

**REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**TURKISH EFL TEACHERS' PERCEPTIONS REGARDING
WASHBACK EFFECTS OF THE ENGLISH LANGUAGE
SECTION OF TEOG EXAM ON THEIR INSTRUCTIONAL
PLANNING AND PRACTICES**

M.A. THESIS

ÖZLEM ÇELİK

SUPERVISOR

ASSIST. PROF. DR. ORHAN KOCAMAN

JULY 2017

T.C.
SAKARYA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM DALI

TÜRK İNGİLİZCE ÖĞRETMENLERİNİN TEOG SINAVININ
İNGİLİZCE BÖLÜMÜNÜN ÖĞRETİM PLAN VE
UYGULAMALARINA GERİ ETKİSİNE YÖNELİK ALGILARI

YÜKSEK LİSANS TEZİ

ÖZLEM ÇELİK

DANIŞMAN

YRD. DOÇ. DR. ORHAN KOCAMAN

TEMMUZ 2017

BİLDİRİM

Section of TPOG Exari and then Planning and Practices" başlıklı bu yöksek lisans tezi, İsparta DİB Eğitim, Bilim ve İnceleme Kurulunun ve jürimiz tarafından kabul edilmiştir.

Hazırladığım tezin tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her alıntıya kaynak gösterdiğimi taahhüt ederim.

Doç. Doç. Dr. Doğan YÜRSEL (Başkan)

Doç. Yard. Doç. Dr. Adem SORUCU


Özlem ÇELİK

ACKNOWLEDGEMENT

JÜRİ ÜYELERİNİN İMZA SAYFASI

“Turkish EFL Teachers’ Perceptions regarding Washback Effects of the English Section of TEOG Exam and their Instructional Planning and Practices” başlıklı bu yüksek lisans tezi, İngiliz Dili Eğitimi Bilim Dalında hazırlanmış ve jürimiz tarafından kabul edilmiştir.

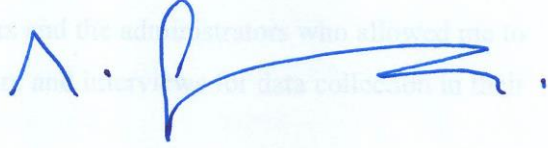
Üye: Yrd. Doç. Dr. Orhan KOCAMAN (Danışman)



Üye: Doç. Dr. Doğan YÜKSEL (Başkan)



Üye: Yrd. Doç. Dr. Adem SORUÇ



Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

14.08/2017



Doç. Dr. Halil İbrahim SAĞLAM
Enstitü Müdürü

ACKNOWLEDGEMENT

It is really a pleasure for me to acknowledge the people who provided endless support and equipped me with valuable field knowledge throughout my thesis study.

First of all, I would like to thank my supervisor, Assist. Prof. Dr. Orhan Kocaman for being helpful, supportive, patient and understanding during that challenging process.

I also express my many thanks to my thesis committee, Assist. Prof. Dr. Adem Soruç and Assist. Prof. Dr. Doğan Yüksel for providing support and constructive feedback on my thesis study.

My sincere thanks also go to Assoc. Prof. Dr. Doğan Yüksel for providing helpful and practical ideas and encouragement for constructing my thesis.

I also would like to thank Prof. Dr. Firdevs Karahan, the Dean of the Faculty of Education and the Head of the Department of Foreign Language Teaching at Sakarya University to provide constructive feedback throughout the seminar course.

I owe thanks to Research Assistant Dr. Mithat Takunyacı for guiding me to analyse the data statistically and providing feedback, as well.

Also, I would like to thank all the teachers and the administrators who allowed me to make classroom observation, questionnaire and interviews for data collection in their institutions.

I also thank to my colleagues and school administrators who provided help whenever I needed. I am also grateful to my friends Asiye DİNLER and Merve YILDIZ for their support and endless encouragement along this MA program.

Finally, I owe greatest thanks to my beloved family, especially my mother for their endless encouragement and support and trust in me to complete this thesis.

Thanks to any person who helped me and never hesitated to provide feedback.

ABSTRACT

TURKISH EFL TEACHERS' PERCEPTIONS REGARDING WASHBACK EFFECTS OF THE ENGLISH SECTION OF TEOG EXAM AND THEIR INTRUCTIONAL PLANNING AND PRACTICES

Çelik, Özlem

M.A. Thesis, Department of Foreign Languages, English Language Teaching Program

Supervisor: Assist. Prof. Dr. Orhan KOCAMAN

July, 2017. xvi+186 Pages.

The washback effects of testing on language teaching and learning have been highly discussed in English language teaching and testing literature over three decades (Alderson and Wall, 1993; Hughes, 2003; Green, 2007; Turner, 2009; Glover, 2014). The primary aim of the present study is to find out how Turkish EFL teachers perceive the washback effects of English language section of the Transition from Primary to Secondary Education Exam (TEOG) on their instructional planning and practices under the dimensions of teaching content, methods, materials, syllabus, time arrangement and activities and classroom assessment practices, and how they actually teach at 8th-grade level. The second aim is to reveal to what extent the teacher and school-related factors (gender, school location, years of experience, academic degree, departments they graduated and class size) can interplay in the teachers' perceptions. Through random sampling, 97 8th-grade EFL teachers participated in the questionnaire survey, of whom 15 joined the semi-structured interviews while another 10 teachers were observed to gather data at public schools in different cities in Turkey. Quantitative (questionnaire) and qualitative (semi-structured interviews and classroom observation) data collection methods were performed to triangulate the data. The quantitative data were analysed through the Statistical Package for Social Sciences (SPSS, 23rd version) and content analysis was carried out for the qualitative data. The statistical findings were indicated in tables and as for the content analysis, the frequency numbers were counted and provided in tables. The findings were discussed in line with the previous washback research. Both the quantitative and qualitative findings demonstrated that English section of TEOG exam generated negative washback on teaching content, materials, syllabus,

methods, activity and time arrangement and classroom assessment practices successively. For teaching content, teachers neglected the practices of listening, speaking and writing skills generally limiting the curriculum to improving reading skills and vocabulary knowledge. The use of coursebook and exam-like materials were used as the main teaching materials. The teachers claimed to adjust teaching methods based upon the TEOG objectives, and they mostly employed Grammar-Translation method along with the heavy emphasis on teaching test-taking strategies. The teachers were also revealed to allot most of their class time to conducting exam-oriented activities. As for the classroom assessment, the teachers did not assess learners' listening and productive skills but design written exams and quizzes with matching, multiple-choice, true-false and sentence completion as closer to TEOG format and content. In addition, the classroom observations also showed that teacher talk, individual seat work and L1 use were dominant in all classes. As for the second aim, the teacher and school-related factors elicited no statistically significant differences in the teachers' perceptions of the washback effects of the exam except the choice of teaching methods were found to vary based upon where teachers work, that is their school location (.021, $p < .05$). However, as for the interview findings, teacher-related factors: prestige and feeling of responsibility and school-related factors: limited class hours, large class size, pressure put by stakeholders, discipline and students' low level proficiency were found to interplay in teachers' perceptions on the English section of TEOG exam and their instructional planning and practices. As also revealed in the interviews, most of the teachers were aware of the negative effects of the TEOG on their instructional planning and practices as well as the learners' English language proficiency, and they thus suggested improvements in the format and content of the examination towards the design of a communicative-based test. The present study revealed the mismatch among what the national ELT curriculum demands from the teachers, what actually the teachers perceived of the curricular and exam objectives, and how they actually teach. Finally, several implications are given for EFL teachers, Ministry of National Education and the design of TEOG as well as the suggestions made for further research.

Keywords: Washback, Backwash, Effects, TEOG, 8th-grade EFL teachers

ÖZET

TÜRK İNGİLİZCE ÖĞRETMENLERİNİN TEOG SINAVININ İNGİLİZCE BÖLÜMÜNE VE BU SINAVIN ÖĞRETİM PLAN VE UYGULAMARINA GERİ ETKİSİNE YÖNELİK ALGILARI

Çelik, Özlem

Yüksek Lisans Tezi, Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

Danışman: Assist. Prof. Dr. Orhan Kocaman

Temmuz, 2017. xvi+186 Sayfa.

Sınavların dil öğretim ve öğrenimi üzerine olan geri etkisi İngiliz dili öğretimi ve ölçme ve değerlendirme literatüründe otuz yılı aşkın süredir oldukça tartışılmaktadır (Alderson ve Wall, 1993; Hughes, 2003; Green, 2007; Turner, 2009; Glover, 2014). Bu çalışmanın öncelikli amacı Temel Öğretimden Ortaöğretime Geçiş yerleştirme (TEOG) sınavının İngilizce bölümünün Türk 8. Sınıf İngilizce öğretmenlerinin ders planları ve uygulamalarına (içerik, yöntem, materyal, öğretim izlencesi, zaman planlama ve etkinlikleri ile sınıf içinde kullandıkları değerlendirme çalışmaları) dair algı ve gerçekteki sınıf uygulamaları üzerindeki etkisini ortaya çıkarmaktır. İkinci amaç ise öğretmen ve okul temelli faktörlerin (cinsiyet, okul konumu, mesleki deneyim süresi, akademik derece, mezun olunan bölüm ve sınıf mevcudu) öğretmen algılarını ne derece etkilediğini bulmaktır. Veri toplamak amacıyla Türkiye'nin farklı illerinde devlet okullarında çalışan 8.sınıf İngilizce öğretmenlerinden rastgele örnekleme yöntemi ile anket araştırması için 97, yarı yapılandırılmış görüşme için 15 ve sınıf gözlemi için 10 tane İngilizce öğretmeni çalışmaya katılmıştır. Farklı bilgi kaynaklarından veri elde edilmesi amacıyla hem nicel hem de nitel veri toplama yöntemleri yürütülmüştür. Elde edilen nicel veriler Sosyal Bilimler İstatistik Programı (SPSS, 23. sürüm) ve nitel bulgular içerik analizi yöntemi ile analiz edilmiştir. İstatistiksel bulgular tablolar halinde gösterilmiş ve içerik analizi ise frekans sayıları hesaplanarak tablolar halinde sunulmuştur. Bulgular daha önceki geri etki çalışmaları göz önüne alınarak tartışılmıştır.

Nicel ve nitel bulgular TEOG sınavının İngilizce bölümünün öğretim içerik, materyal, öğretim izlencesi, ders zamanın planlanması ve öğretim etkinlikleri ile sınıf içinde kullandıkları değerlendirme çalışmaları üzerinde olumsuz geri etki yarattığını

ortaya çıkarmıştır. Sınavın dinleme, konuşma ve yazma becerilerinin öğretimi üzerinde olumsuz etkiler yaratarak ders içeriğinin sadece okuma becerileri ve kelime öğretimi şeklinde kısıtlanmasına yol açtığı görülmüştür. Başlıca ders materyallerinin ders kitabı ve sınav-odaklı materyaller olduğu bulunmuştur. Öğretmenler aynı zamanda öğretim yöntemlerini TEOG kazanımlarını baz alarak seçtiklerini belirtmiş ve genellikle Dil Bilgisi-Çeviri yöntemi ile yoğun bir şekilde test çözme teknikleri uygulanmıştır. Öğretmenlerin ders zamanının çoğunluğunu sınav odaklı etkinliklere ayırdığı saptanmıştır. Öğretmenlerin değerlendirme uygulamalarında dinleme, konuşma ve yazma becerilerinin ölçümüne yer vermediği, TEOG sınavı formatı ve içeriğiyle benzer olarak eşleştirme, çoktan seçmeli, doğru-yanlış ve cümle tamamlama sorularını içeren yazılı sınav ve quizler uyguladıkları ortaya çıkarılmıştır. Ek olarak, sınıf gözlemlerinde öğretmen konuşması, bireysel öğrenci çalışması ve ana dil kullanımının tüm sınıflarda baskın olduğu gözlemlenmiştir. Çalışmanın ikinci amacına yönelik olarak istatistiksel bulgularda, okul konumunun (.021, $p < .05$) öğretmenlerin öğretim yöntemleri seçimine etkisin dışında, öğretmen ve okul ile alakalı diğer faktörlerin öğretmenlerin TEOG sınavına ve sınavın öğretimleri üzerine yönelik algılarında hiçbir etki yaratmadığı bulunmuştur. Görüşme verilerinde ise öğretmen ile alakalı saygınlık ve sorumluluk duyguları faktörleri ile okul ile ilgili kısıtlı ders saatleri, kalabalık sınıf mevcutları, yöneticilerin baskısı, disiplin ve düşük öğrenci seviyeleri faktörlerinin öğretmenlerin sınava ve sınavın öğretimleri üzerine yönelik algılarını etkilediği ortaya çıkmıştır. Ayrıca öğretmenlerin büyük bir çoğunluğunun TEOG sınavının öğretimleri ile öğrencilerin dil seviyeleri üzerinde olumsuz etkilerinin farkında olup ve sınavın içerik ve biçimsel açıdan daha iletişimsel temelli olarak iyileştirilmesini önermişlerdir. Tüm bulgular, öğretmenlerin sınıf içi uygulamaları ve TEOG sınavının müfredata yönelik ders planlamaları üzerine etkisine yönelik algıları, TEOG sınavının içerik ve biçimi ile öğretim programının amaç ve benimsediği öğretim yöntemleri ve ilkeleri arasındaki tutarsızlığı göstermiştir. Son olarak, İngilizce öğretmenlerine, MEB'e ve TEOG sınavının tasarlanmasına yönelik önemli sonuç çıkarımları ile sonraki geri etki çalışmaları için birtakım öneriler sunulmuştur.

