teacher hands out test and we answer it at home and then check the answers in the classroom and our classes are teacher-centered and we sometimes study individually and sometimes in groups; We also study vocabulary by making sentences, and the teacher prepares worksheets on grammar and they answer them in turns; we study Wordpower, vocabulary, grammar, and phrasal verbs in a teacher-centered way. For grammar, we do teacher-centered study and we all participate in class and during test hours we study individually.

The 11<sup>th</sup> grade students studying at Private High Schools answered as in the following: We do group work. We study vocabulary or phrasal verbs; our teacher explains and we make sentences in accordance with the explanation so that we put them our long term memory.

The 11<sup>th</sup> grade students studying at Super High Schools answered as in the following: Role-play, vocabulary, grammar and phrasal verbs. Everybody tries to make sentences with the vocabulary and as to the grammar, the teacher prepares worksheets and we answer them in turns.

The answers given by the 10<sup>th</sup> students studying at Anatolian High Schools as in the following: “The subject is taught by the teacher and related tests and exercises are done by the students and they are checked with the teacher and also, role-play is practiced with reading, vocabulary, or subject teaching; the subject is told, examples are given, tests are handed out and exercises in the book are done in turns.”

The 10<sup>th</sup> grade students studying at Private High Schools answered as in the following: on specific days, translation is done and also there reading classes; We emphasize the part we couldn't understand.

The 10<sup>th</sup> grade students studying at Super High Schools answered as in the following: Generally teacher-centered and individual studies are available. We take assessment test every week. Reading aloud. Assessment tests.

Considering the responses given by the students, classroom methods seem to exclude writing, speaking and listening all together. However, some 11<sup>th</sup> grade students wrote that they did role-play although such an activity was never employed during the observation process.

Table 4. 53. Item 24 ‘Do the activities you do in class change as the FLE approaches?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>11<sup>th</sup> graders</b>	17	12	6	6	11	2	<b>34</b> %63	<b>20</b> %37
<b>10<sup>th</sup> graders</b>	4	11	5	1	2	2	<b>11</b> %33.3	<b>14</b> %42.5
<b>Total</b>	<b>21</b> %44	<b>23</b> %48	<b>11</b> %61	<b>7</b> %39	<b>13</b> %62	<b>4</b> %19	<b>45</b> % 51.7	<b>34</b> % 39

As seen in the table above, 11<sup>th</sup> graders mostly report that the activities they do in class change as the FLE approaches while 10<sup>th</sup> graders mostly report that they do not. As to the school type, most of the Private and Super High school students state that the activities they do in class change as the FLE approaches as most of the Anatolian High School students report that the activities they do in class do not change as the FLE approaches. The Super High School students and Private High School students seem to change the activities they do more than Anatolian High School students as the FLE approaches.

Some answers given by the students are as follows: Tests are emphasized. I tend to do more and more tests. I read novels in English and this improves my reading comprehension, in addition, I study vocabulary.

Table 4. 54. ‘Item 25. Does your teacher give extra classes besides regular school hours?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	23	7	8	2	2	8	33 %61	17 %31.4
10 <sup>th</sup> graders	9	9	5	1	1	6	15 %45.5	16 %48.5
<b>Total</b>	<b>32</b> %67	<b>16</b> %33	<b>13</b> %72	<b>3</b> %16.7	<b>3</b> %14.3	<b>14</b> %66.7	<b>48</b> % 55	<b>33</b> % 38

Most of the 11<sup>th</sup> grade students report that their teachers give extra classes while the 10<sup>th</sup> graders checked Yes and the other half checked No. As to the differences among school type, most of the Anatolian and Private High School students report that their teacher gives extra classes besides regular school hours while Super High School students say their teacher does not give extra classes besides regular school hours.

The students wrote the activities they did in extra classes as in the following: “We answer questions and do tests rather than teaching and learning activities; Test; Vocabulary; grammar;

The Anatolian High School students wrote what kinds of lessons they needed as in the following: “No need, he teaches enough; comprehending and interpreting texts and grammar; practice and presentation; reading comprehension; I need answering practice tests; exercises; tests; translation”.

The Private High School students wrote what kinds of lessons they needed as in the following: “I think I am not good at grammar and I cannot solve this problem on my own; we get all necessary parts; since we will get test based examination, we need do more tests; if test techniques were given in a better way at school, then we wouldn’t have to attend private courses;

The Super High School students wrote what kinds of lessons they needed as in the following: “Test techniques; I would be happy if oral dialogues were emphasized in classes; our teacher tries her best”.



Table 4. 55. Item 26. ‘What areas do you spend the most time on your own studying? Rank the skills’

	Anatolian High Schools				Private High Schools				Super High School			
	11gr	Rate	10gr	Rate	11gr	Rate	10gr	Rate	11gr	Rate	10gr	Rate
<b>Reading</b>	55	2	50	3	36	3	30	4	27	3	33	3
<b>Writing</b>	99	4	75	4	53	4	30	4	53	4	39	4
<b>Listening</b>	102	5	90	6	66	6	24	3	66	6	43	6
<b>Speaking</b>	106	6	85	5	57	5	24	3	57	5	41	5
<b>Grammar</b>	57	3	24	1	15	1	9	2	15	1	17	2
<b>Vocabulary</b>	26	1	43	2	25	2	6	1	25	2	9	1

As seen in the table above, grammar, vocabulary and reading are the skills all students spend the most time on their own studying while writing, listening and speaking are the skills studied least. As can be seen in the Table, even 10<sup>th</sup> grade students ranked in the same way as the 11<sup>th</sup> graders, that is, they emphasized vocabulary, grammar and reading were emphasized over writing, listening and speaking.

Table 4. 56. Item 27. ‘Do you change your study objectives as the FLE approaches? If Yes, how do you change them? Rank the skills’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>11<sup>th</sup> graders</b>	8	22	5	7	7	5	20 %37	34 %63
<b>10<sup>th</sup> graders</b>	7	11	2	5	4	4	13 %39.4	20 %60.6
<b>Total</b>	15 %31.2	33 %68.7	7 %38.9	12 %66.7	11 %52.3	9 %42.8	33 % 38	33 % 62

As presented in the table above, there are 54 students who answered the question No while there are 33 students who answered Yes. Most of the students studying at Anatolian and Private High Schools answered No as most of students studying at Super High School answered Yes. Similarly to the answers they gave to the question 22, the students, in general, checked Grammar, Vocabulary and Grammar without ranking and they did not check

the rest, which means they do not study Writing, Listening or Speaking at all as the FLE approaches.

Table 4. 57. Item 28. ‘Do you often do self-study, relevant to the FLE, not assigned by the teacher?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>11<sup>th</sup> graders</b>	26	4	11	1	12	–	<b>49</b> %90.7	<b>5</b> %9.2
<b>10<sup>th</sup> graders</b>	16	2	2	4	8	1	<b>26</b> %78.8	<b>7</b> %21.2
<b>Total</b>	<b>42</b> %87	<b>6</b> %13	<b>13</b> %72.2	<b>5</b> %27.8	<b>20</b> %95.3	<b>1</b> %4.7	<b>75</b> % 86	<b>12</b> %13.8

Most of the students without grade or school type differences state that they often do self-study, relevant to the FLE, not assigned by the teacher. The answers of some students are as follows: “No because what the teacher gives is enough; no I got bored of English; Yes to intensify my knowledge; Yes I have to prevail; of course I have to do to pass FLE; that is my future and I need to focus on it by myself. English requires revision; as the seriousness of the work increases and I remember against whom I compete, I emphasize my individual studies, we take this examination for ourselves so we have to focus on our shortcomings on our own; this job requires a lot of extra work; I know I have to study a lot.

Table 4. 58. Item 29. ‘How much time do you usually spend on self-study to prepare for the FLE in a week?’

	Anatolian High Schools					Private High Schools					Super High School				
	0 h	1-7 h	8-14 h	15-21 h	over 22h	0 h	1-7 h	8-14 h	15-21 h	over 22h	0 h	1-7 h	8-14 h	15-21 h	over 22h
<b>11<sup>th</sup> graders</b>	1	5	10	16	10	–	3	–	4	5	–	–	3	4	5
<b>10<sup>th</sup> graders</b>	1	4	8	–	2	–	3	2	2	2	–	3	2	2	2
<b>Total</b>	<b>2</b>	<b>9</b>	<b>18</b>	<b>25</b>	<b>12</b>	<b>–</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>–</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>

Most of the 11<sup>th</sup> graders report that they study 15-21 hours or over 22 hours while most of the 10<sup>th</sup> graders state that they study 8-14 or 15-21 hours. So, the 11<sup>th</sup> graders study more than 10<sup>th</sup> graders. Most of the Private and

Super High School students study over 22 hours as most of the Anatolian High School students study 15-21 hours.

Table 4. 59. Item 30. ‘The time and effort I invested in preparation for the FLE increased as the FLE approached.’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	27	3	9	3	11	1	47 %87	7 %13
10 <sup>th</sup> graders	15	2	6	–	8	1	29 %87.9	3 %9.9
<b>Total</b>	<b>42</b> %88	<b>5</b> %10.5	<b>15</b> %83.3	<b>3</b> %16.7	<b>19</b> %90.5	<b>2</b> %9.5	<b>76</b> % 87.3	<b>10</b> %11.5

Most of the students without grade or school type differences accept that the time and effort they invested in preparation for the FLE increased as the FLE approached. However, there are still ten students in total who stated the opposite.

The comments by the Anatolian High School students are as follows: “I feel stress, pressure and fear when approaching the FLE; to relieve my conscience I work harder; we need to spend more time and effort in practicing what we have learnt; to be better and to become sufficient, I need to answer more questions.”

The comments by the Private High School students are as follows: “Sure, I try to cover everything; I must study more than ever since I have less time; As FLE approaches I get more stressed and I increase my studying speed; The time and effort I spend increases as the FLE approaches because I need to cover everything and make up for shortcomings and do more and more tests;

The comments by the Super High School students are as follows: “Definitely, because time is running out, I must try my best and succeed. A study which gradually gains speed is required; As the examination approaches, more and more rush is experienced; No because I need to work at verbal and numeric lessons; No I got bored of English; I don’t want to do any more. No, it isn’t something to be studied in two days, one should study regularly; As the

FLE approaches, stress, fear and anxiety increases, and that is why I work harder”.

The responses by the students indicate that stress and anxiety becomes paralyzing and overwhelming as the examination approaches.

Item 31. What do you study on your own to prepare for the FLE? (Check the following statement)

- I study from the textbook my teacher taught in class. \_\_\_\_
- I study the past exam papers or the FLE practice kit. \_\_\_\_
- I study both (1) and (2). \_\_\_\_
- Other, Specify \_\_\_\_\_

Most of the students from each grade and each school type specify that they study both the textbook and the past exam papers or the FLE practice kit. There are also a good number of students who only checked (2) study the past exam papers or the FLE practice kit, again from each school type and grade.

Table 4. 60. Content of Studying for the FLE

	Anatolian High Schools				Private High Schools				Super High School				Total			
	a	b	c	d	a	b	c	d	a	B	C	d	a	b	c	d
11 <sup>th</sup> graders	1	13	14	1	1	4	5	2	-	3	9	-	2	20	28	1
10 <sup>th</sup> graders	1	6	10	-	1	2	3	-	-	2	7	-	2	10	20	-
<b>Total</b>	<b>2</b>	<b>19</b>	<b>24</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>8</b>	<b>2</b>	<b>-</b>	<b>5</b>	<b>16</b>	<b>-</b>	<b>4</b>	<b>30</b>	<b>48</b>	<b>1</b>

The comments by the students are as follows: “I study both because I know I have to study a lot to pass FLE; I study the past exam papers and the FLE kit since they are close to FLE questions; I study the books followed in the private course I go on; I buy new resource books when I have the opportunity; I read books and do translation; Test books.”

Table 4. 61. Item 32. ‘Did you adjust your learning strategies appropriate to the FLE?’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	24	6	12	-	10	1	46	7
10 <sup>th</sup> graders	15	2	2	4	7	2	24	8
<b>Total</b>	<b>39</b> <b>% 81</b>	<b>8</b> <b>% 17</b>	<b>14</b> <b>% 78</b>	<b>4</b> <b>% 22</b>	<b>17</b> <b>% 81</b>	<b>3</b> <b>% 14</b>	<b>70</b> <b>% 80.5</b>	<b>15</b> <b>% 17.2</b>

Most of the students reported that they adjusted their learning strategies appropriate to the FLE.

The comments by the Anatolian High School students are as follows: “I can learn by writing, I memorize vocabulary and I study grammar by writing. I study the books I have bought and they are toward the FLE; Knowledge of the language, vocabulary, reading comprehension, translation; I try to read fast, and have a better concentration; I learn more vocabulary for translation and paragraph, and do exercises and study grammar for grammar knowledge;”

The comments by the Private High School students are as follows: “I study the areas in accordance with the weight of importance; I put studying English to the top of my list. I study regularly; I do more practice tests; we do tests in accordance with FLE and learn vocabulary again in accordance with it, we study reading comprehension and grammar; I try to focus on grammar and vocabulary; We have to adjust because thousands of the FLE students do so”.

The comments by the Super High School students are as follows: “I try to focus on old FLE questions and try to get used to those question types; we do tests in accordance with the FLE, we learn vocabulary toward the FLE and we study reading comprehension and grammar related to the FLE”.

Item 33. What do you think the best way of preparing for the FLE is?

The answers given by the Anatolian High School students are as follows: “Practice a lot after learning grammar thoroughly; memorize vocabulary, answer many questions; studying regularly and efficiently; studying vocabulary intensely; trying to follow all the resources necessary for FLE.

The answers given by the Private High School students are as follows: “It really requires more labor and effort than other areas; study hard, do revision; to cover all English books written for FLE and to answer previous FLE questions; improving yourself with vocabulary and knowledge of language. Studying systematically by deciding where and how much lacking parts I have. Studying all subjects followed at school and private course, knowing a good number of vocabulary, being good at reading comprehending and translation.”

The answers given by the Super High School students are as follows: “Studying regularly and relying on yourself; studying by knowing the test techniques; studying and finishing up with all the subjects and then learning test techniques; doing tests and being practical and improving comprehension skill”.

Item 34. What do you study to prepare for the ‘internal’ test that your teacher makes up? (Check the following statement)

- a) I review what I learned in class, focusing on the textbook.
- b) I study the past exam papers like the practice kit of the past FLE.
- c) I study both (1) and (2). \_\_\_\_\_
- d) Other, Specify \_\_\_\_\_

Most of the 11<sup>th</sup> and 10<sup>th</sup> graders state that they study both the past exam papers like the practice kit of the past FLE and they review what they learned in class, focusing on the textbook. Most of the Anatolian and Super High School students state they study both while most of the Private High School students state they review what they learned in class, focusing on the textbook.

Table 4. 62. Preparation for Internal Tests

	Anatolian High Schools				Private High Schools				Super High School				Total			
	a	b	c	d	a	b	c	d	a	B	C	d	a	b	c	d
11 <sup>th</sup> graders	5	6	8	9	4	3	5	–	–	3	8	1	9	12	21	10
10 <sup>th</sup> graders	3	3	9	3	6	–	–	–	2	1	6	–	11	4	15	3
Total	8	9	17	12	10	3	5	–	2	4	14	1	20	16	36	14

The comments by the students of Anatolian High Schools are as follows: “I study as always do; I study with my own resource books since I need to study for the FLE; I do not study; I study on test books; I believe they will be helpful;

The comments by the students of Private High Schools are as follows: “I do not study since I do not have difficulty in answering them; nothing special since I study English everyday; our teacher makes us ready for FLE and that is why she asks similar questions”.

The comments by the students of Super High Schools are as follows: English cannot be separated; therefore that is necessary to study everything. Our internal tests are toward the FLE.

As it is understood from these statements, internal tests are basically built on the FLE question types, so students do not study for these internal tests in a different matter.

Table 4. 63. Item 35. ‘I think my teacher’s teaching toward the FLE has an influence on my learning’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	30	–	12	–	10	2	52 % 96.3	2 % 3.7
10 <sup>th</sup> graders	17	–	5	1	8	–	30 % 91	1 % 3
<b>Total</b>	<b>47</b> % 97.9	<b>–</b> % 0	<b>17</b> % 95	<b>1</b> % 5	<b>18</b> % 86	<b>2</b> % 9	<b>83</b> % 95.4	<b>3</b> % 3.5

Almost all the students think that their teacher’s teaching toward the FLE has an influence on their learning.

The students’ comments are as follows: “Our teacher always does activities towards the FLE; the teacher knows the best; the teacher thinks this is more helpful and he is experienced; my teacher’s practices are toward the FLE and mine, too; our teacher is experienced in FLE so I believe her strategies will take us to success; she is effective in helping me improve the subjects I do not remember or know; I learn many things related to FLE from my teacher; she is the guide and she knows what we have to do and directs us in that way; she has a lot of influence on my learning; easy techniques enable us to like the classes and also can be learnt more easily.

Students can be seen to be learning test-taking strategies rather than proficiency in the foreign language.

Table 4. 64. Item 36. ‘I think the FLE has the most influence on my learning.’

	Anatolian High Schools		Private High Schools		Super High School		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
11 <sup>th</sup> graders	17	12	4	6	7	4	28 % 51.8	22 % 40.7
10 <sup>th</sup> graders	5	12	3	3	6	3	14 % 42.5	18 % 54.5
<b>Total</b>	<b>22</b> % 48.9	<b>24</b> % 50	<b>7</b> % 39	<b>9</b> % 50	<b>13</b> % 61.9	<b>7</b> % 33.3	<b>42</b> % 48.3	<b>40</b> % 46

Most of the 11<sup>th</sup> graders think the FLE has the most influence on their learning while the 10<sup>th</sup> graders think the FLE does not have the most influence on their learning. Most of the Anatolian and Private High School students think the FLE does not have the most influence on their learning as Super High School students think the FLE has the most influence on their learning.

The students' comments are as follows: It forces me to study, I have to pass the exam; No, because I have interest in English. During my study for FLE, many things have changed in my studying system; I would go on studying English even if there was no FLE; Because that is my life; No because we only learn molded structures of the FLE; The FLE only leads us to learn English based on multiple-choice test technique; of course because that is my life.

**Research Question 2e: Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of their general views on learning and the FLE?**

In order to answer this research question, the fifth section of the student questionnaire, *General Views on Learning and the FLE*, was analyzed. In this section, there are three items from 37 to 39. They are open ended questions. Item 37. If you think the FLE affects your learning, please comment on how this happens. (i.e., negatively/positively).

The Anatolian High School students' answers are as follows: "The FLE educates me theoretically, provides with useful information but no gain in terms of practice; the FLE affects me positively but I would go on studying if there is no FLE; positively thanks to it I work harder; no negatively in fact but it is an exam so it puts the students under stress; it contributes me a lot and I have the knowledge of English as I have the one of Turkish; positively, English has a very different learning process than other classes.

The Private High School students' answers are as follows: "we learn this while studying for FLE; this distinguishes us from other students; decrease in practice but increase in test studies; no effect on speaking skill or communication. It makes learning a must to us and that drives us away; it improves comprehending, perceiving features and helps me express myself;



since it gets me stressed, it has bad effects; we study a lot to get prepared for the FLE and this helps us improve our English”.

The Super High School students’ answers are as follows: “It makes me feel like a horse getting prepared for a race not like a person learning the target language; the FLE doesn’t involve practice and a molded examination, so to be honest I don’t think the questions are very qualified; I don’t believe it affects efficiently since we focus on choices rather than speaking; it affects but we cannot use what we learn in real life; it improves my comprehension skills and helps me express myself.

Item 38. What are other factors that affect your learning? (i.e., future job, parent concern, peer competition, interest, and so on)

Without grade or school type difference, the answers of the students were similar. The students’ answers are as follows: Teacher factor. The prestige I will have with my job in the future. Interest. Competition. Anxiety for the future. Lots of job opportunities with English. My teachers are masters, I have a peaceful life with my family and my friends. Computer games. Founding my life on strong columns is my aim. I believe English will be helpful in the future. My goals in life are a factor. Another factor is that English is a language providing communication all over the world. First of all, I like English and I want to have a related job to it. Economic, social and personal pleasure. After my university education, I want to go abroad. My parents.

Item 39. If you don’t think so, please comment on why the FLE doesn’t affect your learning, and what are other factors that affect your learning?

The Anatolian High School students’ answers are as follows: “Since I love learning English, it doesn’t have any effects; however, we must learn more vocabulary and information as we revise our knowledge thanks to FLE; the FLE is just an examination and I would go on studying English even if I there wasn’t the FLE”.

The Private High School students’ answers are as follows: “If I focus on the FLE, I don’t believe what I learn will be permanent; the only

disadvantage of FLE is to enable students to learn test techniques and memorization.”

The Super High School students’ answers are as follows: “I don’t know to what extent such an exam can really test English proficiency levels; the FLE teaches something but molded things and I want to learn a lot more”.

#### 4.4.COMPARISON OF TEACHER AND STUDENT QUESTIONNAIRES

**Research Question 3: Do students and teachers differ in their attitudes and opinions related to the FLE and their teaching/learning experiences?**

In order to answer this research question, the common questions in teacher and student questionnaires were analyzed and compared.

Both questionnaires have the question ‘1.Do you know what the FLE is like?’ and all the teachers and all the students without exception checked ‘Yes’, as shown in the Table below. So, they all report that they know what the FLE is like. Another question which is common in both questionnaires is ‘2.Do you know what skills are tested on the FLE?’ As presented in the Table below, all the teachers answered ‘Yes’ while there were nine students answered ‘No’ among eighty seven student participants. Three out of nine students who answered ‘No’ were 11<sup>th</sup> graders studying in Private High Schools and six others are 10<sup>th</sup> graders, two from each school type. That is surprising to see there were students who did not know what skills were tested on the FLE. All the teachers specified during the interviews held that the students had assessment test every week. Especially, all 11<sup>th</sup> grade students were expected to have an idea about the skills they would be tested since they all have assessments tests every week.