Anahtar Kelimeler: Geri Etki, Ket Vurma, Etkiler, TEOG, 8. Sınıf İngilizce Öğretmenleri

To my beloved parents, especially my dear mother for their invaluable and unconditional love and support. Thanks for everything!



TABLE OF CONTENTS

Bildirim	i
Onay Sayfası	ii
Acknowledgement.....	iii
Abstract	iv
Özet	vi
Dedication	viii
Table of Contents	ix
List of Tables.....	xiii
List of Figures	xvi
Chapter I.....	1
Introduction	1
1.1 Status of the Problem	1
1.2 Significance and Purpose of the Study.....	7
1.3 Research Methodology and Design	8
1.4 Research Questions	8
1.4 Limitations of the Study	9
1.6 Organization and Structure of the Thesis.....	10
1.7 Definitions of Key Terms and Concepts.....	10
1.8 Abbreviations	11
Chapter II	13
Brief History of English Education in Turkey and TEOG.....	13
2.1 A Brief Historical Review of English before the Proclamation of Republic in Turkey	14
2.2 A Brief Historical Review of English after the Proclamation of Republic in Turkey	16
2.3 The 1997 Education Reform and Curriculum.....	19

2.4 The 4+4+4 Educational Reform and Curriculum Development.....	21
2.5 The Transition from Primary to Secondary Education System (TEOG)	29
Chapter III.....	41
Washback in English Language Testing	41
3.1 Definitions of Washback.....	41
3.2 Similar Concepts	43
3.2.1 Test Impact.....	44
3.2.2 Measurement-driven Instruction (MDI).....	45
3.2.3 Curriculum Alignment	45
3.2.4 Systemic Validity	46
3.2.5 Consequential Validity.....	46
3.3 Dimensions of Washback.....	47
3.3.1 Specificity	47
3.3.2 Intensity.....	48
3.3.3 Length	49
3.3.4 Intentionality	49
3.3.5 Value	50
3.4 Direction of Washback.....	50
3.4.1 Negative Washback.....	51
3.4.2 Positive Washback	53
3.5 Factors Affecting the Nature of Washback.....	59
3.6 Theoretical Models for Washback	67
3.7 Washback Studies throughout the World.....	72
3.7.1 Content	72
3.7.2 Materials.....	76
3.7.3 Teaching Methods	78

3.7.4 Activities and Time Arrangement.....	82
3.7.5 Classroom Assessment Practices	84
3.7.6 Feelings and Attitudes.....	86
3.7.7 Syllabus.....	89
Chapter IV.....	90
Research Methodology.....	90
4.1 Research Design.....	90
4.2 Participants.....	91
4.3 Data Collection Instruments and Procedure.....	94
4.3.1 The Questionnaire	94
4.3.2 The Interview	96
4.3.3 Observation Checklist.....	97
4.4 Research Questions	98
4.5 Data Analysis	99
Chapter V	101
Research Findings	101
5.1 Findings of the Questionnaire	101
5.2 Findings of the Interview	114
5.3 The Findings of the Classroom Observation.....	123
Chapter VI.....	134
Discussion, Conclusion and Suggestions.....	134
6.1 Discussion on the Findings of the First and Fourth Research Questions.....	134
6.1.1 Washback on Teaching Content.....	135
6.1.2 Washback on Teaching Materials	138
6.1.3 Washback on Syllabus	140
6.1.4 Washback on Teaching Methods and Techniques	141

6.1.5 Washback on Activity and Time Arrangement.....	143
6.1.6 Washback on Classroom Assessment Practices.....	144
6.1.7 Washback on Organizational and Discursive Patterns.....	146
6.1.8 Intervening Factors Deduced from the Classroom Observation and Interviews	148
6.2 Discussion on the Findings of the Second Research Question	151
6.3 Discussion on the Findings of the Third Research Question	153
6.4 Conclusion.....	154
6.5 Implications of the Study	160
6.6 Suggestions for Further Research	160
References	162
Curriculum Vitae.....	180
Appendices.....	181
Appendix A. Washback Questionnaire	181
Appendix B. Interview Questions	183
Appendix C. Classroom Observations Checklist.....	184

LIST OF TABLES

Table 1. The Ranking of Turkey regarding English Proficiency in the World.....	13
Table 2. The Hours for Weekly Schedule of the English Course	21
Table 3. The Skills and Main Activities/Strategies according to the Levels, Weekly Hours and Grades	23
Table 4. The Suggested Materials according to Stages One, Two and Three (from 2 nd to 8 th Grades), English Language Teaching Curriculum (2013: XI)	24
Table 5. Communicative Functions and Sample Uses of Language for Stages Three, English Language Teaching Curriculum (2013: XIV)	25
Table 6. The Subjects, Number of Questions and the Dates Administrated for TEOG	34
Table 7. The Distribution of Units as Declared by the Board of Education and Discipline for TEOG	35
Table 8. A List of Objectives in a Unit to Be Achieved until TEOG 1, November 2016.....	36
Table 9. The Average Score of Students in TEOG 2 Out of 100 Points in English Exam in Last Two Years.....	37
Table 10. The List of Factors Determining the Types and Intensity of Washback by Chen (2002)	61
Table 11. The List of Factors Determining the Types and Intensity of Washback by Spratt (2005)	62
Table 12. Gender of the Participants	92
Table 13. School Location of the Participants	92
Table 14. The Teachers' Years of Teaching Experience at Middle School Level	92
Table 15. The Teachers' Years of Teaching Experience to 8 th -Grade Level.....	93
Table 16. Academic Degree the Teachers Have	93
Table 17. Department the Teachers Graduated From	93

Table 18. The Demographic Information of the Interviewed Teachers	94
Table 19. The Number and Location of the Teachers Observed.....	94
Table 20. Reliability Statistics for the Second Part of the Questionnaire	95
Table 21. The Demographic Information of the Teachers Interviewed and the Ways Interviews Applied	97
Table 22. Means for the Teachers' Perceptions on Each Instructional Planning and Practices Dimensions	101
Table 23. The Intervals for Evaluating Means in the Questionnaire Findings	102
Table 24. The Perceptions of Teachers' on Activity and Time Arrangement Dimension	102
Table 25. The Perceptions of Teachers' on Teaching Methods Dimension	103
Table 26. The Perceptions of Teachers' on Teaching Materials Dimension	104
Table 27. The Perceptions of Teachers' on Syllabus Dimension	104
Table 28. The Perceptions of Teachers' on Teaching Content Dimension.....	105
Table 29. The Perceptions of Teachers' on Classroom Assessment Dimension	105
Table 30. Ranks according to the School Location in Mann-Whitney-U Analysis.	106
Table 31. Ranks according to the Gender in Mann-Whitney-U Analysis	107
Table 32. Ranks According to the Departments the Teachers Graduated from in the Kruskal-Wallis Analysis	108
Table 33. Ranks according to the Academic Degrees in Mann-Whitney-U Analysis	109
Table 34. Ranks according to the Years of Teaching Experience in Kruskal-Wallis Analysis.....	110
Table 35. Ranks according to the Years of Teaching to 8 th Grades in Kruskal-Wallis Analysis.....	111
Table 36. Ranks according to the Class Size in Kruskal-Wallis Analysis.....	112
Table 37. Spearman's rho Correlation Five Coefficient Intervals	113

Table 38. Correlations among the Six Dimensions related to Instructional Planning and Practices.....	113
Table 39. The Years of Teaching Experience of the Teachers Interviewed	114
Table 40. Teachers’ Perceptions on the Washback of TEOG on Their Choice of Materials.....	115
Table 41. Teachers’ Perceptions on the Washback of TEOG on the Choice of Methods and Techniques.....	116
Table 42. Teachers’ Perceptions on the Washback of TEOG on the Skills Emphasized in the Classes	117
Table 43. Teachers’ Perceptions on the Washback of TEOG on the Assessment Practices	118
Table 44. Teachers’ Perceptions on the Washback of TEOG on the Factors affecting their instructional planning and practices	120
Table 45. Teachers’ Perceptions on How TEOG Affects Students’ English Language Proficiency	121
Table 46. Teachers’ Comments and Suggestions regarding TEOG	122
Table 47. The Years of Teaching Experiences of the Teachers Observed	124
Table 48. The Teaching Materials Used in Classes.	124
Table 49. The Teaching Methods and Techniques Used in Classes	125
Table 50. The Organizational and Discursive Patterns in Classes.....	128
Table 51. The Reading Skills Practices Observed in Classes	128
Table 52. The Speaking Skills Practices Observed in Classes.....	129
Table 53. The Writing Skills Practices Observed in Classes	130
Table 54. The Language Focus Techniques Observed in Classes	130
Table 55. The Separate Vocabulary Practices Observed in Classes	132
Table 56. The Classroom Assessment Practices Observed in Classes.....	133

LIST OF FIGURES

Figure 1. The Suggested Assessment Types for All Stages in the Present Curriculum	27
Figure 2. Some Previously Asked Questions in TEOG, November 2016	33
Figure 3. A Model of Washback by Shih (2009)	63
Figure 4. A Basic Model of Washback by Bailey (1996)	68
Figure 5. A Conceptual Framework for Washback by Saif (2006)	70
Figure 6. A Holistic Model of Washback by Pan (2008)	71

CHAPTER I

INTRODUCTION

1.1 THE STATUS OF THE PROBLEM

The status of English as an international language (EIL) in “bridging nations and cultures” (Alsagoff, 2012: 4) as well as developing scientific, technological, socio-economic and political affairs requires many countries to involve English in their language policies so as to meet their needs, keep up with the new developments and raise their prestige in the competitive process of globalization (Kachru, 2006; Kırkgöz, 2009, 2014; Hu, 2012).

Regarding its geographical location, the desire for westernization and international relations after the defeats and upsets in the period of regression revealed the need for teaching foreign languages in the Ottoman Empire since the Tanzimat Period (1839-1876). Robert College was the first private school that instructs in English established in the Ottoman Empire (Özsevik, 2010; Sarıçoban and Sarıçoban, 2012). English was involved in the public school curriculums following 1908 constitutional monarchy (Doğançay-Aktuna, 1998).

After the proclamation of Turkish Republic in 1923, along with the ongoing reforms (e.g. Latin Alphabet Reform), the government went on working out for teaching foreign language policies. Nearly for three decades, French and German languages were mainly taught as the primary foreign languages at state schools regarding the diplomatic and economic relations (Doğançay-Aktuna, 1998; Kırkgöz, 2007a).

English gained a notable role in improving scientific, technological, military and commercial affairs which also attracted Turkey in the way of leading the country to the level of contemporary civilizations. In addition, the affiliation of Turkey with NATO in 1952, the efforts for the membership in the European Union (EU) and the

geographical adjacency of the country to the Europe and Asia have driven the attempts and changes in designing EFL curriculum starting from the primary education (Doğançay-Aktuna, 1998; Kırkgöz, 2009). The number of public and private schools, especially the Anatolian and Super High Schools with English as a medium of instruction (EMI) increased remarkably to raise the qualified workforce at international communication dated from 1955 (Acar, 2004; Kırkgöz, 2007a, 2007b; Demirpolat, 2015).

Along with the 1997 Education Reform, English was placed in the curriculum of primary education as the first time starting from the 4th grade (Kırkgöz, 2005). Also, the Communicative Language Teaching (CLT) principles were adopted as the target methodology and to familiarize the students with English, develop positive attitudes and motivation to learn English (Kırkgöz, 2007a). However, despite the ongoing in-service programs to familiarize the teachers with the novelties, the intensity of the curriculum content, the less number of weekly course hours, the excessiveness of the units and the word lists besides the fact that the course books did not cover the principles of communicative language teaching appropriately brought about failure in equipping students with competence in using four skills communicatively (Kırkgöz, 2007a). The findings were also revealed in Yanık's (2008) study with the EFL teachers at middle schools. Bearing the complaints on mind, the ELT curriculum was renovated in 2005-2006 academic year with more focus on the constructivist approach and communicative-based teaching of English (Topkaya and Küçük, 2010; Kırkgöz, Çelik and Arıkan, 2015). Nevertheless, several studies still demonstrated the curriculum's weaknesses in raising the students with communicative skills and problems in implementing the curriculum. Dönmez (2010) found out that the lack of materials and class hours, the large class size, the teachers' lack of knowledge or insufficient guidance to conduct the alternative assessment ways, the irrelevancy among the units and the vocabulary density in the units impeded the utilization of the curriculum successfully in the classroom contexts. In addition to these findings, Coşkun (2011) also pointed out the mismatch between what teachers perceive and how they practice in the classroom: they still went on practicing grammar and vocabulary through traditional methods and techniques.

The next significant innovation is the 4+4+4 education system established in 2013. The compulsory education year ranges through 12 years comprising four years of

primary, four years of middle and four years of high school (Demirpolat, 2015). English was started as a course at the 2nd-grade and onwards with two class hours a week with the renewed curriculum (English Language Teaching Curriculum, 2013). Listening and speaking skills-based teaching is prioritized at the 2nd, 3rd and 4th-grade level while reading and writing skills are incorporated into the syllabus gradually for the rest of the grades. The principles of the Common European Framework of References (CEFR) stated by Council of Europe have been adopted in the curriculum. As for assessment and evaluation, both formative and summative assessment types are recommended ranging from primary to secondary education. In addition to the pen-and-paper tests including both receptive (reading, listening) and productive skills (writing, speaking), teacher observation, project and performance-based and self-assessment are also involved in the curriculum (English Language Teaching Curriculum, 2013). The main curriculum aim is to develop learners' communicative competence in using four language skills at an international level (English Language Teaching Curriculum, 2013).

However, the national English language tests with multiple-choice, traditional assessment technique have been showed to hinder that the students cannot use English communicatively although they have had English courses from primary to the end of secondary education in addition to the ongoing changes made in both the methodology and the assessment and evaluation system (Yanık, 2008; Dönmez, 2010; Özsevik, 2010; Coşkun, 2011; British Council and TEPAV, 2013). A number of variables can interfere with this teaching and learning process and hinder most of the efforts based on the CLT principles stated in the curriculum: the large classes, the intensity in the content, time constraint, lack of supplementary resources (e.g. technological devices and other materials), external pressure and lack of in-service training programs for improving professional development (Eveyik and Aydın, 2003; Yanık, 2008; Dönmez, 2010; Özsevik, 2010; Topkaya and Küçük, 2010; Coşkun, 2011; Karakaş, 2013; British Council and TEPAV, 2013; Denkçi-Akkaş and Coker, 2016). The Report of British Council and TEPAV (2013) revealed several significant barriers in the process of teaching and learning English in public schools as a result of the teacher and student questionnaires and classroom observations. First, it is found that English is mostly perceived as a course rather than a language, a means of communication by both teachers and students. Second, the test-based instruction is

set forth to inhibit the achievement of communicative competence. Teachers mostly follow the course book with little interaction among students and teach to the test with a grammar-based instruction even starting from the 4th grade on instead of keeping portfolios, self or peer assessment involved as in the current curriculum. Özsevik (2010) also emphasized the adverse impact of national examinations which consist of multiple-choice questions on grammar, vocabulary, reading and translation skills on the practice of developing communicative competence of students. The students are mostly reported to study for improving their test-taking skills and resist cooperative and interactive works.

Teaching to the test is a disputed problem in both general and English teaching and testing field. Accordingly, testing is one of the most problematic issues on why Turkish students or citizens cannot speak English, in other words, use it communicatively. Stobart (2003: 140) stated that “testing is never a neutral process and always has consequences”. A number of international and national studies revealed testing can create positive or negative effects on learning and teaching English (Wall and Alderson, 1993; Alderson and Hamp-Lyons, 1996; Shohamy, Donitsa-Schmidt and Ferman, 1996; Cheng, 1997, 1998, 1999; Ferman, 2004; Karabulut, 2007; Yıldırım, 2010; Pan and Newfields, 2012). The effect of testing on teaching and learning, intended or unintended is called as washback or backwash, and it can direct what happens in the classroom from methodological to content or assessment planning and practices (Alderson and Wall, 1993; Messick, 1996; Bailey, 1999; Hughes, 2003). Hughes (2003: I) stated that if the tests especially have determining role in their future success, it directs all instructional planning and practices.

All washback studies showed that the tests have some differential effects on teaching content, teaching materials, activities and time management, teaching methods, assessment, attitudes, feelings and syllabus. Alderson and Wall (1993) probed the effect of O-Level examination in English in Sri Lankan context and found that teachers mainly focused on reading and writing skills through textbooks and test-like supplementary materials and the practise of listening and speaking skills are usually skipped over. Also, Ferman (2004) searched the impact of National EFL Oral Matriculation Test in Israel, which aimed to encourage curriculum innovation and develop oral skills. The survey and interview results indicated that although more

focus was paid to the oral practices, the teachers complained about the narrowing of the curriculum due to the limited practice of the reading skills. Kılıçkaya (2016) analysed the positive and negative effects of the foreign language section of TEOG exam on the English language teachers' instructional practices in the 8th grades. The interview results indicated that the TEOG exam creates harmful washback on the teaching content: since the exam assesses only reading (comprehension), vocabulary and grammar at some degrees, the listening, speaking and writing skills are almost totally excluded. It is seen in most of the research that teachers allot more time for the content and materials which are in accord with the test syllabus rather than following the curriculum. In Akıncı (2010), based on the curriculum and SBS syllabus, the teachers mainly designed their in-class tests with heavy emphasis on vocabulary, grammar knowledge and reading skills in multiple-choice test format. Moreover, the teachers' attitudes to the test can affect what and how they teach. In Alderson and Hamp-Lyons' (1996) study on the washback of TOEFL, the teachers revealed adverse attitudes to the test such as feelings of guilt and frustration as they believe that the test impel to instruct more interestingly or use of their creativity but force to focus on how to up the students' scores. Among the survey results in Özsevik (2010), the teachers mostly focused on the grammar-based exam content and materials rather than communicative practices because they felt the pressure by the administrators, parents and even their students in favour of teaching to the test with the anxiety of losing their promotion and prestige.

However, no matter how much the tests demand the practice of performance-based communicative methods, the teachers go on using traditional ways to practice the oral skills. Cheng (1997, 1999, 2004) observed that in spite of the use of role-play and discussion techniques, the teacher talk still did not reduce unfortunately. Accordingly, the researcher concluded that teachers change their methods reluctantly and very slowly. Caine (2005) also examined the washback effects of a new oral test on methods for teaching English. Concerning the intended effects, it was aimed to assess the speaking skills directly and enhance the students' communicative competence through information gap tasks. Questionnaires and the classroom observations indicated that teachers usually use grammar-based and teacher-centred methodology. Accordingly, the mismatch between how teachers perceive that teaching should be carried out (e.g. use of speaking activities in pairs and groups)

and what they actually practise in the classrooms (e.g. teacher-centred instruction) reveals. On the contrary, Munoz and Alvarez (2010) found that the new Oral Assessment System (OAS) created favourable washback on developing oral skills and increasing the communicative competence, use of grammar and pronunciation based on the assessment scores. At that point, some other factors should be considered to intervene in the process of achieving intended washback. Test-related, prestige, teacher, micro and macro-context related factors, that is, the relevant society have been claimed to affect the intensity of washback (Alderson and Wall, 1992; Shohamy, Donitsa-Schmidt and Ferman, 1996; Bailey, 1996; Watanabe, 2004; Spratt, 2005 among others). It is an unavoidable fact that these factors can vary from context to context. Thus, the researchers ask for the more amount of research to get more yielding results and know and cope better with the harmful washback.

A national examination with different names and applications has been carried out when the 8th grade is about to end for attendance to secondary school education since 1997 in Turkey. Unlike the previous placement exams of LGS (High School Entrance Exam) and OKS (The Placement Test for High School Entrance), English was first involved in the content of SBS which was applied at 6th, 7th and 8th-grade levels (Doğan and Sevindik, 2011; Üztosun, 2013) besides Turkish, Maths, Science and Social Studies courses. However, due to the dependence on the private teaching institutions and the stress experienced by the students at young ages, the SBS was then turned to be administrated just at 8th-grade level in 2010 (Şahin, Uz Bas, Sucuoğlu and Fırat, 2012). Özsevik (2010) found out that administrators, parents and even the students particularly bother about the points of the exam but whether they efficiently practise communicative activities to judge how qualified the teachers are. Also, some teachers stated that SBS brings about a discrepancy between the curriculum and course books which involve four language skills instruction under the philosophy of the CLT, SBS only measured reading skills, lexical knowledge and grammar with multiple-choice questions.

Considering all the complaints about SBS, the Transition Test from Basic to Secondary Level Education (TEOG) was introduced in 2013 as both an in-class achievement and placement exam covering just the 8th-grade curriculum. It is applied twice an educational year in two sessions on six subjects of Turkish, Maths, Religion, Science, The revolutionism and Kemalism and foreign languages (e.g.

English and French). For each academic year, the Board of Education and Discipline declares the exam content and goals. The syllabus involves the instruction of both receptive and productive skills as held up in the course books and the renewed curriculum. On the one hand, the format of the exam did not change and contained 20 multiple-choice questions. The listening, speaking and writing skills are still not involved in the content. So, there is still a mismatch between what is supposed to be taught and what the exam assesses. On the other hand, the grammar-based questions are minimized, and the questions are chiefly dialogue-based and visualized. However, there is just a study (Kılıçkaya, 2016) on the effects of TEOG on developing students' communicative competence. Taking the complaints about the SBS into consideration and its effects on ELT, it is important now to see what English teachers think about TEOG and perceive how the exam affects their teaching in a more comprehensive study.