Table 4. 65. Teachers’ and Students’ Awareness of the FLE

	Teachers		Students	
	Yes	No	Yes	No
<b>Question 1</b>	13 % 100	–	87 %100	–
<b>Question 2</b>	13 % 100	–	77 % 88.5	9 %10.4

Another common question was ‘3.Check what you think the purpose(s) of the FLE is (are): (a) to choose prospective students, (b) to evaluate students’ academic competence, (c) to evaluate students’ rote-memorization skill, (d) other, specify’. Most of the teachers checked (a) to choose prospective students as most of the students checked (b) to evaluate students’ academic competence was checked by sixty seven students.

Table 4. 66. Item 4 ‘The FLE is valid to evaluate my/students’ communicative competence’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	3 23,1%	7 53,8%	1 7,7%	2 15,4%	–
Students	10 11,9%	26 31,0%	13 15,5%	28 33,3%	7 8,3%

The teachers in general disagree that it is valid while some of the students agree and some disagree the statement. The teachers seem to be aware of the students lack communicative competence due to the FLE. During the interviews held with the teachers, one Anatolian and one Private High School teachers sincerely reported that they did not do any speaking or writing activities.

The students who checked ‘disagree’ or ‘neutral’ gave similar reasons as follows: We only learn English in theory; the FLE doesn’t give us the chance to practice the things we have learned; speaking is important in communication but we do not focus on it because the exam is based on written English and grammar, so it does not help to develop communicative skills. The FLE does not aim to practice language although a foreign language is expected to increase people’s communicative power to help them express themselves. Students are clearly very much aware of the limitations of the FLE, as well as an awareness of communicative needs of a language learner, and can earnestly admit this.

Table 4. 67. Item 5 ‘The FLE enriches (students’) knowledge of English Language’

Students	1	9	5	32	38
	<b>Strongly Disagree</b>	10,6%	5,9%	37,6%	<b>Strongly Agree</b>
		<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Agree</b>
Teachers	–	–	–	4 30,8%	9 69,2%

Both the teachers and the students agree that the FLE enriches knowledge of English Language, in general, although there are still few students who disagree.

The reasons specified by the students are as follows: we consolidate our English when preparing for the FLE and we always feel we have to study to improve our English language; it enriches our knowledge of English; especially, vocabulary and reading although it prevents practice; we cover grammar again and again while studying for the FLE, this enriches the grammar; I feel my knowledge of language has enriched since I started significant.

Table 4. 68. Item 6 ‘The FLE improves my/ students’ proficiency in English’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	1 8,3%	–	–	7 58,3%	4 33,3%
Students	4 4,7%	7 8,1%	16 18,6%	30 34,9%	29 33,7%

The teachers agree that the FLE improves their students’ proficiency in English and the students mostly tend to agree that the FLE improves their proficiency in English.

Some comments of the students are as follows: I focus on English while studying for the FLE and I have to get motivated to reach the success; if there was no FLE, I wouldn’t be interested in studying English; I am not sure because sometimes I get bored of studying; I just study to pass the exam and study at a good university; otherwise, I wouldn’t study for the FLE since I don’t find it enough. I like English and there is an examination I have to pass, so Yes it motivates me. Students do not to get any pleasure or satisfaction from acquiring a foreign language because it is taught like a dead language, such as Latin, and not like some language that enables them to connect with a new culture and its people.

Table 4. 69. Item 7. ‘The FLE motivates me/ students to study English’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	–	–	1 8,3%	5 41,7%	6 50,0%
Students	7 8,0%	26 11,5%	13 14,9%	29 33,3%	28 32,2%

The teachers seem to agree that the FLE would motivate their students to study English while there are some students who disagree although most of them agree the statement.

Some comments of the students are as follows: I focus on English while studying for the FLE and I have to get motivated to reach the success; if there was no FLE, I wouldn't be interested in studying English; I am not sure because sometimes I get bored of studying; I just study to pass the exam and study at a good university; otherwise, I wouldn't study for the FLE since I don't find it enough. I like English and there is an examination I have to pass, so Yes it motivates me. Students do not get any pleasure or satisfaction from acquiring a foreign language because it is taught like a dead language, such as Latin, and not like some language that enables them to connect with a new culture and its people.

Table 4. 70. Item 8. 'I feel pressure and anxiety about the FLE'

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	–	–	1 9,1%	4 36,4%	6 54,5%
Students	2 2,3%	14 16,1%	17 19,5%	33 37,9%	21 24,1%

Most of the teachers agree that they feel pressured when teaching toward the FLE as the students seem to agree that they feel pressure and anxiety about the FLE. The students take the examination under strict time pressure and the significance of the examination for the students is big. Therefore, they are expected to be stressed. Also, during the casual interviews, the teachers mentioned that their students are extremely stressed out because of the examination.

Students' additional comments on the statement are as follows: To make it to the university, I have to work regularly therefore, sometimes it makes me depressed. The exam will affect my future and I always think I have to pass the exam. Rather than stress and pressure, fear "Shall I succeed?" Not sure because we will also take an exam on math and other lessons not only English; I can overcome everything with my ambition and in time. I all the time feel

under pressure and I get stressed especially when I think my friends will become successful and I won't in the exam. I am definitely stressed because I know what I will experience if I cannot pass it and for now, my only aim is to pass the FLE. Passing the examination has become a real concern for these students, and the satisfaction of learning a foreign language is overshadowed under such an overwhelming stress.

Table 4. 71. Item 9. 'The FLE forces me/ students to learn more English'

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	3 25,0%	8 66,7%	–	–	1 8,3%
Students	7 8,0%	18 20,7%	17 19,5%	23 26,4%	22 25,3%

Most of the teachers seem to disagree that the FLE forces their students to study English whereas the students tend to agree that it forces them to learn more English.

Table 4. 72. Item 10. 'The FLE must change in some ways'

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	–	–	–	5 41,7%	7 58,3%
Students	6 6,9%	7 8,0%	6 6,9%	41 47,1%	27 31,0%

All the teachers agree and most of the students agree that the FLE must change in some ways.

Item 11. Which course book do you use?

The names of the books given by the teachers and the students are common although the number of books given by the teachers is more than the number books given by the students.

When compared with teachers' responses to the same question, students listed more FLE oriented test booklets and materials which comes closer to being the reality, as observed by the researcher herself.

Table 4. 73. Item 12. ‘The course book provides many practice tests for the FLE?’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	1 7,7%	2 15,4%	–	5 38,5%	5 38,5%
Students	6 7,5%	9 11,3%	4 5,0%	34 42,5%	27 33,8%

The teachers agree that the course book provides many practice tests for the FLE and the students also tend to agree even if there are a few students who disagree the statement and feel neutral.

Table 4. 74. Item 13. ‘If I study/teach the whole course book, then I/students can achieve high scores on the FLE.’

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers	1 7,7%	3 23,1%	1 7,7%	4 30,8%	4 30,8%
Students	15 2,3%	18 16,1%	15 19,5%	17 37,9%	16 24,1%

As seen in the table above, most of the teachers seem to agree that their students can achieve high scores on the FLE if they teach the whole course book whereas the students are neutral that they can achieve high scores if they learn the whole course book. There was not a significant difference between the opinions of the teachers and the students ( $F=3.101$ ,  $p=.98$ ,  $df=1$ ). During the interviews, the teachers reported they did not have one specific course book but they have many and other extra materials. Therefore, it is interesting for the teachers to agree with the idea that teaching the whole course book can help students get high scores.

During the interviews held with six teachers, they all reported that it was not possible to follow a style course book in an FLE oriented classroom and they needed to provide students with as many extra materials as possible. That is why, it is surprising to see that Private and Super High School teachers “strongly agree” that the students can achieve high scores on the FLE if they

teach the whole course book; obviously there does not seem to be a single course book for any of these classes.

Some Anatolian High School students reported their comments as follows: “Only one book is not enough to pass the FLE and the course book does not include assessment tests; the book is a textbook not in the form of practice (test) book. It has different question types; to me, I have to read short stories in English and answer questions toward the FLE”.

Some Private High School students reported their comments as follows: “I don’t think so, only my knowledge of English language improves; in our book, there is grammar but there aren’t test techniques; I cannot decide without trying. There is not only grammar at the FLE, there are also interpretation and judgement questions; however, our book only gives grammar; it is not necessary to depend on a book, and to get high scores is one’s own success; in order to get used to test techniques of the FLE, it is necessary to meet various question types; and this will happen by doing tests of qualified publications; I cannot be successful by studying only one book; only the course book is not enough, it should be supported by extra tuition.”

Some Super High School students reported their comments as follows: “If I study all resources of ELS, then Yes; if I study regularly and try my best to learn, it is possible. Students seem to be in agreement that one course book is not sufficient to prepare them for the FLE. As one student has said: “Only my knowledge of English language improves”, which in their case does not seem to be enough; they need to develop test taking strategies to be successful.”

Item 14. Do you learn/teach the whole course book?

As presented in the table below, most of the teachers and the students answered the question Yes. However, there are still teachers and students reporting they do not cover the whole course book.



Table 4. 75. Items 14-17 Materials Used in the Classroom

	Teachers		Students	
	Yes	No	Yes	No
<b>Question 14</b>	8 % 61.5	5 % 38.5	56 % 64.3	20 % 23
<b>Question 15</b>	7 % 53.8	5 % 38.5	57 % 65.5	22 % 25.3
<b>Question 16</b>	5 % 38.5	8 % 61.5	15 % 17.3	58 % 66.7
<b>Question 17</b>	13 % 100	–	76 % 87.3	10 % 11.5

Item 15. Do you modify the content of the textbook due to the FLE?/ Is the content of the course book modified because of the FLE?

As presented in the table above, most of the teachers reported that they modify the content of the book due to the FLE and similarly most of the students reported that the content of the course boo is modified due to the FLE.

Item 16. Do/Does you/ your teacher skip over part of the course book?

As seen in the table above, most of the teachers reported that they do not skip over part of the course book and in the same way, the students reported that their teacher do not skip over part of the book.

Item 17. Do/Does you your teacher use extra materials in FLE classes?

As presented in the table above, all the teachers reported that they use extra materials in FLE classes and most of the students reported that their teachers use extra materials although there are still 10 students who answered “No”.

Table 4. 76. Item 18. ‘What areas do you teach/learn most?’

Skills	Teachers		Students	
	Total	Rate	Total	Rate
<b>Reading</b>	37	3	242	3
<b>Writing</b>	68	6	344	5
<b>Listening</b>	51	4	375	6
<b>Speaking</b>	53	5	353	4
<b>Grammar</b>	32	2	133	1
<b>Vocabulary</b>	32	1	182	2

As presented in the table above, the ranking of the teachers and the students are similar. Vocabulary, Grammar and Reading are the emphasized skills in accordance with the answers of the teachers and the students. Also, Speaking, Listening and Writing are the least emphasized skills.

Item 19. Tell briefly about what activities you usually do in class. (e.g., reading aloud, role-play, and so on)

Both the teachers and the students gave similar answers to this question. Both parties reported that they do exercises, do group work or sometimes work in groups. Studying grammar, vocabulary. Reading aloud, etc.

Item 20. Do the activities you do in class change as the FLE approaches?

As presented in the table below, more than half of the teachers and similarly more than half of the students answered that the activities they do in class change as the FLE approaches. Also, both the teachers and the students wrote that they do more and more tests.

Item 21. Do/Does you/ your teacher give extra classes besides regular school hours?

As presented in the table below, most of the teachers reported that they do extra classes and the most of students also reported that their teachers do extra classes.

Table 4. 77. Items 20-21 Activities toward the FLE and Extra Classes

	Teachers		Students	
	Yes	No	Yes	No
<b>Question 20</b>	7 % 53.8	6 % 46.1	45 % 51.7	34 % 39
<b>Question 21</b>	9 % 69.2	4 % 30.8	48 % 55	33 % 38

Item 22. If you think the FLE affects your teaching/learning, please comment on how the FLE affects your teaching/learning (i.e., negatively/positively).

Some of the teachers think that it affects their teaching positively whereas others think it affects negatively. The ones who think that it affects negatively reported that effective teaching methods cannot be applied because of the FLE and their teaching is exam-oriented. The students in general think that it affects positively since it makes them study harder but there are some other who think it affects negatively since it makes them stressed or since they cannot focus on speaking because of the FLE.

Item 23. If you don't think so, please comment on why the FLE doesn't affect your teaching/ learning, and what are other factors that affect your teaching/ learning?

Except one all teachers reported that it affects their teaching. As to the students, there are a few students reporting that the FLE does not affect their learning because they like English and want to learn it anyway.

#### 4.5. RESULTS OF CLASSROOM OBSERVATION

##### Research Question 4: Do aspects of the classroom discourse reflect washback influences from the FLE?

In order to answer this research question, classroom observation sheets were analyzed and the tape recordings were listened and then the table below was formed (See Appendix G) .

Table 4. 78. Test- related activities as a percentage of total observed time in minutes

Activities	Anatolian High Schools			Private High Schools		Super High School
	Teachers A (240) min.	Teachers B (285) min.	Teachers C (240) min.	Teachers D (240) min.	Teachers E (240) min.	Teacher F (280) min.
Teacher gives the students tasks under test conditions	30					
Teacher gives the students the test to do at home (self-timed)	13			5	10	
Teacher gives feedback on student performance item by item	56	50	25	40	75	10
Teacher identifies answers in a text and explains	50	20	35	40	50	5
Teacher asks students to consider their strength and weaknesses with respect to the test requirements	7	1		8	10	2
Teacher sets tasks under strict time pressure	30	4	85	30		40
Teacher gives information on effective strategies to use in the test	8.5	10	15	20	10	5
<b>Sections of FLE</b>						
Fill in the blank with the most appropriate word or expression	40	110	35	50	25	75
Sentence Completion	35.5	80	45	40	35	35
Find the appropriate question to the given answer Translation From English to Turkish Translation From Turkish to English Finding the closest sentence in meaning						
Dialogue	5					
Paragraphs	10			15	20	78

With the help of a classroom observation sheet (See Appendix D), six classrooms from six different schools with a variety of three types were observed for the minutes given in the table above. The most popular activities the teachers did in the classrooms were giving feedback on student performance item by item and identifying and explaining answers in a text. Most of the time, the teachers and the students were working on tests with questions parallel to the FLE. The teacher read the questions and if the students answered it correctly, s/he confirmed their answer or if they did not answer it correctly, s/he said it told the correct answer and told why other choices were incorrect. Also, the teachers read the statement or paragraph and choices to identify the answer together with the students and then they explained the question and answer. What is remarkable was the questions answered during these activities were parallel to the FLE questions. However, Super High School teachers do not seem to focus on these activities as much as Anatolian and Private High School teachers.

In addition, most of the teachers set tasks under strict time pressure in order to make their students answer the questions faster during the FLE. Also, from time to time, the teachers told some students on which sections of the FLE they were unsuccessful or successful. They sometimes gave the students some tips about the techniques to answer questions during the FLE. The teachers do not seem to give the students tasks under test conditions except Super High School teacher for 30 minutes. However, during the interviews held with the teachers, all the teachers without exception reported that they left four class periods for an assessment test. Since the students were observed while taking assessment test except Super High School students for 30 minutes, there is no information given for that activity for other school types in the table.

As presented in the table above, 'fill in the blank' and 'sentence completion' were the sections of the FLE most of the teachers focused on. Super High School teacher seemed to spend a lot of time on 'paragraph studies' while Private School teachers and one of the Anatolian High School teacher spent short time paragraphs. There was only one Private High School

teachers who spent time on ‘dialogue’ although she spent only 5 minutes. It was quite obvious that all the teachers without school type exception studied only toward the FLE but there were some sections of the FLE on which none of the teachers studied during the observations. These sections were ‘finding the appropriate question to the given answer’, translation from English to Turkish’, ‘translation from Turkish to English’, ‘finding the closest sentence in meaning’. During the post observation interviews held with the teachers, they were asked why they did not study on these sections at all although it was clear they were teaching toward the FLE. The answers given by the teachers were similar. Two of Anatolian High School teachers reported that they taught all subjects related to the FLE and started to hand out assessment tests to the students when they were 10<sup>th</sup> graders. They added that results of those assessment tests showed that the students did not have any difficulties in answering those sections of the FLE and that was why, they did not focus on them. The other Anatolian High School teacher reported that they did not study on those sections during the observations but they sometimes did. Two Private High School teachers reported that they did not teach related to those sections since their students did not make any mistakes in those sections. As to Super High School teacher, she reported that she focused on those sections when the students made mistakes in assessment test and she added her students made mistakes in paragraphs and that was why, she focused on paragraph questions, in general. Once again, it was clear how all teachers taught toward the FLE because they emphasized on the question types of the FLE their students had difficulty in answering in the classroom. As a result, the sections of the FLE which students make most of the mistakes makes up the curriculum. Another question asked to the teachers by the researcher was if the other English teacher taught different skills in the same classroom. Each teacher reported what the other teacher did in the classroom was very similar and parallel what s/he did.

Table 4. 79. Amount of Spoken English in the Observed Classrooms

	A	B	C	D	E	F
Total use of English in % of the observed time (teachers)	% 55	% 60	% 20	% 40	% 40	% 30
Total use of English in % of the observed time (students)	% 20	% 15	% 10	% 10	% 5	% 20

Total use of English by the teachers and the students during the classroom observations are presented in percentage in the table above. A,B,C are Anatolian High Schools, D,E are Private High Schools and F is Super High School. It seems that two of Anatolian High School teachers spoke English while teaching more than others. Private High school teachers followed them. Also it can be seen that the students studying at one of the Anatolian High Schools and the Super High School spoke English more than other students. However, it must be remarked that neither the teachers nor the student used English to communicate but used Turkish. They used English to read aloud the examples, instructions, exercises or definitions from the book or the material. Therefore, if total use of English by students at some schools more than at other schools, that means the students answered the questions, or read exercises aloud more than others. For example, in school E, the students did not read the exercises but their teacher read and explained them and they spent some time on individual study. It can also be seen that the most individual study was done by the students in FLE group at school C while at other two Anatolian High Schools A and B, there was almost no time spent with individual studies. As to Private and Super High schools, there was some time spent with individual study. In addition, student participation was more at Super High School as teacher explanation was more at Private High Schools.

## CHAPTER FIVE

### CONCLUSION

#### 5.1. PRESENTATION

This chapter revisits the findings of the study, discusses the implications and gives suggestions for further research. The present study was designed to examine if washback effects of the FLE exist. As reported in Chapter 1, the presence of the washback was anticipated and the findings of this study confirmed that there were washback effects of the FLE on teaching/learning in secondary schools, and the nature of washback was characterized as negative.

#### 5.2. DISCUSSION

**Research Question 1a:** Do the English teachers of three types of high schools differ in terms of demographic features and educational background? There were six Anatolian, five Private and two Super High School teachers. Firstly, Super High School teachers were younger than the teachers working at Anatolian and Super High Schools. Secondly, they differed in their educational background. All Anatolian High School teachers graduated from Education Faculties and most of the Private High School teachers graduated from English Language and Literature but had master' degree in Education whereas Super high School teachers graduated from English Language and Literature Departments and they did not have Master's degree. Thirdly, the teachers showed differences in years of teaching experience. Super High School teachers were less experienced than Anatolian and Super High School teachers. As a result, Anatolian and Private High School teachers seem to be more qualified than Super High School teachers.

**Research Question 1b:** Do the English teachers of three types of high schools differ in terms of their awareness of the FLE and the school curriculum? The responses given to the teacher questionnaire indicate that all the teachers knew about the format of the FLE, its purpose, and skills tested. In addition, all the teachers reported that the purpose of the FLE was to choose prospective students. Classroom observations held also revealed that the teachers knew the skills being tested very well since they mainly taught students toward the FLE in the classroom.

**Research Question 1c:** Do the English teachers of three types of high schools differ in terms of their attitudes to the FLE? The teachers' attitude was not negative toward the FLE although they accepted that FLE was not an examination that could validly assess students' communicative competence. So, the teachers from all three types of schools seemed to have a positive attitude toward the FLE, in general. However, they also thought that FLE groups lacked some types of knowledge and skills and therefore, needed to change in some ways. Besides, some Anatolian and Private High School teachers reported that the FLE runs contrary to their teaching philosophy whereas Super High School teachers reported that it agrees with their notion of language teaching. Andrews highlighted the complexity of the relationship between washback and curriculum innovation, and summarized three possible responses of educators in response to washback: fight it, ignore it, or use it (cited in Heyneman, 1987, p. 260). The responses of the teacher participants, especially at Super High School, show that they choose to 'use it'. During the interviews held with the teachers with the exception of one Anatolian high school teacher, all the teachers seemed happy about what and how they were teaching. Although they were aware of the fact that their students lacked communicative skills and learning a language was not possible by only doing multiple choice questions, they were proud to be teaching toward the FLE. Most probably, this was easier because they did not have to develop various teaching methods or techniques, or appropriate teaching materials; answering questions was enough. Also, they did not need to use the target language while teaching since speaking skills were not tested in the FLE. Classroom



observation results showed that all teachers used their native language to communicate in the classroom atmosphere (See Appendix G).

**Research Question 1d:** Do the English teachers of three types of high schools differ in terms of their attitudes to the course books being used in their programs? Teachers stated that they, as the teachers of English and the School administration worked together to select the course books in accordance with the FLE. The attitude of the teachers working at Private High Schools and the Super High School is more positive to the course book rather than the attitude of the teachers working at Anatolian High Schools. The results of the questionnaires verified with the interviews and classroom observations showed that all of the teachers followed more than one course book and used supplementary materials. None of these materials were communicative when we look at answers to this section of the questionnaire. This is specifically reason that the teachers at Anatolian High Schools tended to have negative attitudes toward their course books while other teachers seemed to have positive attitudes. The difference in teachers' attitudes was not reflected to their choice of materials because, in effect, all teachers focused on the similar kinds of materials, such as the booklets that comprised examples of past FLE. Madaus (1998) explains about the impact of testing as follows: the power of tests is a perceptual phenomenon; the higher the stakes attached to a test the more it will distort the teaching process. Past exam papers eventually become the teaching curriculum, teachers adjust their teaching to fit the form of exam questions, test results become the major goal of schooling, and the agencies which set or control examinations eventually assume control over the curriculum (cited in Wall, 1997: 292). Unfortunately, all the teachers from the three types of schools adjusted their teaching to the requirements of the FLE and past exam papers became the teaching curriculum of the FLE groups.