1.2 SIGNIFICANCE AND PURPOSE OF THE STUDY

English is the international language for global communication and plays a crucial role in carrying nations and countries onward with upgrading economic, scientific, political and military powers (Kırkgöz, 2009, 2014; British Council and TEPAV, 2013). Thus, it is of high importance for every country to raise citizens qualified with communicative competence in English. Both the international rankings in the 2016 English Proficiency Index: 25th out of 26 European countries and 51st out of 72 countries (<http://www.ef.com.tr/epi/>) and the average score in TOEFL 2015: 187th ranking among 234 countries (Test and Score Data Summary for *TOEFL iBT*® Tests, 2015) indicate that Turkey has not reached the desired degree of English proficiency. Among some studies, national exams at middle or high school levels have been addressed as one of the problems in degrading English education in Turkey and the world (Özsevik, 2010; British Council and TEPAV, 2013). The effect of exams, especially the high-stakes tests on educational aspects is known to be washback (Alderson and Wall, 1992; Hughes, 2003). The washback literature indicated that high-stakes exams figure an important role in innovating curriculum and improving instruction (Andrew, 2004). In promoting our level in English, TEOG as a high-stake exam needs investigation to further our understanding of the role of

washback at middle school level. At that point, as the actual appliers of the curriculum and the TEOG syllabus, it is important to lend our ears to teachers' voices and detect how they perceive of the washback of TEOG on their curricular planning and instructional practices. Besides, what types of factors intervene in their teaching practices should be found and eliminated or strengthened in the exam preparation process so as to apply the current curriculum appropriately. So, more attention can be drawn to the role of testing on developing teaching English in the relevant context.

1.3 RESEARCH METHODOLOGY AND DESIGN

A mixed-method approach, which is the triangulation of data collection methods, is adopted in the present study to increase reliability and validity of the data gathered. Qualitative methods involving semi-structured interviews and classroom observations and quantitative methods as the online Likert-type questionnaire were employed to gather data in depth and with objective results as also suggested by several researchers such as Alderson and Wall (1993), Bailey (1996, 1999), Cheng, Watanabe and Curtis (2005) as well as Turner (2009) in the washback literature. The questionnaire is adopted from Chen's (2002) study. Classroom observation and interview questions are prepared according to the washback literature (Ayele, 2014; Kılıçkaya, 2016 among others). Random selection was applied for the study. The quantitative and qualitative data were analysed through SPSS and content analysis.

1.4 RESEARCH QUESTIONS

The primary purpose of the study is first to explore teachers' perceptions of the TEOG exam regarding curricular planning and instructional practices. A further aim is to find out what kinds of factors affect the teachers' perception and types of washback effect. The aims of the study are classified in three core and seven sub-questions which were investigated via questionnaire, classroom observation and semi-structured interviews:

1. What are the teachers' perceptions of the washback effects of the TEOG exam on their instructional planning and practices?

2. Do the teachers' perceptions significantly differ regarding the independent variables?

2.1. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of school location?

2.2. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of gender?

2.3. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of the departments they graduated from?

2.4. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of academic degrees they have?

2.5. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of their teaching experience?

2.6. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of teaching experience in 8th-grade classes?

2.7. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of class size?

3. Is there any significant relationship among the teachers' perceptions on their instructional planning and practices regarding time arrangement and activities, teaching methods, materials, content, and syllabus and classroom assessment?

4. How are the actual classroom teaching practices affected by the TEOG exam regarding teaching methods and techniques, materials, content (four language skills, grammar and vocabulary), organizational and discursive patterns and classroom assessment dimensions?

1.5 LIMITATIONS OF THE STUDY

Due to the limited time, each teacher was observed for two class hours. More amount of observation could provide more detailed understanding of the teachers' classroom practices regarding washback of the English language section of TEOG. Second, follow-up interviews after observations and also responding the questionnaire before

classes were planned. The aim was to compare questionnaire and observations with teachers and discuss their rationales in choosing their instructional practices but that aim could not be realised since the majority of the participants were not convenient due to their personal life issues, workload and limited time between or after the classes. Furthermore, more than 97 numbers of the sample could be reached. Some teachers did not fill out the survey since it is written in English or due to the workload.

1.6.ORGANIZATION AND STRUCTURE OF THE THESIS

The thesis consists of seven chapters. The first chapter involves the introduction part which informs briefly about the status of the problem, research questions, methodology and study design, limitations faced during the study and organization of the thesis. The second chapter provides information about the brief history of English and the TEOG exam. In the third chapter, the literature on washback features and studies were presented. The chapter four informs about the sampling, the study design and research methodology. The fifth chapter presents the findings of the data analysis concerning research questions. The chapter six involves the discussion of the findings, and the chapter 7 presents the conclusion, implications, limitations encountered during the study and suggestions for the further washback research.

1.7 DEFINITION OF KEY TERMS AND CONCEPTS

The definitions for the main terms underlying the main purpose of the thesis study throughout the sections are provided below:

Washback: The beneficial or negative effects of the tests, especially high-stakes tests on teaching and learning languages in applied linguistics (Hughes, 2003; Alderson and Wall, 1993, Messick, 1996)

English as an International Language (EIL): EIL refers to the role of English as the most commonly preferred language of international communication involving

native and non-native as well as non-native and non-native speakers throughout the world (Sharifian, 2009; Crystal, 2012).

Communicative Competence: The term is used to describe “the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use” (Canale and Swain, 1980: 6).

Transition from Primary to Secondary Education (TEOG): A placement and achievement test applied twice an educational year at 8th-grade level for attendance to secondary schools (Ministry of Education, 2013).

1.8 ABBREVIATIONS

ALM.....	Audio-lingual Method
ASL.....	Arabic as a Second Language
BCT.....	Basic Competence Test
CEFR.....	Common European Framework of References for Languages
CET.....	College English Test
CLT.....	Communicative Language Teaching
CoE.....	Council of Europe
CSAT.....	College Scholastic Ability Test
DM.....	Direct Method
EBA.....	The Network of Education and Informatics
EFL.....	English as a Foreign Language
EIL.....	English as an International Language
ELT.....	English Language Teaching
ESL.....	English as a Second Language
EU.....	European Union

FATİH.....	The Movement to Increase Opportunities and Technology Project
FCE.....	First Certificate in English
GTM.....	Grammar-Translation Method
HKCEE.....	Hong Kong Certificate of Education Examination in English
IELTS.....	International English Language Testing System
KPDS.....	Foreign Language Proficiency Examination for State Employees
L1.....	First Language
L2.....	Additional Language
LGS.....	High School Entrance Exam
LYS-5.....	Undergraduate Placement Exam-5 (Foreign Language)
MoNE.....	Ministry of National Education
NMET.....	National Matriculation English Test
OAS.....	Oral Assessment System
OKS.....	Placement Test for Entrance to High Schools
SBS.....	Level Identification Exam
SPSS.....	Statistical Package for Social Sciences
TBLT.....	Task-based Language Teaching
TEOG.....	Transition from Primary to Secondary Education
TEPAV.....	Economic Policy Research Foundation
TOEFL.....	Test of English as a Foreign Language
TPR.....	Total Physical Response
ÜDS.....	Inter-University Foreign Language Examination
YDS.....	The Foreign Language Exam
YOK.....	The Higher Education Board

CHAPTER II

BRIEF HISTORY OF ENGLISH EDUCATION IN TURKEY AND TEOG

English is the third widely used native language in the world following Chinese and Spanish and it is the most widely spoken foreign language with around 2 billion numbers of speakers involving at least 750 millions of speakers of English as first and second language and one billion of non-native speakers (Crystal, 2012; Braine, 2014; British Council and TEPAV, 2013; Perera, 2016). As seen, it has an astonishing and tremendous spread all over the world. Accordingly, English as an international language has a critical role as the most widely used means of international communication all over the world between native and non-native speakers (Crystal, 2012; Shafirian, 2009; Matsuda, 2012; British Council and TEPAV, 2013) in scientific, technological, economic, political, socio-cultural and business affairs demand to raise proficient users of English to achieve international communication and promote international rankings of the countries (Çelebi, 2006; Kırkgöz, 2009, 2014; British Council and TEPAV, 2013).

The 2016 English Proficiency Index (Ef.edu, 2016) indicates that the level of English proficiency has been reported to be very low as shown in Table 1. The proficiency ranking is 25 out of 26 European countries and 51 out of 72 countries. The report underlines the fact that the English education in Turkey is not sufficient to raise citizens proficient in English and require taking necessary steps and carry out action plans.

Table 1. The Ranking of Turkey Regarding English Proficiency in The World

	2011	2012	2013	2014	2015	2016
Ranking out of the countries	43/44	31/52	41/60	47/63	50/70	51/72
Proficiency Level	Very low	Low	Low	Very low	Very low	Very low

The Test of English as a Foreign Language (TOEFL) and International English Language Testing Service (IELTS) are popular international examinations assessing the participants' proficiency level of English in different countries of the world. Both of the examinations assess the four language skills of the participants. Unfortunately, the scores and rankings are analysed, it is seen that Turkey falls behind the major number of the countries in the world (British Council and TEPAV, 2013). The 2015 average score in TOEFL indicates that Turkey has 77 points and accordingly, Turkey is the least successful country in Europe and got the last 47th, 187th ranking among 234 countries (British Council and TEPAV, 2013; Test and Score Data Summary for *TOEFL iBT*® Tests, 2016). Regarding 2016 data analysis, TOEFL score just increased 1 point and total point of Turkey is 78, and no improvement has been detected (Test and Score Data Summary for *TOEFL iBT*® Tests, 2017). As for the IELTS 2015 scores, Turkey got the 5.9 band score out of 9.00 and placed at the 23rd ranking out of 39 countries and thus lagged behind in other European countries (Milliyet Gazette, 2016).

2.1 A BRIEF HISTORICAL REVIEW OF ENGLISH BEFORE THE PROCLAMATION OF REPUBLIC IN TURKEY

First, a brief historical review of English in foreign language education will be presented covering the periods before and after the proclamation of republic in Turkey.

The westernization movements and international affairs in the Ottoman Empire since the Tanzimat Period (1839-1876) and the geographical location of the country necessitated the teaching and learning of a foreign language of international communication in order to keep up with the developments and investments in trade, diplomacy, military and education (Kırkgöz, 2007a; Sarıçoban, 2012; Oktay, 2015). The international relations with France and the desire to overcome the military defeats in the 18th and 19th centuries, many French military officers and teachers were employed to provide education in different fields such as medicine and engineering. As the lingua franca of the time, French was the first foreign language taught in the majority of military and public schools such as the Medical School and

the School of Political Sciences (Sarıçoban and Sarıçoban, 2012). To teach foreign languages, the Ottoman Foreign Language School was opened in 1864 teaching French with priority as well as other languages such as German, English and Greek. However, the failure in foreign language education necessitated the foundation of Galatasaray Sultani High School in 1868 to raise civil staff such as statemen, dragomen, etc. for the Empire and based on the political reasons French was adopted as the medium of instruction (Demirel, 2003 as cited in Solak and Bayar, 2015; Boyacıoğlu, 2015). As the first public school with instruction in a foreign language, the high school gained popularity in Europe with its quality in teaching and success in raising French speakers and involved Arabic, Persian, Bulgarian, Greek, German, English and other foreign languages as elective courses (Nergis, 2011; Sarıçoban, 2012; Oktay, 2015). French was taught compulsorily, and German and English were accepted as elective in the curriculum following the constitutional monarchy in 1908 (Oktay, 2015). In 1873, Daruşşafaka was also opened using French as a foreign language to raise Muslim and orphan children or children in need of education for free since the Sultani mostly involved elite students of the foreign culture and foreign people (Soydan, 2003). In the 19th century, the excessive interferences of the France and England in the government's internal affairs and the increasing economic, military and political relations of the Empire with the Germans which went on increasingly to the end of the World War I, German language was taught in military schools and public schools involving Galatasaray Sultanisi as an elective course (Boyacıoğlu, 2015). German and Sank Georg Austrian High Schools were founded in 1868 and 1882 respectively to promote teaching and learning German as a foreign language and enlarge the spread of the language in the Ottoman Empire (Boyacıoğlu, 2015).

English was another foreign language also included in the curriculum of Navy College, the School of Foreign Languages and Galatasaray Sultani High School (Sarıçoban and Sarıçoban, 2012; Boyacıoğlu, 2015). Despite the supremacy of French in the schools, the Navy College taught in English since the teachers were British in the school (Ergun, 2013 as cited in Boyacıoğlu, 2015). The first private missionary school, Robert College, was also opened in 1863 in Istanbul by Cyrus Hamlin and Christopher Robert and it was the first time that English was adopted as the medium of instruction in the Ottoman Empire (Kırkgöz, 2007a; Özsevik, 2010).