**Research Question 1e:** Do the English teachers of three types of high schools differ in terms of their content of teaching? All the teacher participants from three different types of school emphasized grammar, vocabulary and

reading over listening, speaking and writing in FLE groups. Classroom observations showed that they never teach speaking, listening or writing although they felt compelled to rank them in the questionnaire. FLE groups lacked these skills for the sake of passing this examination. During the interviews held with the teachers, most of them expressed that they did not teach writing, speaking and listening because it would be a waste of time for the students who were focusing on studying toward the FLE where these skills are not assessed. Others reported that even if they wanted to teach these skills, their students would not respond productively or enthusiastically since not assessed they were not tested in the FLE. One of the teachers also added that her students would not even let her use the target language in her classroom instruction because it would make them feel far too stressful.

**Research Question 1f:** Do the English teachers of three types of high schools differ in terms of the language teaching methodology they employ in the FLE classrooms? Except one Anatolian and one Private High School teacher, all other teachers expressed that they felt no concerns for the methods they used to teach English. Most of the teachers wrote that they used question-answer, grammar-translation, and practice tests (as if this can be called a method as the language teaching methodology, while some others wrote that they used direct method, eclectic method, listening-speaking, however, during classroom observation, the teachers did not seem to use any of these communicative methods. As for the classroom activities they used, some teachers also wrote that they did individual or teacher-centered activities, question-answer, revision or explaining the choices one by one. Super High School teachers reported that they did not change the activities as the FLE approached, while Anatolian High School teachers (except for one) reported that they changed them, and some Private High School teachers reported they made changes while some did not.

**Research Question 1g:** Do the English teachers of three types of high schools differ in terms of assessment techniques they use in their classrooms? The answers of the teachers indicated that the internal exams they prepared were parallel to the FLE. All the teachers without school type difference used

tests modeled the FLE. They used these tests since they did not want to draw students' attention away from the FLE although some of them wrote that they wished they would use other types of exams. Maybe the practice of these question types was also easier for the teachers to evaluate (being multiple-choice or recognition type of questions generally) than the ones requiring subjective evaluation of productive exam questions. Once again, it is obvious that the FLE prevents students and teachers from assessing the use of English as a means of authentic communication.

**Research Question 1h:** Do the English teachers of three types of high schools differ in terms of their general views related to the FLE programs and their teaching? All the teachers were proud of teaching FLE groups and they thought teaching toward the FLE was a privilege given to them. Some teachers thought that the FLE affected their students positively, for example; it motivated them to study or made them more mature learners. However, there were some other teachers who wrote that this examination affected their students negatively because they got stressed and lacked communicative skills. Also, except for some Private High school teachers, most of the teachers reported that the changes in the FLE affected their teaching. Some teachers reported that it affected their teaching positively while some others reported that it affected them negatively because they were pressured to lecture over multiple-choice questions. Although some of the teachers were complaining about teaching toward the FLE, only answering constructed questions which removed their students from productivity, there were no teachers who tried to do any different in the classroom. This means the teachers chose to use this situation.

From a general view to research question 1, the teachers of three types of high schools show lots of similarities in their awareness of the FLE, their attitudes toward the FLE, their content of teaching, the language teaching methodology and assessment techniques they are using. They all use tests toward the FLE or past exam papers as internal exams and tend to teach toward the FLE in their English language classrooms. Also, almost all the teachers report that there is no official curriculum for the 11<sup>th</sup> grade FLE

groups even though there is a curriculum (See Appendix H). This shows that the teachers are so focused on the FLE that they do not even know there is a specified curriculum. All the teachers of three school types think that this examination motivates the students to study English and improves their English. However, these teachers still have slight differences in their attitudes toward the FLE. Anatolian High School teachers seem feel relatively concerned about their teaching toward the FLE. Moreover, both Anatolian and Private High School teachers mostly think that the FLE groups lack some language skills whereas Super High School teachers do not seem to have such a concern. That may be because English is given more importance in Anatolian and Private High Schools, so they feel the students should also have other language skills such as speaking, listening and writing.

**Research Question 2a:** Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of their awareness of the FLE? Students were fully informed of what the FLE was like. However, there were nine students who needed to be informed about the skills being tested in the FLE. In addition, most of the students thought the purpose of the FLE was to evaluate students' academic competence while all the teachers believed that the purpose of the FLE was to choose prospective students. Therefore, the teachers need to inform the students about the purpose of the FLE.

**Research Question 2b:** Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of attitudes toward the FLE? The students from two different grades do not seem to differ in their attitude toward the FLE; they tend to nurture neutral attitudes toward the FLE, in general. The students from different school types have slight differences in their attitude, especially Super High School students seem to have relatively more positive attitudes toward the FLE while all the others are closer to being 'neutral'.

**Research Question 2c:** Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of attitudes

toward their course books? 11<sup>th</sup> grade students seem to have more negative attitude than 10<sup>th</sup> graders toward their course books. Some comments by the 11th graders are as follows: The book doesn't provide many practice tests for FLE, but it can be helpful in terms of grammar and vocabulary and reading. To me, it actually helps with basic English. Our book is not test based, but grammar based. The style of the book is different from the one of the FLE. It includes enough information a classical English book requires, but it should have emphasized test techniques; it doesn't give many assessment tests toward the FLE. It includes exercises to improve the subject I would like to and the books are toward FLE. In fact, our book is very tough and detailed but that is for sure it is geared for the FLE. Similar to their teachers', the attitude of Anatolian High School students was negative toward the course book while the students from other school types displayed attitudes that were between being neutral and in agreement. The teachers and the students of the same school type bore the same attitudes toward the FLE and the course books being used. Probably, the students were affected by their teachers' attitudes because they reflected their teachers' opinions to a great extent.

**Research Question 2d:** Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of attitudes toward the learning activities in their classrooms? Most of the students irrespective of school type or grade difference wrote that their teachers used supplementary materials. Also, the students, like their teachers, reported that the aspects of language they learned most were grammar, vocabulary and reading, and the ones they learned the least were writing, listening and speaking. They emphasized the same skills while they were studying in their own time. In addition, the students wrote that they worked on the tests or worksheets handed out by their teachers during class hours or they studied vocabulary and grammar in a teacher-centered way. The answers given by different grades and school types were the same. Most Anatolian and Private High School students reported that their teachers scheduled extra class hours with their students while most of Super High School students reported that their teachers did not lecture extra classes. Most of the students without grade

or school difference increased the time and amount of study hours as the FLE approached. Also, most of them reported that they studied from past exam papers and the textbooks taught by their teachers to prepare for the FLE. They also reported that they studied in the same way to prepare for the internal which means that the achievement tests being used to assess classroom learning is nothing other than past FLE papers. Some students wrote that the FLE affects them positively while most of them wrote that it affects them negatively because they lacked speaking skills and felt stressed because of this examination. All these answers given by the students indicated the negative washback effect of the FLE on teaching and learning activities. What was surprising was that the 10<sup>th</sup> graders were affected by the FLE almost as much as the 11<sup>th</sup> graders although they had almost two years to take the examination. This shows how such an examination has long reaching retrospective influences over the educational system of a nation.

**Research Question 2e:** Do the 10<sup>th</sup> and 11<sup>th</sup> grade FLE oriented students studying at three types of high schools differ in terms of general views on language learning and the FLE? Both 11<sup>th</sup> and 10<sup>th</sup> grade students from three different school types expressed that the FLE forces them to study and in this way it had positive effects on their learning; however, there were a few students from each school type that reported that the impact of the FLE on their learning was negative because it prevented them from developing their speaking, writing and listening skill and led them to focus on molded question types. Moreover, most of the students felt stressed and suffered under the competitive circumstances of the FLE.

From a general view to second research question, the 10<sup>th</sup> and 11<sup>th</sup> grade students seem to have similar views and attitudes toward the FLE in general. However, the 11<sup>th</sup> graders seem to feel more stressed; that is probably because they are closer to the FLE whose effect is very immediate on them. As to the school type, the students of three school types have similarities in their attitudes and views toward the FLE; however, they still show some differences. Anatolian High School students do not think that the

FLE is valid to evaluate their communicative competence whereas the students of other school types think it is valid. Furthermore, Super High School students think the FLE must not change in any ways while the students of other types think the opposite. This shows that Super High School students are happier with the FLE and they do not want to be tested in their communicative competence maybe since they find it easier to study mechanically on tests. Once again, it can be seen that English as a whole is significant in Anatolian and Private High Schools.

**Research Question 3:** Do teachers and students differ in their attitudes and opinions related to the FLE and their teaching/learning experiences? Firstly, teachers and students showed slight difference in their awareness of the FLE. While all the teachers knew what skills were tested in the FLE, % 10 of the students did not know the skills which were tested in the FLE. However, all the students were expected to be informed about the FLE by their teachers once the students decided to take the FLE at the very beginning of the 10<sup>th</sup> grade. Next, teachers and students differed in their opinions related to the validity of the FLE. The teachers did not personally feel that the FLE was designed to validly assess students' communicative competence whereas the students were undecided on this matter. Also, the teachers did not feel pressured and anxious about the FLE although the students felt under great pressure because of this examination. It was interesting to learn that the teachers did not feel accountable for their students' success on the FLE whereas their students were greatly stressed. In addition, the teachers believed the FLE forced the students to learn more English, however, there were some students who did not believe it forced them.

Classroom observations revealed that the students and teachers focused on the FLE questions. There were no sincere efforts to change their classroom practices to use the target language communicatively, or even productively. One of Anatolian High School teachers, during the casual interviews, reported that she wanted to use only the target language in the classroom and forbid the use of Turkish at the very beginning of the year. However, the students would not accept or obey this rule. Moreover, they told their teachers they would not

talk to her at all if she went on that practice; as a result, the teacher gave up the practice of using the target language in the classroom.

During the interviews held with the teachers, one Anatolian and one Private High School teachers sincerely reported that they did not do any speaking or writing activities. The students, in the questionnaire made comments similar to their teachers' as in the following: We only learn English in theory; the FLE doesn't give us the chance to practice the things we have learned; speaking is important in communication but we do not focus on it because the exam is based on written English and grammar, so it does not help to develop communicative skills. The FLE does not aim to practice language although a foreign language is expected to increase people's communicative power to help them express themselves. Students are clearly very much aware of the limitations of the FLE, as well as an awareness of communicative needs of a language learner, and can earnestly admit this.

From a general perspective to the third research question, the teachers and students seem to have few differences. For example, the teachers do not think that the FLE is valid to evaluate students' communicative competence but there are a good number of students who believe it is. The teachers are educated in English and they know what skills are important in learning English and what skills are tested in the FLE very well; therefore they can clearly see that the FLE is not an examination that tests students' communicative competence in English. Also, the teachers, in general, do not think that the FLE forces their students to study harder whereas most of the students report that the FLE forces them to study harder. That may be because the teachers expect their students to study harder than they do whereas the students think they study hard enough. Another possibility is that the teachers think some other factors make them study such as motivation they give to their students, the students' interest in English.

**Research Question 4:** Do aspects of the classroom discourse reflect washback influences from the FLE? Classroom observations showed that 'fill in the blank' and 'sentence completion' item types of the FLE were emphasized the most in the classrooms (See Appendix G, Lesson 1, Lines



105-110). 'Finding the appropriate question to the given answer', 'translation', and 'finding the closest sentence in meaning' were not studied at all during the classroom observations. It was observed that 'paragraph studies' for reading comprehension were also emphasized in Super High School while they were studied for only a short time at Private High Schools and at one of the Anatolian High Schools. 'Giving feedback on student performance item by item' and 'identifying answers in a text and explaining' were the most extensively used methods of teaching used by the teachers in the observed classrooms. 'Giving the students tasks under test conditions' was only observed at Super High School, which extremely reduced the time available for teaching to merely testing hours. During post-observation interviews, most of the teachers reported that they did not focus on the exercise types that the students did not have difficulty in, and others specified they studied other sections at other times when their classrooms were not observed. Therefore, it could be concluded that the students from different school types had problems with the same sections of the FLE. It may be inferred that the FLE has some specific sections which do not require any more effort and exercise in general and some other sections which seem difficult to the students. Therefore, the teachers and the students, in general, focus on studying specific types of questions. This indicates the obvious effect of the FLE on teaching /learning activities.

Moreover, after the completion of classroom observations, total use of English by the teachers and the students were counted and it was found that neither the teachers nor the students used English to communicate but the teachers used it while reading instructions, definitions or example sentences and the students used it while reading exercises in their books. During the interviews, the teachers reported that the students did not want them to use English for communication purposes but they preferred to use their native language, Turkish. Even some of the teachers added that the students would not participate in the activities if the teacher chose to use English in the classroom. The excuses of the students not to use English were as in the

following: 'Speaking is not a skill tested in the FLE; We feel more stressed and anxious when we are expected to use English in the classroom'. Therefore, the students lacked speaking skills as a negative washback of the FLE.

Overall, the washback effects of the FLE on teaching /learning activities were more than what was initially anticipated for secondary schools. The teachers seemed to modify their teaching content, activities, methods, exams according to the FLE and the students seemed to modify their learning, ways of studying as was dictated by requirements of the FLE. It was not even the total of the FLE that both students and teachers focused on but only specific sections of it. The teachers seemed happy with this situation although they realized that their students lacked some skills while the students felt anxious about the examination. On the basis of these findings, it can be concluded that the power of the FLE over teaching and learning in secondary schools of Turkey is crippling. In order to raise test scores, teachers teach toward the test, ignoring other language skills of the students, and students study only for the test. Smith (1991) claimed that high- stakes testing influences teachers directly and negatively. This claim, also, appears to be overtly true for the Turkish secondary school education system.

From an overall perspective, the FLE has both negative and positive effects on the classroom practices and student/teacher attitudes and beliefs in 10<sup>th</sup> and 11<sup>th</sup> grades. Firstly, it does not evaluate students' communicative competence, which has a great significance for learning a foreign language efficiently, and that is why the students do not acquire communicative skills in their language classrooms. However, the FLE greatly motivates students to study English (to the satisfaction of teachers), even if mainly with the purpose of achieving success in this examination; this really gives support to classroom practices of learning grammar, vocabulary and reading through solving tests. By this way, students' passive recognition knowledge of English improves even if not their communicative skills.

Another effect that could be considered positive is that it makes both the teachers and the students feel competitive, and in this way they gain self-

confidence and develop a positive affect when they see that success is attainable and the challenge of learning a foreign language can give its immediate products of being able to read and understand in the target language. This positive feedback leads to increased effort to learn. For example, almost all teachers provide their students with extra materials (which students positively respond to), teach their students test techniques which they believe will produce success, and make them work hard on tests. Also, the students, judged by their comments on the questionnaires, spend great effort to get ready for the FLE by studying from a variety of test books and doing self-study.

As much as it is positive to see the teachers and students study hard toward a goal, the FLE restrains them with multiple-choice questions and prevents them from being able to use the language creatively. Therefore, if the style of the examination were adequate to motivate the students to develop all four skills, the students would achieve a higher proficiency with so much effort going into the learning process. Also, the comments by the students show that they are, both at 10<sup>th</sup> and 11<sup>th</sup> grade, quite aware of what and how they should study and they adjust their learning toward the FLE. Most of them admit they lack speaking, writing and listening skills, and therefore cannot express themselves in English. Moreover, most of the students feel the stress caused by the exam to have a negative effect on their studies. Another unfortunate observation by the students is that FLE forces them to memorization and rote-learning and that after taking the examination they will forget most of the knowledge they have accumulated. Even the internal examinations in their schools are based on past FLE papers or tests geared for the FLE in general. The unpleasant result of all this is that when students pass the university entrance examination and start studying in an English-medium program or other language related disciplines, they are likely to fail in using English in an efficient way for learning purposes at university level.

### **5.3. IMPLICATIONS OF THE STUDY**

Once negative washback is observed in a study, it is necessary to consider how to bring about desirable washback, or at least, how to reduce or

avoid the negative washback.(Hughes, 1989; Bailey, 1996). Cheng (2000) mentioned that the washback effects of tests tend to depend on the educational systems. Based on the literature, this study suggests some ways to reduce the negative washback.

Firstly, if it seems difficult to change the system then something can be done to reduce the washback effects of the FLE. The test developers need to consider the correspondence between the FLE and teaching/ learning activities in secondary schools because the test they design has a drastic effect on the teaching learning context. The test is administered only to select students for placement at a college for higher education. Nevertheless, it should also aim at improving the classroom instruction and learning objectives of the FLE groups in high schools. In addition, a parallel curriculum to these objectives should be designed by the curriculum designers. Hwang (2003) found that the College Scholastic Ability Test (CSAT), a university entrance examination had the power over EFL teaching and learning in secondary schools of South Korea. Also, he suggested that the curriculum designers and the test developers need to consider the correspondence between the curriculum and the CSAT. That is, the curriculum designers should establish goals appropriate to the level of student ability, and the test designers should reflect the goals of the curriculum in the CSAT in order to assess student achievement of the curriculum.

Secondly, from the conducted study, it was inferred that the FLE had an extreme impact on the teaching/learning activities of the FLE groups. Because of this examination, the students felt very stressful and they thought it was the turning point of their lives. It does not seem fair to be able to get placed into a university based on a single examination. Therefore, a change in the system could be suggested.. Maybe the students can take an examination every year of high school to assess their levels and when they graduate the high school, they decide if they can study at one of the universities or which university programs they can study at with their accumulated points. Another solution may be placing students at a university considering their success during their high school education.

Thirdly, the FLE measures reading, grammar, vocabulary and translation skills of the students. It does not measure productive skills such as writing and speaking; or listening, which is a receptive skill. As a result of this, the teachers do not teach these skills although some of them admit that such a neglect is contrary to their teaching philosophies. All the teacher participants hold teaching certificates and are well-educated and trained in the various language teaching methodologies at universities that they graduated from but unfortunately they are not able to reflect their learning into their language teaching environment. They do not need to practice a variety of teaching techniques while teaching toward the FLE because it is sufficient to teach their students grammar and vocabulary in addition to test taking strategies. Therefore, test designers need to change the contents of such examinations or add some sections testing the skills that lack. In this way, the teachers will make effort to teach these skills and the students will become motivated to learn a foreign language in a functional manner. It is quite possible to test students' communicative skills through written examinations. Turner and Upshur (1996: 60-61) developed EBB scales, defined as a scale that is "empirically derived, requires binary choices by raters, and defines the boundaries between score levels". These scales were developed for speaking tests such as story retell. They found these scales very accurate and recommended using this type of scale in assessing high-stakes tests. Technology is gradually making it possible to grade essays and compositions on a large scale through computer programs. It is thus helpful to consider these scales when designing high-stakes tests with productive skill tasks.

#### **5.4. SUGGESTIONS FOR FURTHER RESEARCH**

This study has investigated the washback effects of the FLE in the context of Turkey, on which no empirical research has been reported. Classroom observation, interview, questionnaire and post-observation interview were the instruments used for the study as suggested by the researchers who have studied washback. This study can be useful pioneering work for those who will do research concerning washback within the Turkish context.

The results of the study indicate that the teachers of three different school types, Anatolian, Private and Super High Schools differ in their attitudes toward the FLE and English. A further study may be carried out in order to reveal the reasons of these differences.

Moreover, the study reveals that the students who pass the FLE and start studying at a university will lack communicative skills. Administering a study including university students who have just passed the FLE and university entrance examination would be worthwhile.

Finally, during the visits to the schools, it was realized that the students other than the FLE groups are unwilling to study English and want to study on other subjects because they will not be tested in English. A further washback study from those students' aspect may also be influential to emphasize the effects of examinations on our education system.

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## **APPENDICES**

## APPENDIX A

The title of the thesis was wrongly entitled on account of a secretarial error.





## APPENDIX B

**Öğretmen Anketi**

“İngilizce Yabancı Dil Sınavının(YDS) Öğrenme ve Öğretmeye Etkisi” üzerine yapılan bu çalışmada, öğretmenler tarafından doldurulacak bu anket onların YDS ‘ye yönelik tepkileri ve öğretme bakış açıları hakkında bilgi sağlayacaktır.

Lütfen soruları elinizden geldiğince dikkatli yanıtlayınız. Anlamadığınız sorular varsa lütfen yardım isteyiniz.

**Kişisel Bilgiler**

1. İsim: \_\_\_\_\_
2. Yaş: \_\_ 20-29      \_\_ 30-39      \_\_ 40-49      \_\_ 50-59      \_\_ 60 üzeri
3. Cinsiyet: \_\_ Bay      \_\_ Bayan
4. Çalıştığınız Okul: \_\_\_\_\_
5. Varsa Daha Önce Çalıştığınız Okullar: \_\_\_\_\_
6. Mezun Olduğunuz Okul/Bölüm; Lisans: \_\_\_\_\_

Yüksek Lisans:

7. Ne kadar zamandır İngilizce Öğretmenliği yapıyorsunuz? \_\_\_\_\_
8. Kaç yıldır YDS gruplarının lise son sınıf öğrencilerini okutuyorsunuz? \_\_\_\_\_
9. Kaç yıldır YDS sınıflarına giriyorsunuz? \_\_\_\_\_
10. YDS dışında İngilizce öğrettiğiniz sınıflar var mı? E \_\_\_\_\_ H \_\_\_\_\_  
Eğer yanıtınız evetse, hangilerine ve kaç saat giriyorsunuz: \_\_\_\_\_
11. Haftada kaç saat YDS dersiniz var? \_\_\_\_\_
12. Her sınıfta kaç öğrenci var? \_\_\_\_\_
13. Şu anki öğrenci sayınız kaç? \_\_\_\_\_
14. Şu ana kadar hiç İngilizce Öğretmenliği alanında bir eğitim programına katıldınız mı? E \_\_\_\_\_ H \_\_\_\_\_  
Eğer yanıtınız evetse, kısaca programın içeriğinden bahsediniz. \_\_\_\_\_
15. Hiç müfredata yönelik hizmet içi öğretmen eğitim programına katıldınız mı?  
E \_\_\_\_\_ H \_\_\_\_\_
16. Herhangi bir sertifikanız var mı? E \_\_\_\_\_ H \_\_\_\_\_  
Eğer yanıtınız evetse, ne tür bir sertifika?( örneğin Öğretmenlik sertifikası gibi)

**Cevap Türleri: Aşağıdaki soruları yanıtlarken farklı cevap türleri ile karşılaşacaksınız.**

- 1 Bazı sorular da verilen cümleyi okuyup verilen derecelerden birine karar vereceksiniz:
  - (1) Kesinlikle katılmıyorum
  - (2) Katılmıyorum
  - (3) Kararsızım
  - (4) Katılıyorum
  - (5) Kesinlikle katılıyorum
- 2 Bazı sorular basit bir şekilde (E) evet veya (H) hayır diye yanıtlayacaksınız.
- 3 Bazı soruları sadece tik( ✓ ) atarak yanıtlayacaksınız.
- 4 Bazı sorular derecelendirme gerektiriyor.
- 5 Bazı sorular ise kısa yazılı cevaplar gerektiriyor.