In Robert College, mostly the students from different nations and religions such as Greek and Jewish students enrolled in the college at first hand (Sarıçoban, 2012). In 1871, American College for Girls was founded, as well and those colleges were the first schools the United States opened abroad (Sarıçoban, 2012). The English was started to be taught in state schools after 1908 (Dogancay-Aktuna, 1998). Additionally, Bogazici University was as one of the most favoured universities in the country founded on the Robert College's campus and has been instructing in English (Sarıçoban, 2012; Solak and Bayar, 2015).

2.2 A BRIEF HISTORICAL REVIEW OF ENGLISH AFTER THE PROCLAMATION OF REPUBLIC IN TURKEY

The development and adoption of English in education in Turkey continued after the proclamation of Republic in 1923. The first Turkish Private School, TED College was established in 1930 in Ankara upon the advice of Mustafa Kemal Atatürk, the founder of Turkish Republic (Solak and Bayar, 2015; TED, 2017). The Turkish Education Foundation first founded in 1928, aimed to raise knowledgeable children who have financial deficiencies with qualified foreign language education (TED, 2017). The College has been teaching and using English as the medium of instruction from 1952 on and extended in many cities of Turkey owing to its success in general subjects and English education (Solak and Bayar, 2015; TED, 2017). In 1955, the Darüşşafaka College also adopted English as a means of instruction besides the use of Turkish language (Soydan, 2003).

The Law of Unity of Education in 1924 and the Alphabet Reform in 1928 fostered the developments in foreign language education. The madrassas were turned into state schools, and the Turkish language was purified eliminating Arabic and Persian languages (Sarıçoban, 2012). Those reforms increased the number of state schools and led the design of a unified educational program and accordingly the western languages with Latin alphabet; French, German and English languages were acknowledged in the foreign language education programs rather than Arabic and Persian in time (Doğançay and Aktuna, 1998; Sarıçoban and Sarıçoban, 2012).

A number of reasons can be put forth to prove the necessity of EFL teaching and learning. The enrolment of Turkey in North Atlantic Treaty Organization (NATO) in 1952 raised the importance of learning English to ally with other nations and avoid misunderstandings in diplomatic and military communication (Kırkgöz, 2009; Sariçoban, 2012; Demirpolat, 2015). Additionally, the efforts to gain full membership in the European Union (EU) also necessitated the EFL teaching and learning since English is one of the official languages and the most commonly used language in the EU's studies such as treaties, conferences and meetings regarding political, economic and educational issues (Sariçoban, 2012). Moreover, the geographical position of Turkey as a locational and cultural bridge between the Europe and Asia and adjacency of the country to the Africa and Middle East, that is the neighbourhood relations fostered the need to learn English so as to achieve international communication for trade, tourism, economy, politics, education and military fields (Kırkgöz, 2009; Sariçoban, 2012). Besides, the developing relations with and the aids from the U.S.A after world War II and the Unites States' increasing supremacy throughout the world led the favour and adoption of English as the primary foreign language in education in Turkey (Dogancay-Aktuna, 1998; Kırkgöz, 2009). The role and official status of English as an international language (EIL) in technology, science, economy, politics, education and socio-cultural affairs demanded to raise proficient users of English to achieve international communication and promote the international rankings of the country.

Thereupon, the policy makers implemented some changes and reforms in teaching English at various levels of education ranging from primary to tertiary levels in Turkey as in many other EFL countries. Most of the changes have been carried out on the curriculum (e.g. content), materials and equipment (e.g. textbooks and smart boards), assessment and evaluation, class hour schedules, school types and qualifications in different stages of education.

In 1955, several secondary schools called Schools of Ministry of Education were established in six different cities, and later on the number of schools increased in time owing to the success in raising students with high English competence (Kırkgöz, 2007a; Demirpolat, 2015). The major aim was to increase the number of Turkish citizens with high English proficiency and competence in four language skills so that they could follow the latest developments in the science and technology

throughout the world and step the economy and diplomacy up. The students were selected according to their success in the central placement exam then (Kırkgöz, 2007a). The educational period lasted for seven years involving the middle and high school curricula and the first year of education was a preparation class instructed in English so that the lessons could be instructed in English on the Maths and Science courses well (Sarıçoban and Sarıçoban, 2012; Demirpolat, 2015). As Özsevik (2010) stated, the preparation class, the exam criteria, the academic staff and the choice of materials furthered the success and popularity of these schools. In 1975, the names of the schools were changed into Anatolian high schools. The adopting English as the medium of instruction in Maths and Science was cancelled in most of the Anatolian schools in 1999 and 2004 since the questions in the university entrance exam was in Turkish although they studied in English during secondary school academic periods (Sarıçoban and Sarıçoban, 2012; Demirpolat, 2015). In 1991, the Super High schools involving one-year preparation class and weighted English hours in upper classes were established to promote learning English and raise citizens with high English competency in four skills and these schools differed from the Anatolian high schools as the students were placed according to their year-end average scores rather than the scores of the high school entrance exams (Acar, 2004; Kırkgöz, 2009). However, the Super High Schools as well as General High Schools were abolished and turned into Anatolian High Schools in 2005 (Kırkgöz, 2007a, 2009).

Based on the competitiveness at international affairs, the number of schools at secondary and higher education level with English as a medium of instruction (EMI) has increased in parallel with the role of English as an EIL in order to teach different kinds of subjects such as engineering, science and business since 1950s for the need in raising competitive and qualified business people (Başibek, at al. 2014; Kırkgöz, 2014). English was used as a medium of instruction in teaching science and mathematics in Anatolian High Schools from 1956 to 2002; however, since the high school placement test is designed in Turkish, the EMI has been cancelled in most of the high schools (Kırkgöz, 2007a, 2009). As Başibek, at al. (2014) stated, the statistics of Ministry of National Education (MoNE, 2008) show that there existed 717 private and 415 Anatolian high schools in the 2006-2007 school year. Also, there exist still several universities instructing different subjects through EMI. As raising the prospective scientists, researchers, engineers and diplomats, there are a number

of state and private universities that apply education with EMI in their several or all departments. The Middle East Technical University is the first state, and Bilkent University is the first private university founded in 1956 and 1983 respectively after the establishment of Republic in Turkey (Başibek, et al., 2014; Solak and Bayar, 2015). Koç University founded in 1993 and Sabancı University opened in 1997 provide education in English (Solak and Bayar, 2015). However, as discussed by many researchers (among Kılıçkaya, 2006; Başibek, et al., 2014; Kırkgöz, 2014), the number of universities with EMI has been criticised and decreased recently since the students have been claimed to get difficulty in understanding the subjects thoroughly.

2.3 THE 1997 EDUCATION REFORM AND CURRICULUM

One of the most significant reforms on English teaching curriculum was realised in the 1997 Education Reform (Özsevik, 2010; Sarıçoban, 2012). The English as a compulsory course was taught starting from the 6th grade at middle school until 1997 (Sarıçoban and Sarıçoban, 2012). The Ministry of National Education and the Turkish Higher Education Council carried out a significant project on developing the national curriculum for university departments of teaching also involving English language teaching at primary and secondary education level in 1997. To carry out the curriculum successfully throughout Turkey, the Ministry of National Education enabled the corporation of British Council and United States Information Agency and the English Language Teachers' Association in Turkey through organizing seminars as well as in-service programs (Kırkgöz, 2009). With this reform, the primary and lower secondary education were incorporated and declared to be compulsory for eight years (Özsevik, 2010; Sarıçoban and Sarıçoban, 2012; Demirpolat, 2015). In the meantime, the English was introduced as a compulsory course for the young learners in the 4th and 5th grades as two hours a week of primary education in addition to 6th, 7th and 8th grades as set four hours a week (Kırkgöz, 2007a, 2007b, Tok and Arıbaş, 2008; Özsevik, 2010; Incecay, 2012; Demirpolat, 2015). The curriculum which was developed by the different academicians across the country presented the target curricular aim as to familiarize the students with English as a foreign language and develop positive attitudes and motivation to learn English through games and contextualized activities with a focus on basic communicative

skills (Kırkgöz, 2007a). The curriculum was introduced as reflecting the communicative language teaching principles; however, the traditional ways of teaching with grammar-based approach continued then as revealed in Kırkgöz (2006, as cited in Kırkgöz, 2007a), that is the content of the curriculum was too dense, course books did not reflect the principles of communicative language teaching and the weekly class hours were not enough to teach the curriculum on time and teach four language skills. Yanık (2008) investigated the Turkish EFL teachers' perceptions of the goals and objectives stated in the curriculum of the 6th, 7th and 8th-grade levels during the 2004-2005 academic year. The questionnaire results indicated that the teachers complained about the lack of materials, course books, and students' lack of interest and the overload of curriculum besides the lack of enough time. The teachers expressed that both the curriculum and the course books direct the teachers to conduct mostly grammar and vocabulary rather than the improvement of four language skills besides the units are not ordered in a thematically related way.

A renewed curriculum was introduced in 2005-2006 since the previous curriculum did not prevent the grammar-based and traditional ways of teaching and the need to catch up with the recent developments. As for English teaching and learning, the new plan was based on a constructivist approach and communicative-based teaching of English (Topkaya and Küçük, 2010; Kırkgöz, Çelik and Arıkan, 2015). The notion of communicative competence was the aim along with a focus on student-centred learning for all grades all over the country. Also, a performance-based assessment was implemented first in the Turkish context such as keeping portfolios as based on communicative language teaching approach in addition to the pen-and-paper tests with examples (Kırkgöz, 2007a). Dönmez (2010) analysed the views of 8th-grade teachers and students on the problems faced during the implementation of the new 8th-grade curriculum through in-depth interviews. The lack of materials, inefficient class hours, the large class size, the teachers' lack of knowledge or guidance to apply the alternative assessment, the irrelevant link among the units and the vocabulary density are revealed to hinder the implementation of the curriculum successfully in the classroom. Coşkun (2011) carried out a study to find out the match/mismatch between the teachers' attitudes and their classroom practices. Although most of the teachers have positive attitudes towards the CLT, there was a mismatch between what teachers believe and what they do in the classroom. The teachers reported

traditional grammar-based exams as one of the obstacles implementing CLT besides the large class size, lack of time and materials.

2.4 THE 4+4+4 EDUCATIONAL REFORM AND CURRICULUM DEVELOPMENT

In 2013, an innovation was conducted in Turkish education system. The Ministry of Education declared and divided the primary and secondary school education into primary, middle school and high school levels consisting of four years and as being compulsory for 12 years (Demirpolat, 2015). Also, English was declared to be taught at 2nd and 3rd years in addition to the 4th grades in primary school. The aim was to expose students to more hours of English at young ages. Besides, the curriculum is renewed and began to be implemented in 2013 all around Turkey. The Communicative Approach-based domain was emphasized and extended along with a national-functional syllabus followed with a detailed description of objectives, the teacher and learner roles, more amount of methods and activities and materials (English Language Teaching Curriculum, 2013). The Ministry of Education Legislation (2009) states the general aim of teaching foreign language, basically English as in the following:

- 1) The acquisition of listening and reading comprehension, speaking, writing skills
- 2) To be able to communicate in English or the other foreign language competently
- 3) To promote positive attitudes towards learning and teaching

As for the course schedule at present, the hours for English courses in primary and lower secondary schools are represented below in Table 2.

Table 2. The Hours for Weekly Schedule of English Course

	2 nd grades	3 rd grades	4 th grades	5 th grades	6 th grades	7 th grades	8 th grades
Class schedule	2	2	2	3	3	4	4
Additional hours as elective course	-	-	-	2	2	2	2
Total	2	2	2	5	5	6	6

It is seen that the class hour of English can be increased choosing English as elective courses. Otherwise, it is two hours for the primary school students while it is 3 hours for 5th and 6th grade and four hours for the 7th and 8th-grade students at the lower secondary school level to study English.