### Müfredat ve YDS Konularındaki Farkındalığınız

1. Müfredatın genel amaçları ve felsefesi hakkında bilginiz var mı? E \_\_\_ H \_\_\_
2. Sınıflarda ders işlerken müfredattaki talimatları takip ediyor musunuz? E \_\_\_ H \_\_\_
3. YDS nasıl bir sınavdır? Bilginiz var mı? E \_\_\_ H \_\_\_
4. YDS 'de hangi becerilerin test edildiğini biliyor musunuz? E \_\_\_ H \_\_\_  
Eğer yanıtınız evetse, hangi beceriler?: \_\_\_\_\_
5. YDS 'nin amacı sizce hangisi veya hangileridir?
  - a) Gelecek vadeden öğrencileri seçmek.
  - b) Öğrencilerin akademik yeteneğini/yeterliğini değerlendirmek
  - c) Öğrencilerin ezber yeteneklerini değerlendirmek
  - d) Diğer,  
belirtiniz: \_\_\_\_\_

### YDS'ye (Yabancı Dil Sınavına) Yönelik Tutumunuz

6. YDS, müfredatın amaçlarını ve hedeflerini yansıtıyor mu?  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_
7. YDS, müfredatın da teşvik ettiği öğrencilerin iletişim becerilerini değerlendirebilecek geçerli bir sınavdır.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_
8. YDS, öğrencilerin İngilizce dil bilgisini geliştirir.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_

---

9. YDS, öğrencilerin İngilizce yeterlik seviyesini geliştirir.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

---

10. YDS, öğrencileri İngilizce çalışmaya motive eder.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

---

11. Öğrencilerim kendi öğrenme yöntemlerini YDS 'ye göre uyarlamalıdır.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Nasıl?: \_\_\_\_\_

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12. YDS, öğrencilerimi daha çok İngilizce çalışmaya zorlar.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

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13. Öğrencilerimi YDS'ye hazırlarken sınava hazırlık testleri çözdürmekten hoşlanıyorum.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

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14. Ders anlatırken YDS yüzünden kendimi baskı ve stres altında hissediyorum.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

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15. YDS benim öğretim tarzıma ve felsefeme ters düşmektedir.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

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16. YDS bazı yönlerden değiştirilmelidir.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

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17. YDS gruplarında eksik kaldığına inandığınız bilgi/beceri türleri oluyor mu?

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Açıklayınız: \_\_\_\_\_

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### **Ders Kitabına Yönelik Tutumunuz**

18. Hangi ders kitabını veya kitaplarını kullanıyorsunuz? \_\_\_\_\_

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19. Kitaplar neye göre kim tarafından seçiliyor?(Milli Eğitim, Okul, Öğretmen, vs.) \_\_\_\_\_  
Eğer siz belirliyorsanız, neye göre belirliyorsunuz: \_\_\_\_\_
20. Kitap YDS 'ye yönelik birçok hazırlık testi içeriyor.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_
21. Eğer kitabın tümünü işlersem, o zaman öğrencilerim YDS'de yüksek puanlar alabilirler.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_
22. Müfredat ve YDS arasındaki ilişkiye yönelik başka yorumlarınız varsa yazınız:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Ders İşleme ve Öğretme

23. Ders kitabının tümünü işliyor musunuz? E \_\_\_ H \_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_
24. YDS için kitabın içeriğini değiştiriyor musunuz? E \_\_\_ H \_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_
25. Kitabın bazı bölümlerini atladığınız oluyor mu? E \_\_\_ H \_\_\_  
Eğer yanıtınız evetse, hangi kısımlar? \_\_\_\_\_  
Neden?: \_\_\_\_\_
26. YDS sınıflarınızda ek materyal kullanıyor musunuz? E \_\_\_ H \_\_\_  
Eğer yanıtınız evetse, bunlar hangileridir?: \_\_\_\_\_  
Bu ek materyallerle hangi becerileri geliştirmeyi amaçlıyorsunuz? \_\_\_\_\_
27. Sizce İngilizce öğreniminde hangi beceriler ağır basmaktadır?(Önem sırasına göre numaralandırınız.)
- a) Okuma \_\_\_ b) yazma \_\_\_ c) dinleme \_\_\_ d) konuşma \_\_\_ e) gramer \_\_\_ f) kelime \_\_\_
28. Sınıfta daha çok hangi alanlara ağırlık veriyorsunuz?

a) Okuma \_\_\_ b) yazma \_\_\_ c) dinleme \_\_\_ d) konuşma \_\_\_ e) gramer \_\_\_ f) kelime \_

29. YDS gruplarının dışındaki sınıflarda İngilizce öğretirken (yada YDS gruplarına derse girmeden önce) aşağıdaki becerilerden hangilerini öğretmeye gayret gösterirdiniz? (Önem sırasına göre sıralayınız.)

a) Okuma \_\_\_ b) yazma \_\_\_ c) dinleme \_\_\_ d) konuşma \_\_\_ e) gramer \_\_\_ f) kelime \_

30. YDS gruplarına girdiğinizde bu alanların ağırlığını değiştirdiniz mi? E \_\_\_ H \_\_\_  
Eğer yanıtınız evetse, nasıl değiştirdiniz?(Önem sırasına göre sıralayınız.)

a) Okuma \_\_\_ b) yazma \_\_\_ c) dinleme \_\_\_ d) konuşma \_\_\_ e) gramer \_\_\_ f) kelime \_

31. Okul idaresinin YDS sınıfları için özel bir çaba sarf ettiğini düşünüyor musunuz?

(materyal desteği, öğretmen seçimi, ders saatlerinin belirlenmesi, öğrenci değişim programına destek, vb.) E \_\_\_ H \_\_\_

Açıklayınız: \_\_\_\_\_

\_\_\_\_\_

32. Okulun belirlediği programın yanı sıra öğrencilerinizle fazladan ders yapıyor musunuz? E \_\_\_ H \_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

Eğer yanıtınız evetse, ne tür ilave dersler( gramer, dinleme...): \_\_\_\_\_

Ne tür materyaller kullanıyorsunuz?: \_\_\_\_\_

## Öğretim Yöntemleri

33. İngilizce öğretirken kullandığınız yöntemler hakkında endişeleriniz var mı?

E \_\_\_ H \_\_\_

Eğer yanıtınız evetse, ne tür endişeler?: \_\_\_\_\_

34. Hangi öğretim yöntemlerini kullanıyorsunuz? \_\_\_\_\_

\_\_\_\_\_

35. Kullandığınız öğretim yöntemleri müfredatın 'Öğretmen Kılavuzu'nda önerilen yöntemler mi? E \_\_\_ H \_\_\_

36. Kullandığımız öğretim yöntemlerinin öğrencilerin YDS 'ye hazırlanmalarına yardımcı olduğuna inanıyor musunuz? E \_\_\_ H \_\_\_

Eğer yanıtınız evetse, nasıl?: \_\_\_\_\_

\_\_\_\_\_

37. YDS 'nin yaklaştıkça öğretim yöntemlerinizi değiştirir misiniz? E \_\_\_ H \_\_\_

Eğer yanıtınız evetse, nasıl?: \_\_\_\_\_

\_\_\_\_\_

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38. Derste kullandığınız aktiviteleri özet şeklinde anlatır mısınız?(bireysel veya öğretmen odaklı çalışma, bire bir, ikili veya grup çalışma, sesli okuma, v.b.)

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39. Sınıf içi aktiviteleri YDS yaklaştıkça değiştirir misiniz? E \_\_\_ H \_\_\_  
Eğer yanıtınız evetse, neden ve nasıl?: \_\_\_\_\_

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### Sınıf İçi Sınav Yöntemleri

40. Okul içi sınavlarda ne üzerine odaklanırsınız?(örneğin ders kitabı konuları mı yoksa eski YDS'de çıkan sorular üzerine mi?) \_\_\_\_\_

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41. YDS'ye göre sınavın soru içeriğini ayarlıyor musunuz?(örneğin YDS, paragrafta anlam bütünlüğünü bozan cümleyi bulmaya yönelik sorular içeriyor sizde bu tarz soruları kendi testinize uyguluyor musunuz?) E \_\_\_ H \_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_

42. Öğrencilerinizin öğrenmesini değerlendirmek için ne tür bir sınama biçimi kullanıyorsunuz?(örneğin; çoktan seçmeli testler, deneme yazıları yazdırma, kompozisyon testleri gibi öğrencinin performansını ölçen biçimler, konuşmaya yönelik grup tartışmaları, boşluk doldurma, sözel yeterliği ölçen mülakatlar vb.) \_\_\_\_\_

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**Neden bu sınama biçimini kullanıyorsunuz?** \_\_\_\_\_

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43. Sizin kullandığınız sınama biçimi YDS'de sıkça görülüyor mu? E \_\_\_ H \_\_\_

44. Sınama yolları açısından eklemek istediğiniz herhangi bir yorumunuz var mı?(örneğin; eğer çoktan seçmeli testler veya performans ölçen sınavlar kullanıyorsanız, bunları öğrencilerinize nasıl uygun bir şekilde uyguluyorsunuz? Veya kullandığınız sınavın öğrencilerinizin öğrenmesini değerlendirmek için geçerli olduğunu düşünüyor musunuz? Yoksa değişecek şeyler var mı?) \_\_\_\_\_

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### Öğretiminiz Üzerine Genel Bir Bakış Açısı

45. YDS derslerine girmek sizin mesleki tatmin duygularınızda bir deęişiklik yaratıyor mu?(Kendinize güven, öğretmenlikten zevk almak, saygınlığınız ,v.b.)\_\_\_\_\_

46. YDS, öğrencilerinizin sınıf içindeki tavır ve davranışlarını etkiliyor mu?E\_\_  
H\_\_

Eğer yanıtınız evetse, ne şekilde?\_\_\_\_\_

47. Geçmiş yıllardaki YDS öğrencilerinizin başarı durumları neydi? Yüzde kaç dille ilgili bir bölüme yerleştirildi?\_\_\_\_\_

48. Çalışmakta olduğunuz okulun geçmiş yıllardaki YDS öğrencilerinin başarısı açısından durumu nasıl?\_\_\_\_\_

49. Bugüne kadar YDS’de herhangi bir deęişiklik oldu mu? E \_\_\_\_ H \_\_\_\_  
Eğer yanıtınız evetse, bildiğiniz kadariyle neler olduğunu yazınız:\_\_\_\_\_

50. Sınavdaki deęişiklikler sizin sınıf içerisindeki öğretimizi etkiledi mi?E\_\_H\_\_  
Eğer yanıtınız evetse, nasıl etkiliyor:\_\_\_\_\_

51. Eğer YDS sizin ders işleyişinizi etkiliyorsa lütfen ne şekilde etkilediğine göre yorum yapınız(Örneğin pozitif mi yoksa negatif mi?)\_\_\_\_\_

52. Ders işleyişinizi ve öğretimizi etkileyen faktörler aşağıdakilerden hangileridir?

(Birden fazla işaretleme yapabilirsiniz).

- Öğrencileri YDS’ye hazırlamak
- Sınıfın öğrenci sayısı
- Sınıftaki öğrenme motivasyonu
- Sınıftaki öğrenme araç ve gereçleri
- Okul Yönetimi
- Veli katkı ve ilgisi
- Diğer meslektaşlarım
- Aldığım öğretmenlik eğitiminin bana öğrettikleri
- Mesleğime karşı istek ve ilgim
- Okulun genel öğrenci yapısı
- Okulun bulunduğu semtin kültür yapısı
- Diğer.....

53. Eđer YDS sizin ders işleyişinizi veya anlatmanızı etkilemiyorsa lütfen neden etkilemediđi konusunda yorum yapınız. Öğretim deneyiminiz, inançlarınız ve kişiliđiniz dışında etkili olan diđer faktörler nelerdir? \_\_\_\_\_

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**Katılımınız için çok teşekkürler.**



## APPENDIX C

## ÖĞRENCİ ANKETİ

“İngilizce Yabancı Dil Sınavının(YDS) Öğrenme ve Öğretmeye Etkisi” üzerine yapılan bu çalışmada, öğrenciler tarafından doldurulacak bu anket onların YDS ‘ye yönelik tepkileri ve öğretme bakış açıları hakkında bilgi sağlayacaktır.

Lütfen soruları elinizden geldiğince dikkatli yanıtlayınız. Anlamadığınız sorular varsa lütfen yardım isteyiniz.

**Kişisel Bilgiler**

Yaş: \_\_\_\_\_

Cinsiyet: \_\_\_ Bay \_\_\_ Bayan

Okul: \_\_\_\_\_

İngilizce Öğretmeninizin Adı: \_\_\_\_\_

Haftada kaç saat İngilizce dersi alıyorsunuz?: \_\_\_\_\_

İngilizce eğitimi almak için hiç yurt dışına çıktınız mı? E \_\_\_ H \_\_\_  
Eğer yanıtınız evetse, nerede ve ne kadar süreyle eğitim aldınız?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

YDS’ye hazırlanırken hiç özel ders aldınız mı? E \_\_\_ H \_\_\_

**Cevap Türleri: Aşağıdaki soruları yanıtlarken farklı cevap türleri ile karşılaşacaksınız.**

**2 Bazı sorularda verilen cümleyi okuyup verilen derecelerden birine karar vereceksiniz:**

(1) Kesinlikle katılmıyorum

(2) Katılmıyorum

(3) Kararsızım

(4) Katılıyorum

(5) Kesinlikle katılıyorum

**2 Bazı soruları basit bir şekilde (E) evet veya (H) hayır diye yanıtlayacaksınız.**

**3 Bazı soruları sadece tik( ✓ ) atarak yanıtlayacaksınız.**

**4 Bazı sorular derecelendirme gerektiriyor.**

## 5 Bazı sorular ise kısa yazılı cevaplar gerektiriyor.

### YDS Konusundaki Farkındalığınız

5. YDS nasıl bir sınavdır? Bilginiz var mı? E \_\_\_\_\_  
H \_\_\_\_\_
6. YDS’de hangi becerilerin test edildiğini biliyor musunuz? E \_\_\_\_\_  
H \_\_\_\_\_  
Eğer yanıtınız evetse, hangi beceriler?: \_\_\_\_\_  
\_\_\_\_\_
3. YDS ’nin amacı sizce hangisi veya hangileridir? İşaretleyiniz.  
a) Gelecek vadeden öğrencileri seçmek \_\_\_\_\_  
b) Öğrencilerin akademik yeteneğini/yeterliğini değerlendirmek \_\_\_\_\_  
c) Öğrencilerin ezber yeteneklerini değerlendirmek \_\_\_\_\_  
d) Diğer, belirtiniz: \_\_\_\_\_

### YDS'ye (Yabancı Dil Sınavına) Yönelik Tutumunuz

(Aşağıdaki ifadelere Katılma derecenizi belirtiniz.)

(1) Kesinlikle katılmıyorum (2) Katılmıyorum (3) Kararsızım (4) Katılıyorum (5) Kesinlikle katılıyorum

4. YDS benim iletişim becerilerimi değerlendirebilecek geçerli bir sınavdır.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_  
\_\_\_\_\_
5. YDS İngilizce dil bilgisini zenginleştiriyor.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_  
\_\_\_\_\_
6. YDS benim İngilizce yeterlik seviyemi geliştiriyor.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_  
\_\_\_\_\_
7. YDS beni İngilizce çalışmaya motive ediyor.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini Bildiriniz: \_\_\_\_\_  
\_\_\_\_\_
8. Bilgilerimin test edilmesinden hoşlanırım.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_  
Sebeplerini  
Bildiriniz: \_\_\_\_\_  
\_\_\_\_\_

9. YDS yüzünden kendimi baskı ve stres altında hissediyorum.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz:

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10. YDS beni daha fazla İngilizce öğrenmeye zorluyor.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz:

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11. YDS bazı yönlerden değiştirilmelidir.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz:

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12. Eğer YDS'ye girmeniz gerekmeseydi, ne yapardınız?(Size uyan seçeneği işaretleyiniz)

(1) İngilizce çalışmaya devam etmek isterdim. \_\_\_\_\_

(2) Bundan böyle İngilizce çalışmazdım. \_\_\_\_\_

**Neden? :**

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### **Ders Kitabına Yönelik Tutumunuz**

13. Hangi ders kitabını veya kitaplarını kullanıyorsunuz? \_\_\_\_\_

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14. Ders kitabımız YDS 'ye yönelik birçok hazırlık testi içeriyor.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz:

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15. Eğer ders kitabımızın tümüne çalışırsam, o zaman YDS'de yüksek puanlar alabilirim.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

Sebeplerini Bildiriniz:

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16. YDS veya ders kitabı hakkında eklemek istediğiniz başka yorumlarınız varsa yazınız:

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## Öğrenme

17. YDS dersinde ders kitabının tümünü işliyor musunuz? E \_\_\_\_\_ H \_\_\_\_\_

18. Ders kitabınızın içeriği YDS'ye göre uyarlanmış mı? E \_\_\_\_\_ H \_\_\_\_\_

19. Öğretmeniniz kitabın bazı bölümlerini atlıyor mu? E \_\_\_\_\_ H \_\_\_\_\_  
Eğer yanıtınız evetse, ders kitabının hangi kısımlarını atlıyor?

\_\_\_\_\_

\_\_\_\_\_

20. YDS derslerinde öğretmeniniz ek materyal kullanıyor mu? E \_\_\_\_\_ H \_\_\_\_\_  
Eğer yanıtınız evetse, bunlar nelerdir?:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21. YDS dersinde en çok hangi becerilere ağırlık veriliyor?(Önem sırasına göre numaralandırınız.)

**a) okuma** \_\_\_ **b) yazma** \_\_\_ **c) dinleme** \_\_\_ **d) konuşma** \_\_\_ **e) gramer** \_\_\_ **f)**  
**kelime** \_\_\_

22. YDS yaklaştıkça becerilere verilen ağırlık değişiyor mu? E \_\_\_\_\_ H \_\_\_\_\_  
Eğer yanıtınız evetse, nasıl değişiyor?(Önem sırasına göre numaralandırınız.)

**a) okuma** \_\_\_ **b) yazma** \_\_\_ **c) dinleme** \_\_\_ **d) konuşma** \_\_\_ **e) gramer** \_\_\_ **f)**  
**kelime** \_\_\_

23. Derste yaptığımız aktiviteleri özet şeklinde anlatır mısınız?(bireysel veya öğretmen odaklı çalışma, bire bir, ikili veya grup çalışması, sesli okuma, rol alma, v.b.)

\_\_\_\_\_

24. YDS yaklaştıkça derste yaptığımız aktiviteler değişiyor mu? E \_\_\_\_\_ H \_\_\_\_\_  
Eğer yanıtınız evetse, nasıl? \_\_\_\_\_

\_\_\_\_\_

25. Okulun belirlediği programın yanı sıra öğretmeniniz size fazladan ders veriyor mu?

E \_\_\_\_\_ H \_\_\_\_\_

Eğer yanıtınız evetse, ne tür ilave dersler veriyor?( gramer, dinlediğini anlama vb.): \_\_\_

\_\_\_\_\_

\_\_\_\_\_

Siz ondan ne tür dersleri daha fazla vermesini bekliyorsunuz? (yani, ne tür derslere ihtiyacınız

var?) \_\_\_\_\_

26. Bireysel olarak ders çalışırken en çok hangi beceriler üzerine zaman harcarsınız? (Önem sırasına göre numaralandırınız).

a) okuma \_\_\_ b) yazma \_\_\_ c) dinleme \_\_\_ d) konuşma \_\_\_ e) gramer \_\_\_ f) kelime \_\_\_

27. YDS yaklaştıkça becerilere verdiğiniz önem sırasını değiştiriyor musunuz? E \_\_\_ H \_\_\_

Eğer yanıtınız evetse, nasıl değiştiriyorsunuz? (Önem sırasına göre numaralandırınız).

a) okuma \_\_\_ b) yazma \_\_\_ c) dinleme \_\_\_ d) konuşma \_\_\_ e) gramer \_\_\_ f) kelime \_\_\_

28. Öğretmenin ödevlendirmesi dışında, sıklıkla YDS'ye yönelik bireysel çalışmalar yapıyor musunuz?

E \_\_\_ H \_\_\_

Neden veya neden değil? \_\_\_\_\_

29. YDS'ye hazırlanmak için genellikle haftada kaç saat bireysel olarak çalışırsınız?

\_\_\_ 0saat \_\_\_ 1-7saat \_\_\_ 8-14saat \_\_\_ 15-21saat \_\_\_ 22 saatten fazla

30. YDS için hazırlanmakta kullandığım zaman ve çaba, YDS yaklaştıkça artıyor mu?

E \_\_\_ H \_\_\_

Sebeplerini Bildiriniz:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

31. YDS'ye hazırlanmak için bireysel çalışmalarınızda ne veya nelere çalışırsınız? (Aşağıda size uyan seçeneği işaretleyiniz.)

(1) Öğretmenimin derste işlediği ders kitabına çalışırım. \_\_\_\_\_

(2) YDS alıştırma kitabı veya eski sınavlara çalışırım. \_\_\_\_\_

(3) Hem (1) hem de (2)'ye çalışırım. \_\_\_\_\_

(4) Diğer, Belirtiniz: \_\_\_\_\_

**Neden?**

\_\_\_\_\_  
\_\_\_\_\_

32. Öğrenme stratejilerinizi, YDS'ye uygun olarak uyarladınız mı? E \_\_\_ H \_\_\_

Eğer yanıtınız evetse, bunlar nelerdir? \_\_\_\_\_

33. YDS için hazırlanmanın en iyi yolu sizce nedir?

34.Öğretmeninizin oluşturduğu sınıf içi sınavlara hazırlanmak için ne çalışırsınız?  
( Aşağıda size uyan seçeneği işaretleyiniz.)

- (1) Ders kitabına odaklanarak derste öğrendiklerimi gözden geçiririm. \_\_\_\_\_  
 (2) Geçmiş YDS alıştırma kitapçığı gibi geçmiş sınavlara çalışırım. \_\_\_\_\_  
 (3) Hem (1) hem de (2)'ye çalışırım. \_\_\_\_\_  
 (4) Diğer, Belirtiniz: \_\_\_\_\_

**Neden?** \_\_\_\_\_

35. Öğretmenimin YDS'ye yönelik ders işleyişi öğrenmem üzerinde etkilidir. E \_\_\_  
H \_\_\_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

36. YDS'nin öğrenmem üzerinde en fazla etkiye sahip olduğunu düşünüyorum.E \_\_\_  
H \_\_\_

Sebeplerini Bildiriniz: \_\_\_\_\_

1. Eğer YDS'nin öğrenmenizi etkilediğini düşünüyorsanız, lütfen YDS'nin öğrenmenizi nasıl etkilediği hakkında yorum yapınız (yani, olumlu yada olumsuz). \_\_\_\_\_

2. Öğrenmenizi etkileyen diğer faktörler nelerdir? (gelecekteki işiniz, anne baba kaygısı, rekabet, ilgi, öğretmen faktörü, İngilizcenin ülkemizdeki prestiji, vb.) \_\_\_\_\_

3. Eğer YDS sizin öğrenmenizi etkilemiyorsa lütfen neden etkilemediği konusunda yorum yapınız.

**Katılımınız için çok teşekkürler.**

## APPENDIX D

## APPENDIX E



## APPENDIX F

## APPENDIX G

## LESSON 1

Tekerekođlu Anatolian High School

15.12.2006

**TRANSCRIPTION OF A SAMPLE LESSON**

Line 1: T: Günaydın!

S: Günaydın hocaam!

T: Eveet, kim gelmedi ya bugün?

S: Herkes burda hocam!

Line 5: S: Evet hocam bende burdayım!

T: Peki bir saniye çocuklar, Őu defteri bir dolduriyim, ondan sonra vericem cevap anahtarını sınavın.

S: Hocam zordu ya!

T: Öyle mi? Peki!

Line 10: (silence)

T: Eveet... 1.B, 2.C, 3.D, 4.D (the teacher goes on giving the answer key for the test for six minutes)..... Var mı kaçırdığımız?

S: Hocam hocam 98 neydi?

T: B, tamam mı çocuklar?

Line 15: S: Bir dakika hocam kontrol ediyoruz.

T: Tamam bekliyorum.

( the students check their answers for fourteen minutes)

T: Evet 1 ve 10 arası var mı relative clauselarla ilgili soru?

S: 3 hocam niye B olmadı?

T: Kızım B olur mu hiç? Burda relative pronoun özne durumunda.

Line 20: S: Ayyy inanmıyorum ya!

T: Var mı başka? Böyle basit hatalar yaparsanız kızarım.

S: 5 hocam.

T: 5 mi var? Şimdi burda preposition var o zaman which olacak işte. Değil mi?

Line 25: S: Evet.

T: Başka var mı 10'a kadar?

S: Hayır hocam buralar kolaydı.

T: 11-22 arası?

S: 12.

Line 30: T: 12 mi? Peki..İlk cümleye bak he demiş..

S: Ayyy tamam tamam anladım hocam, ikinci kısımda his demesi gerekir.

T: Yaa işte dikkatli olun.

S: 15 hocam

T: Şimdi cümleyi ikiye bölelim. Birinci kısmın sonuna there getirdiğimde

Line 35: where yerine geçer.

S: Doğru hocam

S: 21' açıklar mısınız hocam?

T: Ordaki tense uyumunu göremedik mi? Sadece A'da var present, yanıt yalnızca A olabilir.

Line 40: S: Üff ben niye görmüyorum bunu ya?

T: 23-28 arası?

S: 25'e bakalım mı?

T: Tabi bakalım. Superlative, present perfect yapısı, aaa pardon yanıt that olacak. No one dan bahsediyor ve özneyi niteliyor. Evet.. 29-34 arası?

Line 45:S: 32

T: 32 pekala... at verilmiş o yüzden which olacak.

S: Evet hocam ya doğru...

T: 35- 45 arası var mı?

S: Hocam evet 41

Line 50:T: Cümleyi ikiye bölelim. Then olması gerekmiyor mu burda? Geceyi niteliyor o yüzden.

S: Hıım

T: 46-49 arası

S: 47

Line 55:T: Bakalım bakalım. Burda cümlelerin passive olması lazım arkadaşlar. 49-53

arası?

(silence)

T: Yok mu peki o zaman 2. testten 1-7 arası Noun clauses?

S: 3 hocam

Line 60:T: 3 mü? Olup olmadığı 2. kısımda. Ne kadar geniş bol bir su bulunduğunu.

2. kısımda da hayat barındırıp barındırmadığını araştırıyorlar.

S: Anladım hocam tamam.

S: 6 hocam.

T: 6. Two suspects arrested mı were arrested mı?

Line 65:S: Were arrested hocam.

T: E tamam işte! 14- 19 arası?

S: Hocam 11 var.

T: 11'e bakalım. Major ne demek?

S: Şey neydi ya biliyodum.

Line 70:T: Askerde yarbay rütbesi. So olacak burda sonuç veriliyo çünkü. 20-25

arası?

S: 24

T : 2. kısımdan çıkarılabılırdi değil mi Elif? 2. kısım whichli olacak. 26-31

arası?

Line 75:S: 29 hocam 2. kısmı anladım 1. kısmı anlamadım.

T: Şöyle düşün I know what you know dediğinde bu şey anlamına geliyor.

S: Tamam

T: 32-37 arası?

S: 31 var hocam.

Line 80:T: Ayrılma durumunda edindikleri paranın nasıl paylaşılması gerektiği.

Anladın mı?

S: Evet.

T: 1-5 arası Conditionals?

S: Yook!

Line 85:T: 6-11 arası?

S: Yok.

T: 12-17 arası?

S: 12

T: Denizli mi diyor?

Line 90: S: evet hocam.

T: Enflasyonu düşüremediği sürece sıkıntıya düşecek.

S: Hocam 14' deki well ne demek?

T: Kuyu kuyu. Evet başka yoksa 17'ye kadar, 18-23 arası?

S: Yok.

Line 95:T: 24-29 arası?..... Conditional soruları kolay mıydı?

S: Evet.

S: 29'a bakabilir miyiz?

T: Eğer derhal hastaneye kaldırılırsa, birde wish var. Zaten 1. kısımda if you took olmaz, passive yapı gerekiyor. Peki 30-35 arası?

Line 100:S: 35 var.

T: We used to see..

S: Ayy hocam yok zaten doğru yapmışım ben.

T: 39-42 arası?

(silence)

Line 105:T: Yok mu Sentence Completionda? 43-57 arası Phrasallar var geriside cloze testler. Bunların cevaplarını okumadım mı?

S: Hayır okumadınız.

T: 43- D, 44- A (reads the correct answer for each item) Evet şimdi bir bakın hatalarınıza.

Line 110:S: (check their answers for three minutes)

(The bell rings)

T: Tamam hadi bakalım tenefüsten sonra devam edeceğiz.

## LESSON 2

Gaziantep College Foundation

13.12.2006

**TRANSCRIPTION OF A SAMPLE LESSON**

Line 1:T: Neydi o denemeler öyle?

S: Yaa hocaam!

T: Valla en fazla 59 tane net var. Çok kötü. Zor mu geldi? Çocuklar .....zaten Sefa hiç okumadı bile, kapanıp kapanıp oturdu..... Evet..... 1.den

Line 5:başlıyoruz.

S: Hocam....

T: Valla bakalım müdür beye söyleyecem... ne diyecek bakalım. Şeyden başlıyoruz. İlk bölümde, kelime bölümünde var mı hatanız.Bakın bir hatalarınıza tekrar.

(Students check vocabulary part for ten minutes).

S: 3'ü yapalım.

Line 10:S: Hayır 1.

T: 1 He knew that .....sen gösteremezsin diyo yıldızlarla dolu çünkü gökyüzünde ki parlak ışıklar obscure that 'hide' demek.

S: Emerge niye olmadı, ortadan kaldırmak değil mi?

T: Emerge, appear demek, emerge appear demek, obscure, hide, gizlemek.

Line 15:Emerge'l e karıştırdınız demek, diğer şıklarda bilmediğiniz kelime var mıydı? A, B, C, de.....expose maruz kalmak..... Deserve, realize.

Bilmediğiniz kelime var mı?

S: 3 hocam.

T: 3? 2? 2'de var mı? Peki! Yok mu? Hiç sormuyosunuz bile, 2'yi bilerek mi

Line 20:doğru seçtiniz acaba? Bilmeden seçmişsinizdir tabi siz, cevabı orda, encourage biliyorsunuz zaten. Evet 3'temiyiz? Kim istedi 3'ü.

S: Ben hocam.

T: Hı evet. Tution ne demek??

S: Özel ders.

Line 25:S: Nerde?

T: Seçenete var özel ders. Amusement? Amuse? Amuse?

S: Eğlendirmmek miydi hocam?

T: Eeveet. Option?

S: Seçenek

Line 30:S: Seçim

T: Seçenek, opsiyon, alternatif. Deceive? Kandırmak. Deceiver yalancı değil mi? Deceit de isim değil mi? Hostage?

S: Rehine

T: Evet hiçbirinin anlamını bilmesen bile optional' bilecektin ve onu

Line 35:seçecektin.

S: Ama ben optional diye düşündüm, baktım ama tam anlamadım.

T: Because of the opposition of the policy members, burada üyelerin başka opsiyonu yok anlamında kullanılmış. Tuğçe sen bütün 5 kelimeyide biliyodun dam ı yerleştiremedin yoksa anlamlarını bilmiyomuydun? Hııım?

Line 40:S: Yok hocam biliyodum hepsini, bildiğim halde..

T: Biliyodun hepsini ve yerleştiremedin. Anladın mı burda? Başka alternatifimiz yok bırakmaktan başka, vazgeçmenin dışında başka alternatifimiz yoktu. Evet 4-5 var mı soru 4 veya 5'te?

S: (silence)

Line 45:T: Yok?

S: 6

T : 6 .. As the time passes our knowledge rapidly become.. zaman geçtikçe bilgimiz ne olur? Bakalım. Sober? Ne demek sober? Ayık di mi?

Appriciative? Takdir edilir. Envious? Gıpta etme, Useful? Yararlı. C

Line 50:şıkındaki ne demek??

S: Demode olmak.

T: Demode olmak tabii! New knowledge is needed. Ne diyo? Yeni bilgiler ihtiyaç duyulur. O zaman ne olur bilgilerimiz? Hızla demode olur. Ne alaka sizin seçtiğinizle? Sendede mi yanlış?

Line 55:S: Boş

T: Boş! Evet. 7?

(silence)

S: Yok

T: 8?

Line 60:S: Hocam 8'I açıklar mısınız?

T: 8. When Chopen was offered a series of concerts with large audience, büyük bir seyirciye konserler teklif edildiğinde Chopen'e bundan faydalandı but he did bak burası çok önemli, he did so only neysiz yaptı gönülsüz yaptı affording expenses masraflarını karşılayabilmek için son derece gönülsüz

Line 65:yaptı. Boastly ne demek?

S: Hııım övünmek.

T: Övünmek, man-made neydi? El yapımı demek. Distinctively ne demek?

S: Şeeey ayrıcalık.

T: Ayrıcalıklı peki 9 var mı?

Line 70:S: Var hocam.

T: Var. Bakalım. Şimdiii break out ne demek? Patlak vermek değil mi? Patlamada isyan çıktı diyoruz. Call for: require. Get by? Get by'ı çocuklar çok iyi biliyorsunuz.

S: Geçinmek.

Line 75:T: Get by: geçinmek. Look on: watch, run over?

S: Ezmek.

T: Eweet ne olur o zaman?

S: hııım!

T: İyi bir organizasyon ister, yani ne olur o zaman? Call for. 10?

Line 80:S: Doğru yaptık bunu.

T: Yaptınız, wear out geçiyo, wear out ne demektir?

S: Yıpranmak.

T: Yıpranmak, eskimek, peki bir insanı tüketmek değil midir? These naughty children wear me out. Yani hem binaların eskimesi hem de insanları yormak

Line 85:anlamlarına geliyo..... Eweet grammar bölümünde var mı?Bakın

hatalarınıza şöyle bi!

(Students check grammar part for ten minutes)

S: 19.

T: Yom u 19'a kadar?

S: 13 var hocam.

T: 13. So far dediği için burden yakalamalıydınız. Present Perfect tense, di

Line 90:mi? Ordan yakaladın mıydı, passive olduğunu buldunmuydu tamam.İşte present perfect olunca kaç seçenek var? B'de var, A'da var.



S: Benimki hocam.

T: Seninkisi should have ama sen should have'i seçmişsin yapmalıydın ama yapmadın anlamı mı var burda? 13-14?

Line 95:S: Yok.

T: Bunu daha yeni anlatmıştım kim 16'yı doğru yaptı?

S: Ben

T: Afferin! Çünkü bu that orda relative clause değil. Noun clause evet.

Herkes 16'yı doğru yaptı mı? Sizin ciddi kelime sorunuz var. Kelimelerde

Line 100:batmışsınız yani. Evet devam edelim.

S: 17

T: 17. My brother never listens to anyone. Bak şimdi hiç seni dinlemiyor, sanmıyorum diyor senin olumsuzluğunuda değiştireceğini sanmıyorum diyor.

Bir olumsuzun sonuna de de eklemek için either diye gelmez mi?

Line 105:S: Ama bu olumsuz mu?

T: I don't think he'll listen to you ne demek? Seni dinlemeyecek. Sen ne dedin?

S: Neither dedim.

T: Neither mı dedin? Neither cümlelerin sonuna gelmez. Başka?

Line 110:S: 21

T: 21. The company had ever, şirketin işten atmak için birçok sebebi vardı. Fakat o bunu yet still hala adaletsizlik olarak düşündü. Kaç kişi yet still gördü orada?

21'i görenler? Evet 22'mi? 22'de hata olmaz. Çıkabilecek soru o. Deligates

Line 115:diyor. A

great deal of der misin?

S: A great deal of sayılamayanlarla.

T: A great deal of sayılamayanlarla. So?

S: Some of .

Line 120:T: Some of dersin, some of the demen lazım. E tamam A number of çoğullarla kullanılıyor. A lot of demek.

S: Evet.

T: Var mı?

S: 29

Line 125:T: Şimdi, he apologized to me, şimdi apologize to me for doing something

bir kere. Geçen sene bunu da işledik.

S: 30'daki as hocam...

T: 30'daki evet?

S: As ne anlama geliyor?

Line 130:S: için demek.

T: İçin anlamında geçtiyse, sen because'da seç, since'ide seç, as'in ikinci anlamı ne? –iken.

S: While anlamında.

T: Evet. As he was leaving the club, kulü'ten ayrılırken, ayrıldığı için

Line 135:değilki.

S: 34

T: Kim yaptı, 34'ü doğru?... The dinasour population was getting smaller and smaller. Şimdi, A ve E present, seçmem, C zaten enormous size'dan dolayı azalıyor denir mi? Gelelim D'ye; çok büyük oranda çok olduğundan beri.

Line 140:S: Ama hocam niye?

T: Off...offff...offff!!!

## LESSON 3

Gazaintep Super High School

19.12.2006

**TRANSCRIPTION OF A SAMPLE LESSON**

Line 1:T: Merhaba arkadaşlar!

S: Merhaba hocaam!

T: Naptınız?

S: İyi.

Line 5:S: İyiyiz hocam.

T: Herkes burda mı?

S: Burda hocam.

S: Hocam Seçil yokı.

S: Burdayım be!

Line 10:S: Ha ha ha!

T: Tamaamm! Hadi bakalım nerde kaldık Paragraph Studies'de?

S: Hocam sayfa 34'te kaldık.

T: 34..... Tamam o zaman ilk 6 paragrafi okuyun hemen ve sorularını yanıtlayın bakalım hadi.

Line 15:S: Tamam.

(Students read the paragraphs silently for 35 minutes)

T: Evet bitti heralde.

S: Hocam bitmedi daha!

T: Ama olur mu? Sınavdada mı Böyle zamanın olacak sanıyosun? Evet 1.

Line 20:paragraftaki strike out ne demek?

S: Hıııııı

T: Saldırmak değil mi? Peki 1. soruya ne dediniz?

S: A dedim hocam.

T: Diğerleri ne dedi?

Line 25:S: A dedik.

S: A.

T: Evet nerden çıkardık?

S: 3. satırdan.

T: Pekala 2. soru?

Line 30:S: D.

T: Nerden çıkarıyoruz?

S: 1972'den sonra diyorya hocam.

T: Evet. 3?

S: D hocam.

Line 35:T: Diğerleride mi D yaptı.

S: Hayır A yaptım çünkü 4. satırda which are dan sonraki kısımda cevabı veriyö.

T: Evet doğru. 2. paragrafta avert: önlemek, hippopotamus: su aygırı, cockroach: hamam böceği. First question?

Line 40:S: B dedim hocam 1. satırda açıkça verilmiş.

T: 2.?

S: C hocam 4. satırda feed demiş.

T: evet hadi çabuk 3. soru?

S: A hocam.

Line 45:T: Nasıl anladık?

S: Son cümleden.

T: 3. Paragrafta seemingly arkadaşlar?

S: Görünüşe bakılırsa mıydı? Geçmişti yine.

T: Evet görünüşe bakılırsa değil mi arkadaşlar. Raise, büyötmektö değil mi?

Line 50:First question? Hadi Sibel.

S: Hocam C dedim ben 2. satırda before he leaves demiş ya.

T: 2. soru?

S: hocam D olacak.

T: Nerden çıkardın?

Line 55:S: 4. satırdan.

T: 3. soru?

S: A hocam son satırdan he believes that.....kısımında.

T: 4. paragrafta vainly?

S: Boşuna.

Line 60:T: Flourised?

S: Gelişmek.

T: Lack?

S: Eksik yada yoksun olmak.

T: 1. soru?

Line 65:S: B hocam 2. satırdan çıkardım.

T: Evet. 2?

S: C.

T: Nerden çıkarıyoruz?

S: 5.satırın sonundan.

Line 70:T: 3?

S: E hocam son cümleden çıkıyo.

(The bell rings).

T: Tamam devam edicez.

Note: Transcriptions seem to be short because the students spend time answering test questions silently.

## APPENDIX H

**(10. ,11. SINIFLAR İÇİN MÜFREDAT)**

Lise **10 uncu ve 11 inci** sınıflarda öğrencilerin anlama, yorumlama ve konuşma becerilerini artırmak amacıyla; daha çok sözlü ve yazılı kompozisyon çalışmalarına, tercüme, özel amaçlı İngilizce, öğretimine yönelik konular üzerinde durulur.

İleri devreden itibaren 20 nci yüzyıl ağırlıklı olmak üzere çeşitli yazarların, öğrencinin ilgisini çekecek ve okuma zevklerini geliştirecek eserlerini okutmaya özen gösterilmelidir.

Yukarıda yapılan gramer dökümü, aşağıda örnekleri verilen ve başlıca 6 grupta sıralanabilen dil fonksiyonları içinde kullanılır.

1. Hüküm ve değerlendirme (Judgement and evaluation) Tasvip etme, tasvip etmeme (approving, disapproving)

2. İkna etme (suasion):

- a. İkna etme (Persuading),
- b. Emretme (commanding),
- c. Azarlama (scolding),
- d. Önerme (making suggestions),
- e. Rica etme (requesting),
- f. Uyarma (warning),
- g. Yönlendirme (instructing and directing)

3. Tartışma (argument) :

- a. Hemfikir olma (agreeing).
- b. Hem fikir olmama (disagreeing),
- c. İnkâr etme (denialing),
- d. Kabullenme (conceding),
4. Akılcı yaklaşım ve ifade (rational inquiry and exposition) :

- a. Karşılaştırma (comparing),
- b. İspatlama (proving),
- c. Düzeltme (correcting),
- d. Rapor etme (reporting),
- e. Tasvir etme (describing),
- f. Hikaye etme (narrating),

5. Kişisel duygular (personal emotions) :

- a. Zevk (enjoyment),
- b. Üzüntü (sorrow),
- c. Tercih (preference),
- d. Darılma (resentment),
- e. İstek (want),

6. Duygu alanına giren ilişkiler :

- a. Pohpohlamak (flattery),
- b. Minnettarlık (gratitude),
- c. Selamlaşma (greeting) vb.

Bu fonksiyonel ve yapısal döküm, okutulan kitabın öngördüğü biçimde bir üst veya alt sınıfa kaydırılabilir.

## ATATÜRK İLKELERİ (10. SINTF)

- Cumhuriyetçilik
- Milliyetçilik
- Halkçılık
- Devletçilik
- Laiklik
- İnkılapçılık

(Öğretim programının uygun bir bölümünde ilkelerin adları verilecek, bunlardan biri yada ikisi kısaca açıklanacaktır.)

### ATATÜRKÇÜ DÜŞÜNCE SİSTEMİ (I 1. SINIF)

- Atatürkçülüğün nitelikleri

Türk milletinin ihtiyaçlarından doğmuş olması.