As for the changes in and aims of the 2013 curriculum, the inclusion of English course at 2nd-grade level entailed the design of a new curriculum in accordance with the recent developments and principles in general and second/foreign language teaching areas. First of all, the Common European Framework of Reference for Languages (CEFR): Learning, Teaching and Assessment (2001) has been adopted in the present curriculum. The CEFR guides the development and application of curricula and the assessment of language aims and objectives (Little, 2007). The CEFR takes the action-oriented approach as the baseline in teaching languages, that is, the learners are seen as social agents using language in a wide social context along with developing and acting communicative competences to accomplish language tasks in daily life (CoE, 2001). The meaningful communication is regarded the major aim. According to the action-oriented approach, pragmatic and socio-cultural knowledge and the use of action strategies are highly valued for the speakers use language so as to realise everyday problems whether linguistic or not. In teaching, the new knowledge should be built upon the prior learning and thus meaningful. Use of authentic materials, tasks through such as drama and role-play activities as well as hands-on tasks, contextualization and giving a purpose of learning are of great importance in teaching language. The framework also emphasizes the importance of positive attitudes and motivation to enhance learning instilled from the younger ages (CoE, 2001).

The CEFR suggests three levels for English proficiency as A (Basic User), B (Independent User) and C (Proficient User). The levels are also subcategorized as A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency) and C2 (Mastery) (CoE, 2001). In the present curriculum, the grades of 2nd, 3rd and 4th and the 5th and 6th grades are stated to be at A1 level whereas the 7th and 8th-grade students are considered to be at the A2 level. The Table three for the skills and the appropriate levels adhered to the certain grades is provided below as delivered by the Ministry of Education in English Language Teaching Curriculum for Primary and Lower Secondary school Education (2013: V).

Table 3. The Skills and Main Activities/Strategies according to the Levels, Weekly Hours and Grades

Levels [CEFR] (Hours/Week)	Grades (Age)	Skill focus	Main activities/strategies
1 [A1] (2)	2 (6-6.5)	Listening and Speaking	TPR/Arts and crafts/Drama
	3 (7-7.5)	Listening and Speaking Very Limited Reading and Writing	
	4 (8-8.5)	Listening and Speaking Very Limited Reading and Writing	
2 [A1] (4)	5 (9-9.5)	Listening and Speaking Limited Reading Very Limited Writing	Drama/Role-play
	6 (10-10.5)	Listening and Speaking Limited Reading Very Limited Writing	
3 [A2] (4)	7 (11-11.5)	Primary: Listening and Speaking Secondary: Reading and Writing	Theme-based ∞
	8 (12-12.5)	Primary: Listening and Speaking Secondary: Reading and Writing	

As advocated by the Communicative Approach, four language skills are given importance in the curriculum. Considering the age factor, the focus on language skills is arranged ranging in amount and degree according to the stages. As it is clear in the Table 3, the listening and speaking skills are highlighted at the A1 level with (very) limited amount of reading and writing skills. As in the scope of the present study, as for the 8th grade, reading and writing skills are involved without strict limits along with the listening and speaking skills but as at secondary value. That is, four language skills are to be practiced at classroom level.

Table 4. The Suggested Materials according to Stages One, Two and Three (from 2nd through 8th Grades), English Language Teaching Curriculum (2013: XI)

Genres	Stages 1 and 2	Stages 3
	Material Types	Material Types
Narrative Materials	Cartoons	Biographical Texts
	Chants and Songs	Diaries/Journal Entries
	Fables	Humorous encounters
	Fairy Tales	Jokes
	Poems	Personal Narratives
	Rhymes	Plays
	Stories	Tongue Twisters
Informative Materials	Advertisements	Brochures
	Captions	Catalogues
	Charts	Children's Encyclopedias
	Coupons	Dictionaries
	Instructions	Maps
	Lists	News reports
	Menus	Questionnaires and Surveys
	Notices	Recipes
	Picture Dictionaries	Weather Reports
	Posters	TV Programs/News
	Products (Labels, Boxes, Adverts)	Radio Recordings
	Signs	Podcasts
	Tables	
Interactive Materials	Cards	E-mails
	Conversations	Formal Letters
	Illustrations	Personal Letters
	Notes, Memos, and Messages	Phone Conversations
	Postcards	

Materials are indispensable agents in English teaching as in the general education. The present curriculum suggests the use of narrative, informative and interactive materials which range in visual, audio or audio-visual aspects. The Stage One refers to the primary level students (2nd, 3rd and 4th grades), Stage Two represents the 5th and 6th grades, and the Stage Three refers to the 7th and 8th grades. It is stated that the materials for the Stage One can be used for the Stage Two when necessary.

As the main teaching and learning materials, the course books as in line with the curricular goals and objectives are provided by the Ministry of National Education for free throughout Turkey. The unit numbers decreased to 10 from 16. The unit themes are related to the students' daily life such as about family, daily routines, sports and health which are meaningful for the students in the learning process. Along with the aim to link the students' daily lives and language learning, each unit is designed to help the students use their schemata and revise the knowledge in previous units to ensure retention. Moreover, the materials in Table 4 are authentic such as news reports and tongue twisters. Also, flashcards, word lists and the PDF

formats of the course books and the Teacher’s Book are available. The content is designed to represent the cultural diversity in greeting, cooking, games and games and so on.

As a major development, the Movement to Increase Opportunities and Technology (FATİH) Project provided smart boards and tablets to be distributed to most of the state schools across Turkey. With the smart boards, the teachers have been encouraged to use an education and information network as an e-platform (EBA) including many school subjects supported with presentations, exams, mock exams, practice tests, quizzes, applications, videos and games at all stages. Teachers can assign homework and evaluate through EBA and share the documents and videos of student projects and save them in their e-dossiers. Yet, the use of tablets is not so common at lower secondary school levels, and there is some need for in-service education for teachers and fixing the technical problems. Also, in British Council and TEPAV study report (2014), it is seen that the tablets are not used for teaching English in the schools under the scope of pilot study.

However, to what extent the course books and the classroom practice involve those materials need further observation and discussion.

Table 5. Communicative Functions and Sample Uses of Language for Stages 3
English Language Teaching Curriculum (2013: XIV)

Communicative Functions	Sample Usage
Accepting and refusing	Yes, please. / No, thank you.
Describing simple processes	First, put the hot water in a cup. Then add the coffee. Mix well. Now, you can drink it.
Describing the frequency of actions	I tidy my room every day.
Describing what people do regularly	We have dinner at 8 o’clock.
Expressing concern and sympathy	I am sorry to hear that.
Expressing ideas	I think we should have a party.
Expressing plans	We will go to Trabzon tomorrow.
Expressing preferences	I prefer reading to cooking.
Giving explanations/reasons	I went to Ankara to see my grandparents.
Handling phone conversations	May I talk to Ayşe, please? Is Alex there? I will talk to you soon.
Making offers	Would you like some juice?
Making predictions about the future	He is driving fast. He is going to crash his car. I think our teacher will read us a story today.
Making simple comparisons	SpongeBob is smaller than us.
Offering excuses	I couldn’t come to the party because I was ill.

The curriculum designers state that the functions determined for the Stage One and Two can be taught and practiced when needed. Then, they illustrate the communicative functions to be gained for 7th and 8th grades as in Table 5, which indicate what objectives they are held responsible for teaching TEOG and real life communication. The Communicative Approach with a focus on developing communicative competence is followed in the present curriculum. Both the grammar structures and language functions are valued to be developed as all contributing the development of communicative competence. Student-centred learning is approved, and the teacher is seen the facilitator. The pair and group work on language tasks are supported as well as the individual work. Intercultural awareness, developing strategies for compensation and positive attitudes are regarded to be objective of the English course as proposed in CEFR (CoE, 2001). Also, English should be used for the means of communication in classes without a strict restriction on the use of Turkish. Additionally, the curriculum is not limited to a certain type of methodology. Regarding the diversity of contexts across the world and the individual differences (e.g. learning styles), an eclectic method is adopted to refer to a wide range of learners.

Furthermore, assessment and evaluation are important agents to provide feedback on teaching and learning (Alderson and Hughes, 1981). With the renewal of the curriculum, several changes have been brought about in assessment and evaluation at all stages of education. Both formative and summative assessment and evaluation types are emphasized. As in line with the CEFR, the curriculum designers proposed the encouragement of self-assessment and keeping a portfolio to support learning besides the pen and paper tests, quizzes and homework. Self-assessment is regarded to increase learner autonomy and set and direct their goals and monitor their own progress, increase motivation and reflection, focus on their own learning as active participants (Harris, 1997; Gardner, 2000; Bullock, 2010). The course books include self-assessment or self-check parts at the end of each unit. As for the portfolio assessment, it is a way, and a collection dossier of recording their learning experiences and the students can set goals, monitor, and modify their learning even at home. It demonstrates the active participation of students on reflection on their own learning in relation to developing communicative skills (Gonzalez, 2009). For those contemporary ways of continuous assessment and evaluation, some sample

checklists for projects, self-assessment and portfolio assessment are provided for the students in the Teacher’s Book but just for the 8th grades besides sample lesson plans. However, the British Council and TEPAV study report (2013) indicated that those types of assessment and evaluation were not conducted in the schools. Instead, the grammar-based exams or exams without speaking and listening skills dominated the assessment procedure, which is seen as an evidence of why the Turkish students fail in listening and productive skills of English by the researchers as a negative impact. The British Council and TEPAV study (2013) recommends the inclusion of e-folio (portfolio), speaking and listening works (e.g. projects or interviews) via technology (e.g. tablets), continuous assessment by teachers and revision of the formal written exam with contemporary theoretical developments in the ELT in addition to national exams conducted at 8th and 12th grades in Turkey.

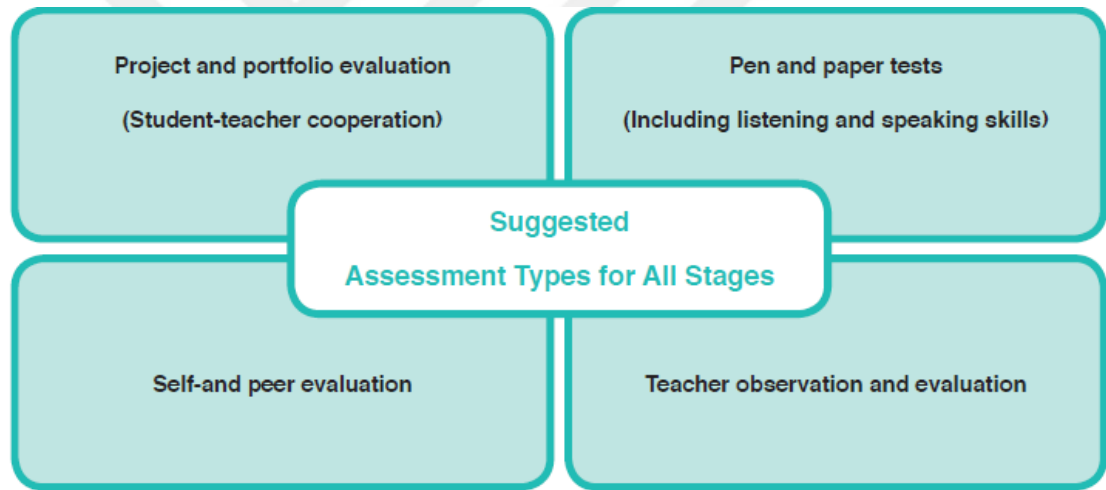


Figure 1. Suggested Assessment Types for All Stages in the Present Curriculum

As seen in Figure 1, the contemporary assessment types are also supported in the new curriculum. The pen and paper tests require the involvement of four language skills. Also, it is clear that both formative and summative ways of assessment and evaluation are taken into account.