Temelinde Milli Kültür olması akli ve bilimi esas alması

Kişi hak ve hürriyetlerine önem vermesi

Yurtta ve Dünyada barışı esas alması

(Atatürkçülüğün nitelikleri öğretim programının uygun bir bölümünde parça halinde işlenecektir. 27.4.1998/64 TTKK)

#### III. AÇIKLAMALAR :

##### A. Yabancı Dil Öğretiminin Genel İlkeleri :

1. Dil öğretiminde dört temel dil becerisinin geliştirilmesi esastır.
2. Öğretimde sistemli bir şekilde bilmenden bilinmeyene, kolaydan zora ve somuttan soyuta doğru bir yol izlenmelidir.
3. Öğretim, öğrencilerin ihtiyaçlarına dönük, fonksiyonel ve anlamlı olmalıdır.
4. Sınıfta ders süresince kullanılan dil İngilizce olmalı, çok gerekmedikçe ana dile başvurulmamalıdır.
5. Dil öğretimine somutlaşmış belirli kalıp ve kurallarla başlanmalıdır.
6. Her öğretme faaliyetinde öğretmen amacının ne olduğunu bilmeli ve bu amacı öğrencilere söylemelidir.
7. En iyi öğrenme uygulama ile olur. Bu sebeple, sınıf çalışmaları, öğrenilenleri kullanmaya imkan verecek şekilde düzenlenmelidir.
8. Öğretim muhakkak örneklerle yapılmalıdır.
9. Birçok şeyi bir arada öğretmekten kaçınılmalıdır. Bilinmeyen kelime ve yapılar aynı zamanda verilmemeli, bilinmeyen kelimeler bilinen yapılarla, bilinmeyen yapılar da bilinen kelimelerle verilmelidir.
10. Her faaliyet bilgi ve becerilerin zenginleştirilmesi için bir fırsat olarak değerlendirilmeli ve öğretmen sınıfa daima hazırlıklı, göze ve kulağa hitap eden araçlarla girmelidir.
11. Öğretmen sınıf çalışmasını gerçek hayattan alınmış orjinal (authentic) malzeme ile zenginleştirirken, öğrenilen dilin gerçek hayattakine uygun şekilde kullanılmasına özen göstermelidir.
12. Öğretmenin amacı, öğrencilere yığılma bilgi vermek yerine onlara dili aktif olarak kullanabilecekleri bir ortam yaratmak olmalıdır. Sözlü alıştırmalarda grup çalışmalarına ve ikili çalışmalara yer verilmelidir.
13. Öğretmen dersi planlarken derse çeşitlilik getirmeye dikkat etmeli ve dersin işlenişinde monotonluktan kaçınmak için öğrencilerin aktif olarak katılmasını sağlayacak oyun, şarkı, temsil, sınıf gazetesi vb. faaliyetlere yer vermelidir. Daha ileri sınıflarda (intermediate, advanced düzeyde) münazara, konferans, gazete ve dergi incelemeleri şeklinde çalışmalar yaptırılmalıdır.
14. Öğrencilere sık sık sorumluluk verilmeli, grup çalışmaları ve ferdi çalışmalar düzenlenmeli, bu çalışmalar öğrencilerin farklı yönelişlerine cevap verecek nitelikte olmalıdır.
15. Hata, bir sağlık işareti olarak kabul edilmeli, yaklaşım düzeltici ve yapıcı olmalıdır.

16. Öğrenciye yanlış yaptığında daima doğrusu öğretilmeli, yanlışını tekrardan kaçınılmalı, sadece doğrusu verilmelidir.
17. Bir şeyi önceden doğru olarak öğretmenin sonradan düzeltmeye çalışmaktan daha kolay olduğu hatırdan çıkarılmayarak öğrencilere daha başlangıçta dili iyi ve doğru kullanma alışkanlıkları verilmeli ve yapılan hata başlangıç düzeyinde hemen düzeltilmelidir.
18. Orta ve ileri devrede konuşma sırasındaki hataları anında düzeltmek öğrencinin şevkini kıracağından öğretmen hataları öğrencinin sözünü kesmeden not almak suretiyle konuşma sonunda düzeltilmelidir.

19. Öğrencilerin hatalarını düzeltmede tüm hataların düzeltilmesine çalışıl-mamalı, seçilen önemli hataların üzerinde durmakla yetinilmelidir.

20. Sadece öğretilen ölçülmeli, öğrenciler öğretilmeyenlerden sorumlu tutulmamalıdır.

B. Öğretim Metodu İle İlgili Genel Bilgiler : I. Metot :

Yabancı dil öğretiminde bugüne kadar kullanılan temel yaklaşımlar sırasıyla, Grammer, Translation, Direct Method, Audio-Lingual, Cognitive Code, Communicative Approach olmuştur. Ancak günümüzde, farklı öğretim durumlarında farklı yöntem ve tekniklerin kullanıldığı Eclectic (seçmeli) yöntem önem kazanmıştır. Yine de asıl önemli olan, yöntemden ziyade dersin işlenişinde kullanılan öğretim teknikleridir.

Yukarıda belirtilen yöntem ve tekniklerden hangisi kullanılırsa kullanılsın öğretim faaliyetinde:

- Presentation (sunma),
- Practice (uygulama),
- Production (üretme-yaratma) olmak üzere üç aşamaya yer vermek esastır.

Öğrenilen kalıpları gerektiği hallerde, yerinde ve zamanında kullandırarak ders işleme stilinde çeşitlilik amaçlanmalıdır. Öğretmen sadece bilinen metot ve tekniklere bağlı kalmamalı; aynı zamanda yaratıcı ve üretken olmalıdır.

Mekanik tekrarlar yanında sarmal (dönüşümlü-spiral) düzende bilinçli öğrenme değer kazanmaktadır. Çağrışım ne kadar çok yönlü ve kapsamlı olursa, öğrenim o kadar kolay ve kalıcı olur.

Sarmal bir yaklaşımla konuda bazı gerekli hususlara tekrar yer vermek ve daha karmaşık yapıları sonraki aşamalarda programlamak esas olmalıdır.

Öğretmen, öğretilen her şeyin kısa sürede mükemmel olamayacağını, bunun dersin akışı içinde zamanla kazanılabileceğinin bilincinde olmalıdır.

Sınıfıçi öğretim etkinlikleri ve egzersizler, öğrencinin kavramakta güçlük çektiği noktalarda yoğunlaştırılmalıdır.

Grammer öğretiminde, cümlenin sadece yüzeysel yapısını değil; anlamında kavratmak amaçlanmalıdır.

Öğretmen, beklentilerini öğrencilerin kapasitesine göre ayarlamalıdır. Bir sınıfın seviyesinin altında veya üstünde olan öğrencilere seviyelerini geliştirici özel ödevler verilmelidir.

Daha ileri seviyede, öğretmen, öğrencinin sonraki yaşantısında amaçladığı eğitime yönelik ihtiyaçlarını tespit etmeli, aynı ihtiyaçların bir araya getirdiği gruplara özel amaçlı öğretim uygulanmalıdır.

Sınıf çalışmalarında laboratuvar, dergi, broşür, bilim kitapları, radyo TV, film. video vb. göze ve kulağa hitap eden araçlarada yeterince yer verilmelidir.

Malzemenin seçiminde öğrencilerin yaşı. kabiliyeti ve konuyla ilgisi dikkate alınmalı ve konuların sunuluşunda gerçeğe uygunluk esas olmalıdır.

C. Ödev :

Ödev verme, öğrencilere öğrendiklerini uygulama ve pekiştirme, öğretmene bağlı kalmaksızın ilerleme fırsatı verme açısından önemlidir.

Ödevler :

- Amaca yönelik, kısa ve öğrenilenleri pekiştirici nitelikte olmalı;



2. Okumaya, yazmaya, yeni kalıplarla cümle kurmaya dönük alıştırmaları kapsmalı;
3. İleri seviyede, araştırmaya dayalı olmalı;
4. Uygun örnek veya örneklerle açıklanmalı;
5. Düzenli aralıklarla verilmeli;
6. Kontrol edilip, düzeltilmelidir.

#### IV. Becerilerin Kazandırılmasında Başvurulacak Yöntem ve Teknikler :

##### A: Telaffuz Öğretimi :

Dil öğretiminde telaffuz çok önemli olduğundan, özellikle başlangıç düzeyinde her üniteye geçen problem seslerin öğretilmesine yeterli sürenin ayrılması gerekir.

Telâffuz öğretimi, öğretim süresi boyunca yeri geldikçe yapılmalı, herhangi bir telaffuz hatası sezildiğinde dersin birkaç dakikası problem sesle ilgili alıştırmaya ayrılmalıdır.

1. Gerek İngilizce'deki bazı seslerin Türkçe'de bulunmaması gerek bazı seslerin her iki dilde de olduğu halde farklı fonksiyonda bulunmaları ve yine İngilizce ve Türkçe'deki sesli ve sessizlerin yapısındaki farklılıklardan dolayı bazı sesler problem olmaktadır.

Bunların belli başlıları şunlardır :

/ W / wine

/v/ vine

/O/ thin (Bu seslerin telaffuzu anlam farklılaşmasına neden olmaktadır)

/ E/they

/ V / sing

/r/ car

İngilizce de alveolar /t, d, s, z, n, l/. (Bu farklılık konuşmada Türkçe de dental / t, d, s, z, n, l/ aksana sebep olur)

İngilizce'deki problem sesliler :

ıy/ beat

/ae/ bad

/l/hut

/uw/ luke

/ow/ bowl

Diğer bazı telaffuz problemleri :

Kelime sonundaki seslileri sessizleştirme (Devoicing)

/-b/ cab

/-d/ bed

/-c/ ridge

/-g/ pig

Bitişik sessizler (Consonant clusters) :

Başka : /sp/ speak /st/ stand

/spr/ spring /str/ stred

Sonda : /rk/ work

/rkt/ worked

/kt0s/ sixths

Seslilerin değişimi :

İngilizce de sesliler içinde buldukları kelimenin aldığı vurguya göre değişikliğe uğrarlar.

/E/ Do you know it?

Yes, I do.

/uw/

2. Telaffuz öğretiminde öğretmenin dikkat edeceği hususlar :

a. Problem sesin tekrar edilmesinde önce bütün sınıfın katılacağı koro (choral repetition), sonra grup (group repetition) ve giderek de bireysel (individual repetition) çalışmalara yeterince yer verilmelidir.

- b. Telaffuz öğretiminde öğrencinin seviyesine uygun olan ve problem sesin açıkça görülebileceği örneklerle yer verilmelidir.
- c. Problem seslerin her bir öğrenciye ayrı ayrı tekrarlatılması zaman kaybına sebep olacağından bu çalışmanın yeterli sayıda öğrenciyle yapılması uygundur.
- d. Birden fazla problem sesi aynı anda düzeltmeye çalışmak karışıklığa yol açabileceğinden her problem ses, tek olarak ele alınmalıdır.
- e. Öğrenci herhangi bir sesi yanlış telaffuz ediyorsa eleştirme yerine yanlışın düzeltilmesi yoluna gidilmelidir.
- f. Problem sesi yanlış telaffuz eden öğrenci üzerinde ısrarla durulmamak; öğrencinin doğru telaffuzu, teyp, öğretmen, öğrenci gibi değişik kaynaklardan duyduktan sonra tekrarlaması istenmelidir.
- g. Sesler, ilgiyi o noktada yoğunlaştırmak için abartmalı olarak verilebilir.
- h. Özellikle ileri seviyede, problem seslerin geçtiği radyo konuşmalarından (TRT III, VOA, BBC gibi) teyp ve TV gibi kulağa hitap eden araçlardan yararlanılmalı ve değişik konuşmacılar dinlettirilmelidir.
- ı. Resim ve gerçek nesnelere dayalı, göze hitap eden çalışmalarla da problem seslerin nasıl telâffuz edildiği açıklanmalıdır.
- j. Gerektiğinde, değişik sesleri çıkarırken dilin aldığı durumlar bir ağız şeması üzerinde gösterilerek açıklanabilir.
- k. Telaffuz öğretiminde tek sesler (individual sounds), bitişik sessizler (consonant clusters), kelime vurguları (stress), cümle vurguları tonlama kalıpları (intonation) ve ritm (rhythm) özellikleri üzerinde durulur.

### 3. Öğretim Basamakları :

Öğrencinin bir problem sesi doğru telaffuz edebilmesi ve benzer seslerden farkını sezebilmesi için yeterli alıştırmaya yaptırılır.

a. Dinleme (listening) öğrencinin problem sesleri ihtiva eden çeşitli kelimeleri dinlemesi sağlanır.

b. Ayırt etme-tanıma (discrimination-recognition): Bir problem sesi tanıyabilmesi için yeterince alıştırmaya yaptırılır. Meselâ; same-different, column A-column B veya 1-2 gibi. Öğrencilere aşağıda örneği verildiği gibi önce A sütunundaki sonra B sütunundaki ve en son olarakta her iki sütundaki kelimelerin telâffuzu dinletilir.

#### **Column A**

Team/tiym/  
tank/taehk/  
tree/triy/  
tick/tik/  
tin/tin/

#### **Column B**

theme/Oiym/  
thank/Oaenk/  
three/Oriy/  
thick/Oik/  
thin/Oin/

"same" "Different" alıştırmaları :

Yukarıda verilen kelimeler ikişer ikişer söylenir. Eğer ses aynı ise öğrencinin "same" değil ise "different" demesi beklenir.

Örnek:

Öğretmen Öğrenci Öğretmen Öğrenci

tın tın

: same : tın thin : Different

c. Söyleme (production): Öğrencilerin problem sesi ihtiva eden kelime, cümle veya cümlecikleri tekrarlamaları sağlanır.

#### B. Kelime Öğretimi :

Kelime öğretimi dil öğretiminin önemli bir parçasıdır. Her ne kadar, kelime bilmek, dili bilmek anlamına gelmezse de, iletişim kurmak için dilin sistematik yapısı yanında kelimelerini de bilmek gereklidir.

Kelime bilgisi aktif ve pasif olmak üzere iki grupta düşünülebilir. Aktif bilgi öğrencilerin dinleme, konuşma, okuma ve yazmada kullandıkları kelimelerden, pasif bilgi ise, kişinin sözlü ve yazılı dilde tanıyıp anlayabileceği kelimelerden oluşur. Yapı ve anlam tamamlayan bütün kelimeler (function words) ve günlük yaşantıda çok kullanılan, tek başına bir anlamı olan kelimeler (content words) aktif kelimeler olarak öğretilmelidir. Sınıfta yapılacak tekrarlarla öğrenilen kelimelerin aktif hale geleceği unutulmamalıdır. Bu yüzden kelimelerin sık sık tekrarı gereklidir. Tek başına bir anlamı olan kelimelerin yazılışı, okunuşu, anlamı ve kullanılışı öğretilmelidir. Aktif kelimeler sözlü ve yazılı uygulamada rahatlıkla kullanılacak; pasif olanlar da dinleme ve anlamada sadece tanıma ve algılama esas alınarak öğretilecektir. Kitapta olmadığı halde yeri geldiğinde ek kalıp ve kelimeler verilebilir. Bir metinde bilinmeyen kalıpları algılama ve bilinmeyen kelimelerin anlamını çıkarma çalışmaları yapılmalıdır.

1. Kelime öğretiminde gözönünde bulundurulması gerekli hususlar: a. Amaç : Kelime öğretimindeki amaç ve beklentiler belirlenmelidir.
- b. Miktar : Öğrencilerin öğrenme kapasitesi gözönünde bulundurularak yeni kelimelerin hepsi aynı anda öğretilmelidir.
- c. ihtiyaç : Öğretilecek kelimelerin seçiminde öğrencinin ihtiyacı gözönünde bulundurulmalıdır.
- d. Tekrar : Öğrenmede tekrarın önemi unutulmamalıdır.

Kelimeler öğretilirken, anlamlı tanıtma (meaningful presentation), duruma göre tanıtma (situational presentation) ve parça içinde tanıtma (contextual presentation) gibi yöntemlerden yararlanılabilir.

#### 2. Öğretim Teknikleri :

- a. Gerçek nesnelere (real objects) gösterilir.
- b. Resim, şekil, harita veya kroki (blackboard drawings) çizilir.
- c. Sınıfa haritalar (maps), (flashcards, wallcharts filmstrips, pictures) veya trafikler getirilir.
- d. Kelimenin anlamı öğretmen veya bir öğrenci tarafından hareket veya mimiklerle gösterilir.
- e. Sayılar öğretilirken rakamlar kullanılır.
- f. Haftanın günleri, aylar, mevsimler vb. kelimeler normal sırası içinde verilir.
- g. Sembol veya model kullanılır.
- h. Öğretilen kelimelerin eş veya zıt anlamlıları verilir.
- ı. İngilizceden dilimize geçmiş kelimeler belirtilir.
- j. Daha önce öğretilen kelimeleri kullanarak yeni kelimenin anlamı açıklanır.
- k. Kelime gruplarını gösteren ilk ve son ekler belirtilerek, yeni kelimenin anlamıyla önceden bilinen temel şekil arasında bağlantı kurulur.
1. Mümkün olduğu yerlerde bileşik kelimeler (compound words) anlamlı parçalara ayrılır.
- m. Öğrencilerden bir metindeki kelimelerin anlamlarını tahmin etmeleri istenir.
- n. Sözlük karşılıkları buldurulur.
- o. Gerektiğinde Türkçe karşılığı verilir.

Başlangıç devresinde daha çok göze ve kulağa hitap eden öğretim teknikleri kullanılmalıdır.

Orta ve ileri devrelerde anlaşılması güç kelimelerin anlamı, ya daha basit bir İngilizceyle verilir veya cümleler içinde açıklanır. Öğrencilerden soru gelmezse, öğretmen bazı kelimeleri görmemezlikten gelebilir. Çünkü, öğrencinin parçayı genel olarak anlayabilmesi için geçen her kelimenin anlamını bilmesi gerekli değildir. Öğretmen kelimelerin anlamını öğrencilerden

almaya, eğer sınıfta kimse bilmiyorsa, parça içindeki anlamını tahmin ettirmeye çalışabilir, bundan sonuç alamıyorsa sözlük anlamını buldurabilir.

Ancak hiçbir teknik etkili olmuyorsa Türkçe karşılığını vermesi uygundur.

3. Bir parçada bulunabilecek kelime kategorileri :

- Parçadan anlamı çıkarılabilecek kelimeler  
(words that can be inferred from the context)
- Aralarında nüans bulunan eşanlamlı kelimeler  
(words in the same semantic field)
- Türetilmiş şekilleriyle öğretilebilecek kelimeler  
(words that can be taught through related tbrms)
- Mecazi anlamda kullanılmış kelimeler  
(words having a common literal sense which are used metaphorically)
- Yapısal bileşimlerinin analiziyle anlam çıkarılabilecek kelimeler veya deyimler  
(words and idioms that can be interpreted by analysing their internal structure)

4. Kelimeleri cümle içinde kullanırken dikat edilecek hususlar :

- Kelimenin metindeki anlamı net bir şekilde şnlaşlamamışsa, öğretmen örnek bir cümle verir. Aksi halde zaman kaybına sebep olmamak için her kelime için cümle yapmaya gerek yoktur.
- Öğretilen kelimenin metindeki anlamıyla yeter sayıda öğrencinin cümle yapması istenir. Bilinen kelimeler için cümle yapılması gereksizdir.
- Kelime görülmemelidir.  
öğretimi.

dil öğretiminin önemli bir aracıdır, amaç olarak

5. Kelime hazinesini geliştirici çalışmalar :

- Anlam çıkarma alıştırmaları, (inference exercises): Anlam çıkarma alıştırmalarında bilinmeyen bir kelimenin anlamının, değişik şekillerde nasıl çıkarılacağını, öğrencilere göstermek için kısa bir metin kullanmak yararlı olur. Aşağıdaki örnekte **furniture** amaçlanan kelimedir.

Örnek : We bought six chairs and a dining table and a sofa, and we spent our money on this furniture.

Burada, öğrenci sözü edilen our money eşyadan (table, chair) mobilya kelimesinin olmasını tahmin edebilmelidir.

Bir başka şekil de anlamının tahmin edilmesini istediğimiz kelimenin yerini boş bırakmaktır.

Örnek1The museum contained almost every type of.....:

cars, buses, trams, and even old carriages and coaches. Buradan amaçlanan kelime vehicle (araç) dır. b. Eş veya zıt anlamlı kelimelerle yapılan alıştırmalar : Bu tür alıştırmaları yaparken eşanlamlı olanların dikkatle seçilmesi gerekir.

ÖRNEK: "big" ve "large". Aşağıdaki cümlelerde "big" ve "large" aynı anlamdadır.

I need a "big" envelope. I need a "large" envelope. Ama böyle bir cümlede "big" yerine "large" kullanmamız uygun olmaz. What a big boy you are.

Bu grupta yapılabilecek alıştırmalar :

1. Eşleştirme alıştırmaları (area of reference exercises)

Bu türde iki grup kelime verilir. Gruplarda birindeki kelimeleri diğer gruptaki kelimelerle eşleştirmesi istenir.

ÖRNEK:

- Partner A-Warl-C
- colleague B- friendship 2-D
- ally C- business, firm 3-A
- accomplice D- profession 4-E

5. comrade E- erime 5-B şeklinde yapılabilir. 2. Resmi ve resmi olmayan durumlarla ilgili alıştırmalar (Level of formality exercises).

Bu türde benzer anlamlı kelimeler verilir ve bunlardan hangisinin resmi hangisinin samimi bir ortamda kullanılacağı belirtilir.

Pal Mate associate companion body friend Inf Nötr formal formal informal nötr. c.

Düzenleme alıştırmaları (collocation exercises)

1. Bazı fiillerle değişik edatlar verilir. Belirlenen isim veya tamlamalarla hangisinin kullanılabileceği buldurulur.

Örnek :

cut-down/up/off, hew-down, hack-at, chop-down/  
off, carve-up, slit-open, noun/noun phrase

a branch of a tree	cut off
a tree	cut down
roast meat	carve
an envelope	slit open
a door	chop down

one's initials (eğ on a tree) cut/carve

wood (for firewood) cut up

wood (to make a design) cut

coal	Hew
a skirt	cut

a wooden barrier hack at/chop down

2. Anlam bağlantısı içindeki alıştırmalar (Semantic field exercises) :

Bu tür alıştırmalarda bir bütünün parçaları verilerek aralarındaki ilgiye veya bütüne olan etkilerine göre sıraya dizilmesi istenir.