For transition to high schools, several high-stakes exams have been conducted to 8th grades in Turkey since 1997. The students who get higher scores could attend to Anatolian and Science High Schools which are seen to guarantee the college education in the future. Between 1997 and 2005, the LGS (High School Entrance

Exam) was carried out at 8th-grades level. Then, OKS (The Placement Test for High School Entrance) was introduced in place of LGS with a few changes in the content and coefficient system in 2006 and implemented in June until 2008. Due to the complaints about the exam as it is not fair to assess students' knowledge and experiences with a single exam at the end of the 8th grade, SBS (Level Identification Exam) was started to be administrated across Turkey between the years of 2008 and 2013. Unlike the previous placement exams, SBS was applied at 6th, 7th and 8th-grade levels. The number of questions was distributed based on the number of class hours a week. That is, 13 questions for 6th, 15 questions for 7th and 17 questions for 8th grades were asked in the SBS. Also, it was the first time that English was incorporated into the content of a national examination at secondary school level besides other foreign languages of French, German and Italian (Doğan and Sevindik, 2011; Üztosun, 2013) whereas in LGS and OKS, just Turkish, Maths, Science and Revolution History and Kemalism were assessed. The year-end average score was also reported to be influential in calculating the placement test score in SBS. Also, the Ministry of Education considered that the students would need less support from the extra-classes in private teaching institutions; however the grade and number of students who attend to additional courses in private teaching institutions increased contrary to the expectations and thus SBS was decided to be implemented only at 8th-grade level covering the three grades' (6th,7th and 8th) curriculum in 2010 (Şahin, Uz Bas, Sucuoğlu and Fırat, 2012).

Few studies were conducted to indicate the role of SBS on teaching English at classroom level. These studies demonstrated that SBS had negative effects on teaching English to improve communicative competence. Üztosun (2013) reported that teachers at public secondary schools claimed the SBS as one of the obstacles in carrying out communicative activities and focused on vocabulary and grammar knowledge in English lessons. Akıncı (2010) investigated the effects of SBS in addition to different factors on their classroom teaching, testing and the problems faced in public secondary schools in Denizli, Turkey. It is found that the content of SBS forced English teachers to focus on vocabulary and grammar in how they designed their in-class tests and teaching activities including matching and multiple choice questions. Bas (2013) analysed to what extent the classroom assessment practices predict the student success in SBS scores. The results indicated a positive

relationship especially between the written achievement exams and SBS scores. It is also implied that if the teachers follow the objectives and content of the curriculum in their design of exams, the students will get more success in SBS. Özsevik (2010) also investigated the views and problems of the Turkish EFL teachers regarding their practices in implementing CLT in classrooms through interviews and an online questionnaire. The teachers complained about SBS as one of the obstacles to practice communicative techniques and activities in addition to the students, the teacher, the educational system referring to heavy workload, lack of time, large classes and teaching training, for example. Those teachers expressed that administrators, parents and even the students cared about exams scores rather than how well or to what extent they applied communicative activities to decide on how better teachers they are. Also, some teachers stated that SBS caused a mismatch among the curriculum and course books which support the teaching four language skills based on CLT, the SBS just assesses the basic reading skills, vocabulary and grammar knowledge in a traditional way of assessment with multiple-choice questions.

2.5 THE TRANSITION TEST FROM BASIC TO SECONDARY LEVEL EDUCATION SYSTEM (TEOG)

In 2013, the Ministry of National Education introduced the Transition Test from Basic to Secondary Level Education System (TEOG) which is the under the scope of the present study.

TEOG is an achievement and placement test for attendance to upper secondary schools and administrated at 8th-grade level throughout Turkey. TEOG is conducted as an in-class exam covering the subjects to be taught until the assigned date to measure how much the students learn the subjects and thus achieve the objectives (Hughes, 1989; Brown, 2004). It is also a placement test that the learners are placed at different types of high schools according to the results, that is their abilities, etc. (Hughes, 1989). Around 1 and 1.5 million 8th-grade students take the exam each year. It is also a norm-referenced test, that is the students rank in order in comparison to other participants' scores after they take the exam without a list of criteria (Hughes, 1989; Bond, 1996; Brown, 2004). Then, the students make the selection of

the high schools online according to their percentile which is determined by the other participants' scores.

Calculation of the TEOG score for placement purpose is determined according to the 30 % of the 6th, 7th and 8th-grade average end of the year scores and the 70 % of the TEOG score. The end-year scores and the TEOG score are added up and divided in half, and the perfect score is set to be 500 points. The students have to wait until the end of the June to get their results. Then, the students make their choice online and have three chances to apply to schools they wish to enter in July-August. Thus, the dependence to the test-based classroom is aimed to be avoided since the achievement exams, and the performance-based assessment will be integrated into the final score for placement and students will attach more importance to the school subjects (MoNE, 2013, 2014).

The major goal of assessment and evaluation is to improve student learning in the future (Gronlund, 1998). The TEOG English test is a pen-and-paper language test as a traditional way of assessment with 20 multiple choice questions. There is only one correct answer and the exam does not require higher order thinking skills such as creativity (Wiggins, 1990). It assesses the reading skills and vocabulary knowledge directly; however, the listening, speaking and writing skills are not assessed or assessed indirectly. Most of the questions in TEOG exams involve dialogue completion, sentence completion, matching words and sentences with visuals, ordering the sentences, question-and-answer, finding suitable expressions, paragraph reading and related comprehension questions.

Considering the student population, reliability and practicality issues, multiple-choice question format ensures objective assessment and eases the analyzing scores with time-efficiency (Hughes, 1989; Brown, 2004). However, as Hughes (2003: 76-78) stated the disadvantages of the multiple-choice exams as in the following (as cited in Brown, 2004: 55):

- Testing only recognition knowledge,
- Facilitating guessing as having a considerable effect on test scores
- Severely restricting what can be tested,
- Making writing successful items difficult,
- Facilitating cheating
- Causing harmful washback

Considering some of the negative aspects above, it can be expressed that the exam implementation regulations are set beforehand. To explain, the seating arrangement is announced a day before the exam and checked during the exam, four different types of exam booklet are provided, different teachers were appointed to supervise the students, and the students' signatures are taken for identification to avoid cheating. Also, to promote student-related reliability, the exams are conducted in two days with 30 minutes breaks to let students rest and students take the exam in their schools where they are familiar to study.

As for validity, considering the curriculum objectives and content, the course book content and the list of objectives assigned by the Board of Education and Discipline as in Table 8, both receptive and productive language skills should be measured in TEOG exam. Yet, the exam assesses just reading skills (e.g. paragraph reading and comprehension questions) and lexical knowledge. Thus, it can be said that the exam both fails in construct and content validity (Brown, 2004). As also seen in the following question samples from the TEOG in Figure 2, the questions are mostly at knowledge and comprehension levels at Bloom's taxonomy (1956). Considering the assessment and evaluation suggestions proposed both in the 2013 and 2017 Curricula of Teaching English, it is advocated that there should be congruence among the testing procedures and the nature of the program to achieve the linguistic and pedagogical practices and objectives. Otherwise, the discrepancy is most likely to make the teachers teach and conduct practices beyond the scope of curriculum. Accordingly, it is stated that "it is critically important to accentuate that learning, teaching and testing are part of a whole, interacting constantly with each other in shaping not only teachers' instructional choices but also students' learning strategies, and even parents' attitudes toward what is critical and valuable in educative provisions" (2017 Teaching English Curriculum: 6). In both of the curricula, alternative, process and performance-based assessment techniques are proposed based on the principles of CEFR. In the new 2017 Curriculum, encompassing all types of assessment and evaluation suggested, the main philosophy of the curriculum regarding testing is listed as in the following (p. 6-7):

- Covering four language skills and implicit assessment of language components
- Varying in terms of learning styles and cognitive characteristics of the students
- Being in consistent with the learning and teaching methodology depicted in the program
- Being in line with the students' developmental characteristics

- Creating positive and beneficial washback effect
- Including self-assessment, reflection and feedback

Besides this list, the curriculum developers also suggested a table of sample testing techniques for the assessment of four language skills taking the communicative testing philosophy into account as the main focus in assessment and evaluation. As also understood from the list above, the tests or any other assessment instrument should be based on assessing four language skills taking the Communicative Approach as the basic teaching methodology in the curriculum. Regarding this view, Canale and Swain (1980) stated that communicative language tests should both reflect the students' knowledge about how to use language and show how they perform language functions in real meaningful communicative contexts in contrast to pen-and-paper tests. Morrow (2012) also argues communicative language test be a direct performance of language use within the scope of a purposeful task instead of the usage of the language such as grammar, lexical or phonological knowledge. However, even though in this new curriculum, as a summative assessment type, the high-stakes examination (TEOG is implied) is stated to be consistent with the philosophy of the curriculum and the teacher and based on communicative language testing philosophy, the TEOG exam does not require the assessment of four language skills and still is implemented without a change in content. Nevertheless, 30 % of the placement score consists of the end-year scores of 6th, 7th and 8th grade. Especially, at 6th and 7th grades, teachers conduct all assessment types by themselves. Thus, as proposed in the curriculum, they can carry out alternative assessment procedures such as self-assessment and keep portfolios. Then, the students' scores automatically affect the students' end-year scores. Yet, the percentage is very low when compared to the role of TEOG and not every teacher applies alternative assessment techniques due to different variables such as large classes and the variety of socio-economic situation all around Turkey. In Özsevik's (2010) study, the discrepancy between the contents of the entrance exam (SBS) and the curriculum and course book prevent them from conducting CLT-based activities to promote four language skills. Due to the pressure put by the administrators, parents and the students, the teachers feel necessary to teach to the test to save their prestige and job with a grammar-based approach in their classroom teaching practices.

3. **Kate** : ----?
Sam : They are delicious.
- A) Why do teens prefer playing soccer
B) Why are pizza and chips so popular
C) What kind of music are you listening to
D) What do people like eating in your country
5. **Adam** : Can I invite my friends to our house tonight?
Mother : ----. Your father doesn't feel well today and wants to rest for a while.
Adam : OK. We will meet at a café then.
- A) Yes, you can B) Great idea
C) That's right D) I'm sorry

Figure 2. Some Previously Asked Questions in TEOG, November 2016

The changes that the TEOG brought about are as in the following (MoNE, 2013, 2014; Öztürk and Aksoy, 2014; Şad and Şahiner, 2016):

- The students enter the exam in their own schools with their class or schoolmates
- The teachers are assigned to be supervisors in different schools to avoid cheating
- The students get the chance of excuse examination in case of a problem (e.g. health and accident)
- The exam is implemented in three sessions in two days successively
- The students with special needs do not take the foreign languages exam (e.g. moderate mental retardation)
- The number of questions increased to 20 from 17 as in SBS
- The exam is conducted twice a year, as once in the first term and second term
- The TEOG is both an achievement test and a placement test
- The content of the exam covers just the 8th-grade curricular content
- The duration of the exam lasts 40 minutes as the typical achievement exams applied in the class
- The wrong answers do not cancel the correct answers in contrast to OKS and SBS
- The exam is claimed to involve open-ended questions in the future
- The number of attendance to school will be a determiner in placement when two students get the same score

The Ministry of National Education (2014: 4-6) stated the fundamental aims of introducing TEOG, and thus the changes stated above as in the following:

1. To strengthen the relationship among the students, teachers and the school
2. To put more emphasis on the role of teachers and the school in teaching and learning
3. To teach the curriculum simultaneously throughout the country
4. To ease of the test anxiety
5. To make teachers increase and maintain their professional performance
6. To minimise the need to attend to out-of-school education such as private teaching institutions
7. To monitor and assess the applications of the curricula and whether the curricular objectives are met by the students
8. To assess and evaluate the success/achievement in a process-based approach
9. To provide make-up exams and so eliminate the disadvantages of the previous exams like OKS and SBS
10. To minimise the number of students' absence
11. To assess the students' extracurricular social, cultural, artistic and sportive activities in the medium and long run

TEOG covers six school subjects: Turkish, Maths, Science, Revolution History and Kemalism, Religion and Foreign Language (English, German, French and Italian). The exam is conducted on two separate days successively. The subjects covered, the number of questions and the distribution of subjects in days and coefficient numbers are shown in Table 6 below.