Örnek : Bir aile ağacı çizilip, üzerinde hiyerarşik bir düzen içinde akrabalık ilişkiler (büyükanne, büyükbaba, anne, baba, kardeş, oğul, kuzen, yeğen, torun vs.) gösterilir veya bir otomobilin parçaları verilip birbirleriyle olan ilişkileri buldurulur.

d. Sözlük Alıştırmaları :

Sözlük, öğretmene bağımlı olmadan öğrenmeyi sağlaması bakımından yararlıdır. Sözlükler kelimelerin telaffuzunu bulma ve imlâ sorunlarında öğrenciye büyük yardımcıdır. Bu sebeple öğrencilere sözlüğün nasıl kullanılacağı öğretilmelidir.

C. Dinleme Öğretimi :

Dil, bir iletişim aracı olduğuna göre amaç, yalnızca konuşmayı değil, konuşulanı ve duyulanı anlamayı da kapsar. Bu yüzden dinleme çalışmalarında sadece dinleme değil aynı zamanda anlama amaçlanmalıdır. Dinleme, bir amaca yönelik olmalıdır. İleri seviye dışında, her seviyede öğrenciye dinleme sırasında neye dikkat etmesi gerektiği önceden belirtilmelidir. Öğrenciye bir parçanın ayrıntılarından çok, muhtevasını anlamasının önemli olduğu telkin edilmelidir. Şayet mümkünse, anadili İngilizce olan kişileri davet ederek onlarla seminer, konferans, tartışma vb. çalışmalarda bulunulması; bu mümkün değilse teyp, film, video vb. araçlarla dinleme alıştırmaları yapılması yararlı olur. Öğrenciler çeşitli konuşmaları dinlerken, göze hitap eden ve konuşmanın konusunu destekleyici nitelikte olan araçlardan da tasvir ve yorumlama açısından yararlanılabilir. Ayrıca her seviyede, şarkı dinletilmesine yer verilmesi, öğrencinin ilgisini çekme bakımından yararlıdır.

Tartışmalar, söylevler, tasvirler, karşılıklı konuşmalar, hikayeler, reklamlar, mülakatlar, konferanslar, şarkılar, yol tarifleri, haberler, radyo yayınları, talimat ve telefon konuşmaları vb. faaliyetler, dinleme konuları olarak düşünülebilir.

1. Dinlerken amaçlanacak hususlar ;

a. Genel bilgi (ana noktalar),

- b. Özel bilgi (ayrıntılar),
- c. Kültürel bilgi (genel olarak),
- d. Kişilerin davranış ve düşünceleri.
- e. Düşüncelerin düzenlenmesi,
- f. Olayların birbirini izlemesi,
- g. Kelimeler (lexical items),
- h. Yapısal öğeler (anlam ve kullanışları bakımından),
- 1. Fonksiyonel öğeler (şekil ve kullanışları bakımından), olabilir.
- 2. Dinleyerek anlamayı sağlayan beceriler :
  - a. Dinlenecek metnin başlık resim veya diğer ipuçlarına bağlı kalarak, ne hakkında olacağını kestirme (pediction),
  - b. Karşılıklı konuşmada etkili olan öğeler (well oh..... now, finally .....)
  - tanıma,
  - c. Bağlaçlar, zamirler de dahil olmak üzere tamamlayıcı kelimeleri (such as, vvhich, vb.) tanıma,
  - d. Anlamaya yardımcı olacak değişik tonlama ve vurguların kullanılmasının farkına varma,
  - e. Bilinmeyen kelime ve kelime gruplarını tahmin etme, f. Konu ile ilgili noktaları tespit etme, ilgisiz bilgileri atma,
  - g. Konu hakkında kendi bilgisini kullanarak anladığını önce ikili çalışıma (pair-work); sonra sınıf çalışması (classwork) yoluyla başkasına aktarma,
  - h. Konu ile ilgili noktaları, not alıp özetleyerek akılda tutma, 1. Verilmek istenen mesajı anlama vb. şeklinde sıralanabilir.
- 3. Dinleme çalışmaları üç bölümde yapılır : a. Dinleme öncesi çalışmalar :
  - 1. Tanıtma (introduction) : Konu ile ilgili genel tanıtıcı bilgi verilir.
  - 2. Kestirme (prediction) : Öğrencilerin başlık, resim vb. öğeleri değerlendirerek konu ile ilgili tahmin yürütmeleri istenir.
  - 3. Yeni kelimelerin ve anlaşılması güç yapıların açıklanması, b. Dinleme sırasındaki çalışmalar :
    - 1. Metni dinleme : Dinleme başlangıç düzeyinde üç, orta düzeyde iki, ileri düzeyde bir defadan fazla olmamalıdır.
    - 2. Yeni kelimelerin anlamını tahmin etme (fuessing the meaning): Bu basamak, dinleme öncesi çalışmalarında kelime öğretilmemişse uygulanır.
    - 3. Yeni kelime ve yapıları kendi ifadesiyle söyleme (paraphrasing)
    - 4. Aralıklarla tekrar dinleme ve tekrarlama (başlangıç düzeyinde),
    - 5. Not alma (orta ve ileri düzeyde).
  - c. Dinleme sonrası çalışmalar :
    - 1. Soru-cevap tekniğiyle soruları cevaplandırma,
      - Evet/Hayır (Yes/No)
      - Doğru/Yanlış (True/False)
      - Çoktan seçmeli (Multiple choice)
      - Soru-cevap (Information questions)
    - 2. Sözlü özetleme :
    - 3. Dinlediğini ana hatlarıyla şematik olarak ifade etme (diagramming), verilen bilgilerle birbirini takip eden resimleri düzenleme ve boş kalan yerleri tamamlama (Flow charts),
    - 4. Dinlediği metni yazma (dicto-comp.)
    - 5. Dinlediği metinle ilgili olarak verilen bir rolü yapma (role-playing)
    - 6. Dinlediği metinle ilgili eğitsel oyunlara (communication games) katılma. D. Konuşma Öğretimi :

Öğretmenin, öğretimde amaçladığı temel unsurlardan biri de öğrencinin çeşitli ortamlarda dili gerektiği gibi kullanabilmesini sağlamaktır.

Bu. her seviyede değişik çalışmalarla sağlanabilir. Öğrencilerin psikomotor becerileri kazanması için yapılan alıştırmalar çalışmalarında şu sıra izlenmelidir :

1. Mekanik alıştırmalar (mechanical drills): Öğrenciler yapılması gereken işlemleri öğretmenin direktifleri doğrultusunda mekanik olarak yerine getirirler.
2. Anlamlı alıştırmalar (meaningful drills) : Öğrenciler yapılması gereken işlemleri anlamını da düşünerek gerektiği biçimde yapılarlar. Bu tip alıştırmalar, otomatik cevaplardan çok. bilgi ve yorum gerektirdiğinden öğrenciyi düşünme ve üretme yönlerinden daha aktif kılar.

a. Bu grupta uygulanacak çalışmalar :

1. Soru-Cevap (question-answer) alıştırmaları :

- Soru-tek cevap
- Soru-biraç cevap
- Cevaptan çıkarılan soru
- Tek bir cümleden çıkarılan çeşitli sorular olarak uygulanır.

b. Hüküm ve yorum gerektiren alıştırmalar : Öğrencilerden edindikleri bilgileri kullanarak belli bir konuda değişik cümleler kurmaları ve yorumlar yapmaları istenir. Bu alıştırma, bir öğrencinin cümlesi üzerine ikinci bir öğrencinin yeni bir cümle kurması ve aynı işlemin zincirleme olarak yapılamış şeklinde de uygulanabilir.

3. İletişim alıştırmalar (cummmunicative drills): Bu alıştırmalar, dilin çeşitli durumlarda doğru iletişim kuracak şekilde kullanılması içindir.

Bu grupta yapılabilecek alıştırmalar :

a. Diyaloglar (dialogues): Öğrencinin karşılaşılabileceği her duruma uygun ifadeleri seçebilmesi ve dili akıcı olarak kullanabilmesi bakımından yararlıdır.

b. Hazırlıksız konuşma (improvisation) : Öğrencilerin, verilen bir durumda, hayal güçlerini kullanmak yolu ile karşılıklı konuşmaları istenerek, yaratıcı olmaları sağlanır.

c. Rol yapma (role-playing) : Öğrencilerin ikili veya daha kalabalık gruplarda verilen rolleri üstlenip yapmalarıdır.

d. Simulasyon : Öğrencilere bir problem durum verilir, seçilen gruptaki her öğrenci kendi rolüne uygun değişik bilgilerle donatılır. Her birinin edindiği bu bilgileri diğerlerinin bilgisinden habersiz olarak durumun tartışmasında kullanması ve olayı gerçekmiş gibi yaşaması istenir.

e. Okuma : Öğrencilerden okudukları değişik konularda sözlü tartışma yapmaları istenebilir.

f. Yazına : Öğrencilerden değişik konularda kompozisyon yazmaları istenir. Bu kompozisyonlar düzeltilir sınıfa getirilir. Sınıfta okutulan kompozisyonları yazan öğrencilerin konulan hakkında aydınlatıcı konuşmalar yapması ve diğer öğrencilerin soracağı soruları cevaplaması istenir.

g. Söylevler : Öğrencilerden belirli konularda hazırlanarak sınırlı süre içinde konuşmalar yapmaları istenebilir.

h. Göze ve kulağa hitap eden araçlar : TV. video, film, resim, teyp, radyo vb. araçlar kullanılarak öğrencilerden gördüklerini, duyduklarını anlatmaları veya yorumlamaları istenebilir.

1. Münazaralar (debates) : Sınıf içi veya sınıflar arası münazaralar yapmak suretiyle öğrencilerin topluluk karşısında konuşma yeteneği geliştirilebilir.

j. Hikaye anlatma : Duyduğu bir hikayeyi anlatması yanında, öğrenciyi daha aktif kılmak amacıyla hikaye yaratma tekniği de kullanılmalıdır. Öğrencinin kendi seçtiği veya kendisine verilen bir konuda bilgi ve yaratıcılığını kullanması istenerek hikaye anlatılabilir.

İleri seviyede münazara, hikaye anlatma, söylev ve grup tartışmaları gibi çalışmalarda, konunun seçimi, mümkün olduğu kadar, öğrencinin isteğine bırakılmalıdır.

k. Sınıf içi Eğitici Oyunlar (didactic games):

1. Beyin fırtınası alıştırmaları (brain storming activities) : Tahmin, ilişkiyi bulma, tasvir ve dile getirme, belli bir konuda fikir üretme vb. alıştırmalar bütün öğrencileri aktif hale getirecek şekilde uygulanmalıdır.
2. Düzenleme alıştırmaları (organizing activities): Karşılaştırma, farkı bulma, sıraya dizme, bilinenleri kullanarak çözümü bulma vb. çalışmalar yapılabilir.
3. Bileşik alıştırmalar (compound activities): Mektuplaşma, proje yapma. İngilizce konuşma kulüpleri kurma, münazaralar vb. çalışmalardır.
  - a. Bütün bu konuşma alıştırmaları :
    - İkili alıştırmalar (pair-work): Her öğrenci yanındaki, önündeki veya arkasındaki arkadaşı ile çalışmak suretiyle;
    - b. Grup alıştırmaları (group-work) : Sınıfta oluşturulacak üç veya daha fazla kişilik gruplarda.
    - c- Sınıf alıştırmaları (class-work): Tüm sınıfın katılacağı bir şekilde organize edilerek, uygulanır.
- E. Okuma Öğretimi :
  - Okuma, edinilmesi gereken dört temel dil becerisinden biridir, 1. Okuma Öğretiminde Amaçlar : a. Okuduğunu anlama, b. Yazarın görüşünü anlama. c. Bilmediği kelimeleri sözlüğe bakmaksızın konunun bütünü içinde anlama, d. Okumayı zevk ve alışkanlık olarak benimseme, e. Metnin değişik bölümleri arasındaki bağlantıyı kurma, f. Okuduğuna kendi yorumunu getirme, g. İleri aşamada da özü daha süratle anlama, yeteneğini geliştirmektir.
  2. Okuma becerisini geliştirmek için yapılacak çalışmalar şu üç grupta düşünülebilir.
    - a. Okuma öncesi etkinlikler (pre-reading activities): Konuyla ilgili bir ön konuşma yapılır. Öğrencilerden,
      1. Verilen bir başlığa göre parçanın içeriğini kestirme (predicting),
      2. Verilen başlık, resim veya şekil ile muhteva arasında ilişki kurma,
      3. Verilen konuyla ilgili kelime bilgisinin kazandırılması için soru cevap tekniği kullanma, vb. çalışmalar istenir.
    - b. Okuma sırasındaki etkinlikler (activities during reading):
      1. Genel anlamayı sağlamak için genel nitelikte ve yeterli sayıda soru tahtaya yazılır veya dikte ettirilir. Öğrencilerden konuyu okuduktan sonra cevap vermeleri istenir, (skimming)
      2. Öğrencilerden, okudukları parçada geçen kelimelerin anlamlarını, metindeki ipuçlarını değerlendirerek tahmin etmeleri istenir. Öğrenciler gerekirse emin olmak için sözlükten yararlanabilirler.
      3. İleri düzeyde, metinde geçen ve anlama katkısı olan, yapı ve sanatla ilgili (structural and rhetorical) özelliklerin bulunması istenir.
      4. Öğrencilerden önemli gördükleri kelime gruplarının veya cümlelerin altını çizmeleri (underlining) ve okunan metindeki önemli noktaları not almaları (note-taking) sonrada gerekirse bu notları düzenlemeleri (note-making) istenir.
      5. Bir metinde anlaşılması güç cümlelerde geçen şahıs zamirlerinin hangi ismin yerine kullanıldığının (reference signals) bulunması istenir.
    - c. Okuma sonrası etkinlikler (post-reading activities) :
      1. Ayrıntılı anlama (scanning): Öğrencinin okuduğu metinle ilgili ayrıntılı sorulara cevap vermesi istenir. Bunun içinde "evet-hayır", sonra, "yanlış-doğru" şeklinde cevap alınabilecek basit sorulardan başlanır. Konuyla ilgili olarak olayın nerede, ne zaman ve nasıl olduğunu belirleyen açıklayıcı cevaplar almaya yönelik sorular; daha sonra da yargıya ve yoruma dayalı sorular sorulur.
      2. Öğrencilerin . metinde geçen anlaşılması güç ifadeleri yazılı veya sözlü olarak kendi ifadeleriyle açılmaları, istenir, (paraphrasing).



3. Okunan metnin anafikrinin (main idea), ileri düzeyde de anafikri destekleyen yardımcı fikirlerin (supporting ideas) bulunması istenir.

4. Öğrencilerin okunan metni öz ve şematik olarak ifade etmeleri istenir, (diagramming).

5. İleri düzeyde, öğrencilerin okudukları metnin giriş, gelişme, sonuç (hikaye vb. yazılarda serim, düğüm, sonuç) bölümlerini bulmaları (outlining) istenir.

6. Okunan metnin, öğrencilerin kendi cümleleriyle sözlü veya yazılı olarak özetlenmesi (summarizing) istenir.

3. Okuma iki sebeple yapılır ;

a. Zevk için okuma (reading for pleasure): Dergi, gazete, tatil broşürleri, arkadaş mektupları; roman, oyun, şiir gibi edebi metinler kullanılarak,

b. Bilgi için okuma (reading for Information): Çalışma sırasında, sözlük, kitap, index, bibliyografya, kitaplık katalogları, şema grafik ve şekiller, iş hayatıyla ilgili rapor, makale, ilan, reklam, iş mektupları, prospektüsler, sözleşmeler; günlük hayatla ilgili ilan ve tabelalar, otobüs, tren tarifleri, yer . yol, sokak levhaları, gazete başlıkları, fotoğraf altı yazıları vb. kullanılarak.

4. Okuma uygulaması, başlangıç devresinde, sesli okuma (reading aloud) olarak yapılırken, orta ve ileri devrelerde sessiz okumaya (silent reading) geçilir.

a. Sesli okuma, sözlü bir alıştırma olduğundan tonlama ve telaffuz çalışmalarında yararlıdır. Öğrenci, dilin söylenen ve yazılan şekillerini de bu yolla ayırt edebilir. Sesli okuma alıştırmasında yalnızca kısa pasajlar kullanılmalıdır.

Sesli okuma daha çok sınıfçı okuma (intensive reading) çalışmalarında yapılır. Başlangıç ve orta düzeylerde, okuma çalışmalarında amaç daha çok temel dil kalıplarını ve kelimeleri yazılış biçimleriyle tanımak ve bunların kullanışlarını görmektir.

b. Sessiz okuma, anlama yeteneğini geliştirmek içindir. Bu yeteneğin geliştirilmesi öğrenciye okul sonrası çalışmalarında da yarar sağlayacaktır. Sessiz okuma çalışmalarında, sesli okumaya göre daha uzun parçalar kullanılabilir.

Sessiz okuma, zevk veya bilgi almak için yapıldığından daha çok sınıf dışındaki okuma çalışmalarında (extensive reading) uygulanır. Bu uygulamada ayrıntıdan çok. genel anlamayı gerektiren süratli okumaya yer verilir.

I. Özel Amaçlı Dil Öğretimi : (E.S.P. : English for Specific Purposes)

Özel amaçlı dil öğretimi, ileri seviyede öğrencilere ilgi duydukları alanlara yönelik çalışmalar yaptırmak ve edindikleri becerileri bu özel alanlara da transfer edebilmelerini sağlamak.

1. Bu çalışmalar sırasında:

a. Genel anlama (skimming),

b. Ayrıntılı anlama (scanning),

c. Not alma ve düzenleme (note-taking, note-making),

d. Özetleme (summarizing),

e. Şema çizimine (diagramming),

f. Konunun ana hatlarını çıkarma (outlining),

g. Alanla ilgili kelimeleri (terminology) öğrenme,

h. Kelimenin anlamını tahmin etme (guessing the meaning)

becerileri üzerinde durulmalıdır.

2. Sınıfçı çalışmalarında kullanılacak teknikler :

a. Eksik bilgiyi tamamlama alıştırması (information gap exercises):

1. Bütünleştirerek okuma (jigsaw reading) birbirleriyle ilişkili uygun okuma parçalarını birleştirerek okuma.

2. Çeşitli sorular (questionnaires),

3. Teknik çizimler (technical drawings),

4. Verilen bilgiye veya modele göre bir örnek oluşturma (model building),

b. Kazanılan becerilerin uygulanması (intergrated skills practice):

1. İkili çalışma (pair work),
  2. Grup çalışmalarıyla (group work) gerçekleştirilebilir,
  3. Rol yapma (role-playing),
  4. Oyunlar (games),
  5. Simulasyon,
  6. Sözlü tanıtımlar (oral presentation) olarak sıralanabilir.
3. Özel amaçlı dil öğretimi başlangıçta smıfıçı faaliyeti (intensive) olarak uygulanmalı ve giderek öğrenciler kendi kendilerine araştırmaya yönlendirilmelidir. Kitap ve konular bu dersi okutan öğretmenler tarafından, birlikte belirlenmelidir.

#### G. Yazma Öğretimi :

Konuşma da, anlamaya yardımcı olan mimik, jest, tonlama vb. öğeler yazmada bulunmadığından öğrencilerin merakını anlatırken yapı ve kelimeleri daha açık ve tutarlı kullanması beklenir. Bu yüzden de öğrencide mantık, gramer ve kelime açısından iyi bir temel oluşturmak gerekir. Başka bir deyişle kelime ve cümleleri gelişigüzel sıralama yerine belli bir maksada yönelik çalışma yaptırılmalıdır. Yazma çalışmaları, bir konu verilmek suretiyle yapılabileceği gibi, okunan bir parça veya yapılan bir tartışma sonucunda da uygulanabilir. Her düzeyde, düzeye uygun olarak noktalama işaretlerine ve yazım kurallarına dikkat edilmelidir.

#### 1. Kontrollü Yazma;

Kontrollü yazmada öğrencilerin:

- a. Verilen kelimeleri, kelime gruplarını ve cümleleri dilbilgisi kalıplarında değişiklik yapmadan kopye edebilmeleri,
- b. Verilen dilbilgisi kurallarına göre gerekli değişiklikleri yaparak cümleleri yazabilmeleri,
- c. Verilen bağlaçlarla bileşik cümleler yapabilmelerini, sorulara cevap verebilmeleri, seçilen kelimeleri kullanarak belirli kip ve zamanlarda (tenses) cümle kurabilmeleri, parantez içinde verilen kelimelerle bileşik cümleler oluşturabilmeleri vb. çalışmalar yapabilmeleri, amaçlanır.
- d. Kontrollü yazma çalışmalarının diyalog ve paragraflar üzerinde yapılması uygun olur.
- e. Diyalog yazmada:
  1. Öğrencilere örnek diyaloga benzer bir diyalog yazabilmeleri için anahtar kelimeler verilir.
  2. Düzensiz bir şekilde sıralanmış cümleler verilip bunları anlamlı bir diyalog olacak şekilde düzenlemeleri istenir.
  3. Kısmen verilmiş bir diyalogun öğrencilerin "kendilerine göre geliştirip tamamlamaları istenir (Gerekirse açıklayıcı bilgi verilebilir.)
  4. Genel çerçevesi ve yer. zaman gibi ipuçları belirlenmiş olan bir konu hakkında öğrencilerden bir diyalog oluşturmaları istenir.

#### f. Paragraf yazmada;

Öğrencilerin:

1. Sorulara cevap vererek bir paragraf oluşturmaları,
  2. Karışık olarak verilen cümleleri yeniden sıraya koymaları. Verilen bağlaçların uygun olanlarıyla parçadaki boşlukları doldurmaları,
  3. Yer değiştirme tablosu : (Substitution table) kullanarak verilen cümle öğelerini yazdıkları paragrafta kullanmaları.
  4. İlk cümlesi verilen bir paragrafı belirli sayıda cümle ve verilen zamanları (tenses) kullanarak tamamlamaları,
  5. Belli bir konuda bir kısım verilmiş yapıları dikkatle ve anlam bütünlüğü içinde paragraf olacak şekilde düzenleyerek tamamlamaları, istenir.
2. Güdümlü yazma;
- Öğrencilerin.

- a. Cümle yapılarını ve öğrendikleri kelimeleri verilen yapı ve kalıplara uygun olarak kullanabilmeleri,
- b. Verilen yapı ve kalıplara uygun olarak kurdukları cümlelerle anlamlı bir paragraf oluşturabilmeleri.
- c. Verilen paragrafları okuyup olayın akışına göre, verilmeyen paragraf veya paragrafları yazabilmeleri, amaçlanır.

Güdümlü yazma çalışmalarının aşağıda gösterilen tekniklerden yararlanılarak yapılması uygun olur.

1. Dikte (dictation):

- Parçanın önce okunması ve öğrenciler tarafından dinlenmesi,
  - Öğretmen parçayı anlamlı kelime gruplarına ayırarak okurken öğrencilerin yazması.
  - Öğretmen ikinci defa okurken öğrencilerin yazdıklarını kontrol etmeleri,
  - Yazılanların öğrencinin kendisi veya arkadaşlarından biri tarafından kontrol edilip düzeltilmesi,
- şeklinde uygulanır.

2. Dicto-comp :

Öğrencilere bir parçanın tamamı dinletildikten sonra, o metni aynı kalıp ve kelimelerle yeniden yazmaları istenir.

3. Note-Taking :

Öğrenci, dinlediği bir parçayı genel olarak anlayabilecek seviyeye geldiği zaman bu teknik uygulanır. Not tutmada esas. bir parça veya konuşmanın ana noktalarını sonradan hatırlayıp kullanmak için kaydetmektir. Not alma sırasında bu işlemi kolaylaştırmak amacı ile bazı kısaltmalardan yararlanır.

Kısaltma İşlemi;

- Şahıs zamirleri, yardımcı fiiller. articleMar atılarak,
- Sayı ve semboller kullanılarak,
- Kelimelerin ilk heceleri kullanılarak, yapılabilir.

4. Note-making :

Bu beceri, not alma becerisine bağlıdır. Öğrenciden, aldığı notları düzenleyerek anlaşılır bir hale getirmesi beklenir.

5. Underlining :

Öğrenciden, metindeki önemli noktaları belirleyip altlarını çizmesi beklenir.

6. Paraphrasing:

Bir pasajın anlamını orjinalinden farklı kelimelerle ve aslına yakın uzunlukta vermektir. Bu tür çalışmaya orta devrede yer verilmesi uygun olur.

7. Precis Writing :

Precis yazma bir metnin belirli sınırlar içinde özünü vermedir.

Precis yazarken;

- Metin dikkatle okunur ve ana fikri bulunur,
- Bilinmeyen kelimelerin anlamı bulunur,
- Metin tekrar okunur,
- Metni oluşturan ana hatlar bulunur,
- Anahtar olabilecek söz ve kelime grupları yazılır,
- Oluşturulan notlar değerlendirilerek verilen sınırlar içinde metnin precisisi yazılır.

8. Summarizing :

Seçilen metnin anlamını kaybetmeden kısaca ifade edilmesidir. Anafikre sadık kalarak öğrenciler kendi yorumlarını da katarlar. Başlangıç devresinde kelime sayısı sınırlandırılarak verilir.

9. Outlining :

Bir metindeki fikirlerin, birbirleriyle ilişkisi ve metindeki sırası gözönüne alınarak sıralanmasıdır.

### 3. Serbest Yazma :

Serbest yazmada öğrencileri;

a. Verilen bir konudaki görüş ve düşüncelerini belli bir maksada yönelik ve yazım kurallarına uygun olarak kendi kelime ve cümleleriyle yazmaları,

b. Okunan bir edebi metni kendi kelimeleriyle ifade etmeleri, amaçlanır.

Serbest yazma uygulamalarında üzerinde durulacak anlatım tarzları şunlardır:

1. Tasvir etme (descriptive type): Bu anlatım tarzında genellikle insanlar, objeler ve görüntüler canlandırılır. Şahsi izlenimler şekillendirilir veya haya ürünü ifadelere yer verilir. Kompozisyon, giriş-gelişme-sonuç bölümleri dikkate alınarak yazılır.

2. Hikaye etme (narrative type): Bir olayın yazılması veya olayların bir düzen içinde (before the event, event, af ter the event) sıralanarak hikaye edilmesi istenir.

3. Tartışma (argumentative type): Düşüncelerin, olayların sebep veya sebeplerini mantiki bir düzen içinde toparlıyarak dile getirmektir. Bu tip anlatım tarzında;

- Kendi düşüncesini belirtme,
- Kendi düşüncesini okuyucuyu ikna edebilecek tarzda savunma,
- Bir meseleyi çözmek için çaba harcama,
- Bir meseleyi çözüme ulaşmasa da irdeleme, amaçlanır.

4. Kendi görüşünü yansıtırma (reflective essay): Verilen bir konuyu; hayal gücünü, tecrübesini, bilgisini, düşüncesini kullanarak, düşüncelerini düzene koymak yoluyla yorumlayabilmektir.

5. Kısa hikaye (Short story) : Hikaye yazarken bir hikayede bulunması gereken zaman (time), yer (setting) konu (plot) ve konunun işlenişinde de serim, düğüm, çözüm gibi öğelerin öğrencilere mümkün olduğu kadar kullanılması amaçlanmalıdır.

6. Mektup yazma (letter \writing): İngilizce de bütün mektuplar belli bir plana göre düzenlenir. Bir mektupta;

- Sayfa düzeni (form and margin)
- Başlık (heading),
- Hitap (salutation),
- Muhteva ;
- Giriş (Introduction),
- Gelişme (Purpose),
- Sonuç (Conclusion),
- Kimlik belirtme (subcription),
- İmza (Signature),
- Not (the postscript),

gibi hususlara dikkat edilmelidir.

Öğrencilere;

7. Başlangıç düzeyinde şahsi mektuplar (personal letters).

8. Orta düzeyde de başvuru formu (application form), dilekçe (formal request or petition), rapor (report), rica mektubu (letter of request), davetiye.

9. İleri düzeyde de iş mektupları (business letters), sipariş mektupları (order letters), tavsiye mektupları (letters of recommendation), şikayet mektupları (letters of complaint) vb. mektup çeşitleri yazdırılır.

H. Edebiyat Öğretimi :

Edebiyat, belirli bir bilgi alanı ile ilgilenmez: diğer bir deyişle insan ve evrenin bütün kavramlarını içerir. Toplumlar, bireylerinin, modern dünyasının sunduğu fırsatları değerlendirebilecek ve karşılaşılabilecekleri çeşitli problemlerin üstesinden gelebilecek bilgi,

beceri ve karaktere ulaşmasıyla amaçlarını gerçekleştirebilir. Edebiyat bu amaçların gerçekleşmesinde yardımcı olur.

Edebiyat, bir dilin öğrenilmesinde temel olan dört becerinin (dinleme-konuşma, okuma, yazma) geliştirilmesine katkıda bulunur. Edebiyat derslerinde, özellikle okuma ve konuşma becerilerinin geliştirilmesinde (simulation) rol yapma (role-playign), bir konuda hazırlıksız konuşma (improvisation) gibi tekniklere ağırlık verilmelidir.

Öğrenmeye değer kavramlar, sadece nesnel gerçekler değil, aynı zamanda insanın iç dünyasını da yansıtan gerçeklerdir.

Eğitimin bir görevi de bireyleri kendi kültürlerine olan saygı ve övücünü zedelemekten insanlığın elde ettiği gelişmelere, dünyanın bilinen büyük deha ve kişilerine aşına sunmaktır.

Edebi bir eserden zevk alma, ancak, öğrencinin eseri özümlü olarak okuması yanında, öğretmenin gerektiğinde eserin anlaşılıp yorumlanmasına yardımcı olabilecek bazı temel bilgi ve ipuçlarını vermesiyle gerçekleşebilir.

Yorum, okunan eserden zevk almayı sağlamakla birlikte sağlıklı bir düşünce tarzı ve geniş bir dünya görüşü kazandırması bakımından da yararlıdır.

Öğretmen; araştırmacı inceleyici olmalı ve öğrencilerinin seviyesine olduğu kadar ilgisine de uygun eserler seçmeye çaba harcamalıdır. Öğrencilerin okuyacağı eserlerin listesi, öğretim yılı başında kendilerine verilmeli; hangi eserin ne zamana kadar okunmuş olması gerektiği öğrencilere önceden bildirilmelidir.

Bir eserden, bir iki sayfa okutmak, sonraki yıllarda unutulacağı muhakkak olan birçok terimi, tanımı veya yazarın eserlerinin sayısını gereksiz yere ezberletmekten kesin olarak kaçınılmalıdır. Okunan her eserin gerek anlam, gerekse şekil (paragraflar, cümleler, kelimeler, dil bilgisi vb.) özelliklerini açıklayıcı çalışmalara yeterince yer verilmelidir. Bir eser incelenirken peşin hükümlerden kaçınılmalı ve objektif olmaya özen gösterilmelidir.

Ancak kişinin sadece nazımda bulunabileceğine inandığı sanatlı ifadeler, nesirde de sık sık geçer. Birçok şiirde, ağırlıklı, sanatlı ifadeler daha sık yer verildiğinden şiirin açıklaması düz yazı türlerine göre daha zordur. Bu sebeple nazıma fazla yer ayrılmaması salık verilir. Ayrıca, şiir okutmayı amaçlayan öğretmenlerin Batı Edebiyatından "modern" olarak adlandırılan ve 19. yüzyılın ikinci yarısından günümüze kadar olan dönemi kapsayan şiirlerden örnekler seçmeleri öğrenci için uygun ve anlamlı olur.

Aynı şekilde 20. yüzyıl edebiyatına, çağdaş, anlaşılır ve öğrencilerin ilgisine yönelik olması sebebiyle ağırlık verilmelidir.

- Kültürel farklılıklar,

- İngilizcenin karmaşıklığı,

- Bir kelimenin ihtiva ettiği değişik anlamlar,

- Yazarın bilerek yalın anlatımdan uzaklaşıp sanatlı, üstü kapalı anlatıma kaçması.

- Öğrenilen dilin tarihine yabancı oluş gibi etmenler, daha önceki yüzyıllara dayalı edebiyat örneklerini okurken ve incelerken öğretmene ve öğrenciye yük olabilecek, ayrıca dünya görüşlerinin gelişmesine fazlaca katkısı bulunmayacak unsurlardır.

Sınıf içi uygulamada dikkat edilecek hususlar : 1. Öğretmen açısından:

a. Öğrenciye ilk olarak, eserin nasıl okunması ve anlamının nasıl çıkarılması gerektiği öğretilmelidir.

b. Öğretmen, öğrencilerin acele ve yanlış yorumlara varmasını önlemeye çalışmalıdır.

e. Öğrenciye okuduğundan anlam çıkarma öğretildikten sonra, yeri geldikçe, yazarların kullandığı değişik teknik ve sanatlara da yer verilebilir. Ancak, ağırlığın eserin kapsamı üzerinde olması gerektiği unutulmamalı; öğrencinin ileriki eğitimine veya yaşantısına katkısı olmayacak gereksiz kavram ve tarifleride ezberletmekten kaçınılmalıdır.

d. Öğrenciye önce eserlerin aslını okutup bir yazarın kullanabileceği yazma tekniklerini ölçülü oranda tanıttıktan sonra kendi görüşlerini yansıtmaya imkan verilmelidir.

e. Kelime öğretimi, bu aşamada öğretmen tarafından yapılmalı; ancak öğrencinin anlamı tahmin ederek (guessing) veya sözlüğe bakarak kelime hazinesini geliştirmesi sağlanmalıdır. Yabancı dilde kişinin günde ortalama dört kelime ezberleme kapasitesi olduğu ve öğrenmenin herkesde aynı şekilde gerçekleşmediği gözönüne alınarak, her öğrenciye kendisine göre bir çalışma planı yapması gerektiği bilinci verilmelidir.

f. Edebiyat öğretiminin bir amaç değil, araç olduğu dikkate alınarak, yeri geldikçe değişik cümle yapıları üzerinde de durulmalıdır.

2. Öğrenci açısından :

a. Yorum yapabilmek için sadece anlamı değil gramatik yapıyı da kavrama esas olmalıdır.

b. Yazar, eserine konu olarak insanı, toplumu, olay veya olayları alabilir. Bu değişik konuları içeren eserler incelenirken, öğrenci mümkün olduğu kadar yorum ve eleştiri yapmaya açık olmalıdır.

c. Bir edebi eserin türüne göre, içeriğinin nasıl başlayıp geliştiğini anlamak son derece önemlidir.

d. Öğrenci, yazarın eseri yazmadaki asıl amacını, hayat görüşünü, bakış açısını eserdeki yorum ve düşüncelerini anlamaya yönelmelidir.

e. Öğrenci, bir eserin incelenmesi sırasında eserin yapısını tanıyabilmeli ve eserde geçen sanatlı ifadeler (alliteration, assonance, image, simile, metaphor, personification vb.), eserin üslubu ve türü hakkında da genel bir bilgiye sahip olmalıdır.

Bir edebi eserin işlenmesinde yapılabilecek çalışmalar şunlardır :

1. Özet yapma,

2. Yeri geldikçe edebi ekollere değinme ve okunan eserlerin hangi ekolün ürünü olduğunu sebepleriyle açıklamak,

3. Okunan eserlerdeki karakterleri açıklamak (pathetic, tragic, comic, flat, round, static vb.) ayrıca, her karakterin (minör, majör characters) fonksiyonu ve karakterlerin idealize edilip edilmediği hakkında görüşünü söyleyebilme.

4. Hikaye, roman veya şiirin ait olduğu dönemin tarihi ve sosyal durumunu inceleme.

5. Öğretmen tarafından detaya inilmeden tanımı verilmiş olan edebi sanatları (foreshadowing, flashback, irony, sarcasm, hyperbole, image, vb.) okuduğu metinde bulabilme,

6. Eserin ana ve yardımcı fikirlerini bulabilme,

7. Eserin başlığı hakkında yorum yapıp anafikir ile ilişkisini bulabilme,

8. Varsa birbirine zıt olan (conflict) kişiyi veya öğeleri bulabilme,

9. Bir edebi metnin kimin ağzından yazıldığını bulabilme (point of view),

10. Okuduğu metni objektif olarak eleştirebilme.

3. Ders Dışı Okuma :

Öğrenciler ders dışında da değişik türde kitaplar okumaya yönlendirilmelidir.

a. Okunan kitaplarla ilgili olarak her öğrenci rapor hazırlamakta yükümlü olmalı ve sonra raporunu sınıfa sözlü veya yazılı gerekirse tartışmalı olarak sunmalıdır.

b. Sınavlarda ders dışı okuma kitapları üzerinde yapılan çalışmaların da değerlendirilmesine dikkat edilmelidir. I. Tercüme :

İleri düzeyde yapılacak bir faaliyet olup öncelikle basit ve bileşik cümle kalıplarının

İngilizceden Türkçeye tercümesi üzerinde çalışılır. Daha sonra bir paragrafın

Türkçeleştirilmesine geçilir.

Türkçeden İngilizceye tercümede ise sadece basit ve bileşik cümle kalıplarının İngilizce ifade edilmesi denenebilir.

J. Ölçme ve Değerlendirme :

Ölçme ve değerlendireni, verilen bilgilerin ne derece öğrenildiğini, bir sonraki aşamaya hazır olup, olunmadığını anlayabilme ve aynı sınıflara devam eden öğrencilerin seviyelerini karşılaştırarak yapılan eğitimin verimini kontrol etmek için gereklidir.

1. Yazılı Sınav Soruları Hazırlanırken:

- a. Kısa cevaplı,
- b. Açıklamalı cevap gerektiren (essay type),
- c. Çoktan seçmeli (Multiple choice type),
- d. Tamamlamalı (completion type),
- e. Yerine koymalı (Substitution type),
- f. Boşluk doldurmalı (Fiil in the blanks type),
- vb. soru türlerinden yararlanılabilir.

Sınav soruları, öğrenci tarafından kolaylıkla anlaşılabilir; yanlış yoruma yol açmayacak nitelikte olmalıdır. Öğretmen, gerektiğinde örneklerle açıklayıcı bilgi vermelidir. Sınav için verilen süre soruların sayı ve niteliğine göre ayarlanmalıdır.

Hazırlık sınıflarında tam öğrenmeyi gerçekleştirmek için küçük ara sınavlar sıkça yapılmalıdır.

2. Sözlü sınavların değerlendirilmesinde dikkate alınacak ölçütler şunlardır:

- a. Telaffuz (Pronunciation),
- b. Dilbilgisi (grammar),
- c. Kelime bilgisi (Vocabulary),
- d. İletişim becerisi (Communicative skills),
- e. Anlama (Comprehension),
- f. Verilen bir konuda konuşma veya yorum yapma.

Sözlü sınavlarda aşağıdaki gibi bir değerlendirme tablosu kullanılabilir.

1	2	3	4	5	6
Telaffuz	Dilbilgisi	Kelime Bil.	İletişim Becerisi	Anlama	Verilen bir konuda konuşma, yorum yapma
% .....	% .....	% .....	% .....	% .....	% .....

3. Yazılı anlatımı değerlendirme ölçütleri : a. Başlık (title) b. Anlatım düzeni.

1. Giriş:

- Konuyla ilişkisi,
- Sunuş açıklığı,
- Etkileyciliği.

2. Geliştirme :

- Anafikrin belirginliği,
- Anafikre ulaşmadaki düşünce zinciri,
- Yardımcı fikirlerin ana fikri desteklemesi.

3. Sonuç :

- Ana fikirle tutarlılık,
- Yardımcı fikirlerle ne derece desteklendiği, c. Anlatım Zenginliği :
- Kelime kullanımı ve yerinde kullanılıp kullanılmadığı,
- Cümle yapıları.

d. İmla ve yazılı anlatım kurallarına uygunluk :

- Yazım (İmlâ)
- Söz dizimi,
- Noktalama,
- Paragraf düzeni.

e. Konu bütünlüğü.

K. Derste kullanılacak araç ve gereçler :

Dil öğretiminde en son uygulanan metod ve yaklaşımlara uygun göze ve kulağa hitap eden araçlarla desteklenen ders kitapları izlenecektir.

Göze hitap eden belli başlı araçlar şunlardır:

1. Gerçek nesnelere (real objects).
2. Resimler (pictures):
  - a. Tek bir nesneyi veya tek bir kişiyi gösteren resimler (flashcards).
  - b. Birçok şeyi gösteren duvar resimleri (wallcharts)
  - c. Karatahta çizimleri (blackboard figures, stick figures)
  - d. Pazen tahta ve figürinler (flannelboard figurines), e. Meczua resimleri (magazine pictures),
  - f. Filmler ve salytlar (filmstrips and slides).
3. Tepegöz (overhead projector),
4. Kulağa hitap eden araçlar şunlardır:
  - a. Teyp/kaset,
  - b. Dil laboratuvarı.
5. Hem göze, hem kulağa hitap eden araçlar :
  - a. Filmler,
  - b. Video,
  - c. Bilgisayar.
- L. Yabancı Dil Öğretiminde Videonun Kullanımı :
  1. Amaç :  
Dil öğretiminde video kullanımının amacı, temel dil becerilerini geliştirmeye katkıda bulunmak ve dil-kültür bağlantısı içinde dil öğretimine yeni bir boyut eklemektir. Video üç düzeyde de kullanılabilir. Öğretmenin konuyu sunuşu, seçilen alıştırma tipleri ve filmin kaç kere gösterileceği seviyeye göre belirlenir.
  2. Video kullanımında öncelikle dikkat edilmesi gereken hususlar : a. Dersin planını hazırlamak için film önce seyredilmeli,  
b. Dersin sunuluşu sınıfın seviyesi gözönüne alınarak planlanmalı ve bu planlama yapılırken de öğrencilerin filmi anlamak için ne gibi ön hazırlık yapmaları gerektiği, seviyelerine uygun alıştırmaların neler olduğu düşünülmelidir.  
c. Dersin sunuluşunda daima bütünden ayrıntıya gidilmeli, görüntüdeki her unsurun değerlendirilmesine dikkat edilmelidir.  
d. Her ne kadar ağırlık, dinleme, anlama becerisinde ise de Video'nün dört temel beceriyi geliştirici yönde kullanıldığı unutulmamalıdır.  
e. Öğrencilerin gerektiğinde filmi bir kereden fazla izlemeleri sağlanmalıdır.  
f. Video'nun bir görsel araç olduğu unutulmamalı ve öğretim tümüyle videoya bağlı kalmamalıdır.
  3. Video kullanımı ile ilgili teknikler :
    - a. Filmin sesi kısılarak öğrencilerin filmi anlatması istenebilir.
    - b. Öğrencilere filmin herhangi bir sahnesi hatırlatılarak gördükleri nesnelere isimlendirmeleri istenebilir.
    - c. Filmin sesi kısılarak öğrencilerin sözsüz iletişime özellikle dikkat etmeleri ve filmi izlemekle birlikte sesi duymadan; gelişen olayı tahmin etmeleri istenebilir.
    - d. Öğrencilere filmi izlemekle birlikte özel gözlem yapmalarını gerektiren sorular sorulabilir. Mesela : Adam ne giymişti?...
    - e. Öğrencilerin filmdeki herhangi bir kişi ile röportaj hazırlamaları ve kişiye sormayı tasarladıkları soruları yazmalarını istenebilir.



## **CURRICULUM VITAE**

Sevgin (ERSÜRMEĒĒ) SEVİMLİ was born in Gaziantep in 1979. She graduated from University of Gaziantep – English Language and Literature Department (2002). She also had an Pedagogical Formation Education Certificate from University of Gaziantep. She worked in the United States as a substitute teacher for a year and got a degree on ESOL from university of Maryland. She has been working as an English instructor at University of Gaziantep – School of Foreign Languages since January, 2003.

## **ÖZGEÇMİŞ**

Sevgin (ERSÜRMEĒĒ) SEVİMLİ 1979’da Gaziantep’te doğmuştur. Gaziantep Üniversitesi – İngiliz Dili ve Edebiyatı Bölümünden 2002 yılında mezun olmuştur. Aynı zamanda, Gaziantep Üniversitesi’nden bir Pedagojik Formasyon Eğitim Sertifikası almıştır. Amerika’da bir yıl vekil öğretmen olarak çalışmış ve Maryland Üniversitesi’nden ESOL diploması almıştır. 2003, Ocak ayından beri Gaziantep Üniversitesi – Yabancı Diller Yüksekokulu’nda İngilizce okutmanı olarak çalışmaktadır.