Table 6. The Subjects, Number of Questions and the Dates Administrated for TEOG

Subjects & Order of Sessions	First day of the exam (Wednesday)			Second day of the exam (Thursday)		
	Turkish	Maths	Religion	Science	Revolution History and Kemalism	Foreign Language
Number of questions	20	20	20	20	20	20
Coefficient numbers	4	4	2	4	2	2

20 multiple choice questions (with four options) are asked in each subject. As different from SBS, the number of questions in English is the same as other subjects regardless of the weekly class hours. However, as seen in Table 6, the coefficient number of English questions, two is lower in comparison to Turkish, Maths and Science. This can make the students and parents underestimate the importance of studying English. Except for the 2013-2014 Academic Year, TEOG exam is

implemented in the last week on Wednesday and Thursday in November and May. The other classes in middle school as the 5th, 6th and 7th-grade students are off the school since the TEOG is conducted in schools where the students study regularly and accordingly avoid the noise distracting students during the exam. On Wednesday, the students take the Turkish, Maths and Religion tests successively with 30 minutes breaks. On Thursday, the Science, Revolution History and Kemalism and English tests are conducted with 30 minutes breaks from 9.00 a.m. to 12.00 p.m., too. On both of the days, each exam for the subjects lasts 40 minutes.

At the beginning of the academic year, the Board of Education and Discipline delivers the schedule of the content, objectives and the hours assigned for each unit and the exam dates. Accordingly, the teachers are supposed to adjust their planning accordingly throughout the academic year for the test preparation. The order or extent of contents and objectives are changed in some courses unlike the curriculum and the content of the course books whereas for English course; no changes have been recognised among the schedule by the Board of Education and Discipline, the curriculum and the course book regarding the objectives and time allotted to each unit. The students take three English exams a term. The first and third exams are conducted by the teachers in both of the terms. The second exams are prepared and applied by the Ministry of National Education. The students are held responsible for studying the first three units for the first term English section of TEOG (TEOG 1) and eight units for the second term exam (TEOG 2) in total. The distribution of the units for the teacher-made and TEOG exams are provided in Table 7 below.

Table 7. The Distribution of Units as Declared by the Board of Education and Discipline for TEOG

First-term			Second-term		
Unit 1	Unit 1, 2, 3	Unit 1-5	Unit 1-6	1-8	1-9
Teacher-made	TEOG 1	Teacher-made	Teacher-made	TEOG 2	Teacher-made

Four language skills are claimed to be assessed. However, the speaking, listening and writing skills are said to be assessed indirectly through dialogue questions. The

TEOG exam consists of reading and vocabulary questions. Grammar is needed just to grasp the meaning of the sentences and texts.

To explain briefly, the most common objectives and a sample page from the list of objectives in the syllabus by the Board of Education and Discipline (2016) in Table 8 are as in the following:

- Making simple inquiries
- Stating personal opinions and feelings
- Accepting and refusing
- Expressing likes and dislikes, preferences
- Giving explanations and reasons
- Talking about past events

Table 8. A List of Objectives in a Unit to Be Achieved until TEOG 1, November 2016 (The Board of Education and Discipline, 2016: 1)

UNIT 1 FRIENDSHIP				
Month	Week	Hour	Functions	Skills
September	3 rd & 4 th (19- 30.09.2016)	8	Accepting and refusing Apologizing Giving explanations/reasons Making simple inquiries Telling the time, days and dates	<i>Listening</i> • Students will be able to understand the overall meaning of short recorded conversations on everyday topics such as accepting and refusing an offer/invitation; apologizing; and making simple inquiries. <i>Spoken Interaction</i> • Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation; apologizing; and making simple inquiries. <i>Spoken Production</i> • Students will be able to accept and refuse an offer/invitation, give reasons, apologize and make simple inquiries as a short series of simple phrases and sentences. <i>Reading</i> • Students will be able to read very short, simple texts on friendship and similar familiar topics. • Students will be able to understand short, simple offers, invitation letters, etc. <i>Writing</i> • Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation. <i>Compensation Strategies</i> • Students will be able to easily ask and answer questions and exchange ideas and information

Table 9. The Average Score of Students in TEOG Out of 100 Points in English Exam in the Last Two Years

	Turkish	Maths	Religion	Science and Technology	Revolution History and Kemalism	Foreign language (English)
2015-2016 1. TEOG	60.20	38.50	79.90	55.70	56.00	46.90
2015-2016 2. TEOG	60	42.05	78.25	56.04	65.08	57.60
2016-2017 1. TEOG	54.56	48.61	69.08	68.41	61.38	54.51
2016-2017 2. TEOG	72.27	55.34	78.12	65.76	73.72	60.12

As seen in Table 9, one of the lowest scores belongs to English out of 100 points. The ongoing rise in the scores, unfortunately, cannot assure the improvement in teaching and learning. For general central exams, the reliability and validity statistics were stated to be measured and analysed by the experts as stated in the 2006 General Ministry of National Education Examination Directive for Central Exams. However, the reliability and validity statistics for TEOG have not been published yet considering four years of TEOG exam applications. Only, regarding the 2nd TEOG in 2016, Çetin (TRT News, 2016) the head of directorate general for measurement, assessment and examination services in Ministry of Education revealed that the questions were selected randomly out of 10.000 questions prepared by 87 teachers and analysed by 31 teachers and 25 academicians. At least, the EFL teachers' participation in the TEOG exam design preparation may be enabled even if a bit.

Several studies have been conducted to investigate the students', teachers' and even parents' views towards TEOG exam throughout Turkey. Öztürk and Aksoy (2014) carried out a qualitative study to find out the 8th-grade students' opinions about the TEOG exam and some relevant applications. It is revealed that most of the students had positive opinions about the TEOG exam and how it is applied. As for the English Exam, the study indicated that the students reported the questions as more difficult than expected. Actually, there were not any pictures but difficult vocabulary in the first English exam in TEOG in 2013-2014 academic year. They stated that the English questions should involve visuals and must be in accord with the curriculum. Some students even want the English exam to be optional. This situation may show how the test was challenging for the students in the first year. Also, students wish the TEOG exam were conducted on more than two days. The inclusion of 6th and 7th-

grade end-year score to the total TEOG placement score is not favoured by the students but just 8th-grade average end-year score, as well. The students did not want the TEOG exam to take the 70 % in calculating the placement score. According to them, the percentage should be lower as 50 %. Further, the questions should be designed carefully and thus there shouldn't be any question to be cancelled. Similarly, Özkan and Özdemir (2014) investigated the views of 8th-grade students and teachers on TEOG through semi-structured interviews in Ankara. The findings revealed that both the students and teachers find the TEOG motivating since make-up exam for students is provided, students take the exam in their schools and the wrong answers do not cancel the number of right answers in the exam. Also, teachers found TEOG to be more qualified than SBS and the number of the questions and duration of exam as appropriate.

Şad and Şahiner (2016) also searched the teachers', students' and parents' views about TEOG exam through questionnaire and interviews. In general, most of the participants favoured that the students enter the exam in their schools and the wrong answers do not cancel the right answers. Also, the availability of the make-up exams and the application of the exam in both of the terms as one of the in-class achievement tests will motivate students, teachers will be able to follow the curriculum throughout the country synchronizingly and the role of the teachers and the school in education will be admired more than before. On the other hand, the exam will force teachers to manage and teach the curriculum on time and there are reliability and security problems during the application of the exam.

Except for Kılıçkaya's study (2016), there is no research available on the washback effects of TEOG on English language teaching and learning throughout the literature although several studies have been conducted on other school subjects such as Turkish, Maths and Revolution History and Kemalism. The present study will contribute to the English language teaching, learning and testing literature at middle school level regarding the teachers' perceptions on the effects of the TEOG on middle school English language teachers' curricular planning and practices.

The harmful effect of exam-oriented education is also mentioned in the British Council and the Economic Policy Research Foundation of Turkey (TEPAV) (2014) aimed to carry out the national needs analysis in English language teaching and

learning. Accordingly, the report reveals the major problems faced in teaching and learning English as:

- English is mainly taught as a course such as Maths and Science rather than a way of communication. The education is mostly based on grammar teaching and memorization.
- The exams lead the English education to be exam-oriented focusing on multiple-choice and grammar-based questions rather than functions of language in an authentic way.
- The traditional seating arrangement is associated with discouraging the group work which is an important factor in learning language through communication.
- The teachers complain about the obligation especially directed by the inspectors to follow the course books and the curriculum which do not reflect the students' learning needs and recent language teaching and learning approach and methods.

This situation also restricts teachers in flexibility regarding the choice of methods and materials.

As clear, there is discrepancy among the objectives stated in the Curriculum, Course book, board of education and Discipline and the actual TEOG exam designed and implemented. That is, only the TEOG test does not involve the act of four language skills. Accordingly, how teachers react to this discrepancy and whether they teach four skills or adapt their teaching and testing according to the test content will be investigated in the present study.

To notify, the Higher Education Board (YOK) established a new language exam in 2017 called YOKDIL. YOKDIL is designed in the line of the 100/2000 Project to raise 2000 people with doctorate's degree in 100 prominent fields until 2023 so as to increase the global economic potential of Turkey. The main focus of the innovation is to assess the participants' language proficiency concerning their own fields of study which involve Science and Engineering, Social and Human Sciences and Health Sciences. Additionally, the YOK declares another new exam for the academics who instruct in English as a Medium of Instruction (EMI) universities. Since the EMI teachers have to talk and listen in English, the new exam is aimed to involve the listening and speaking skills beside the reading skills (YOK, 2017). These changes in the EFL exams in Turkey can be regarded as significant steps to

ameliorate the testing in EFL and promote positive washback in instruction and learning. Such steps may lead to changes in other EFL tests such as TEOG at middle school and LYS-5 at secondary school level. Also, these are signs of the fact that the literature in testing and washback works out for the benefits of EFL instruction and learning.



CHAPTER III

WASHBACK IN ENGLISH LANGUAGE TESTING

3.1 DEFINITIONS OF WASHBACK

Washback is a prominently discussed phenomenon to indicate the crucial and critical effects of testing on teaching and learning both in language testing and general education areas. More than thirty years, a variety of definitions and explanations have been put forward on washback, which range in dimensions of scope, intensity, direction and intentionality in order to shed light on how language testing may affect teaching and learning in language testing and teaching literature (Hughes, 1989, 2003; Alderson and Wall, 1993; Messick, 1996; Bailey, 1996; Bachman and Palmer, 1996; Shohamy, Donitsa-Schmidt and Ferman, 1996; Cheng, 1997, 2005; Spratt, 2005; Saif, 2006; Wang, 2010; Green, 2013; Cheng, Sun and Ma, 2015 among others).

Among the relevant studies, some researchers (Hughes, 1989; Spolsky, 1994; Biggs, 1995 as cited in Cheng and Curtis, 2004) preferred to use the term, backwash instead of washback in order to attribute to the influence of tests on language teaching and learning (Spratt, 2005; Pan, 2013). Alderson and Wall (1993) claimed that washback and backwash do not differ semantically or pragmatically, but whereas washback is used in applied linguistics, backwash is mostly adopted in general education (as cited in Messick, 1996; Cheng, 1997; Cheng and Curtis, 2004). However, unlike other researchers, Spolsky (1994) argued that backwash points to the unintentional side-effects of testing on language teaching and learning, especially regarding the implementation of the curriculum (as cited in Cheng and Curtis, 2004). Further, dictionaries also address the backwash as something uncalled-for “the unpleasant after-effects of tests” (Oxford Dictionaries), “the bad situation that remains after

something bad has happened” (Longman Dictionary of Contemporary English), “aftermath” (Merriam-Webster) except that the Macmillan Dictionary defines backwash as neutral “things that happen as a result of something that happened earlier”. By the way, washback even does not exist in dictionaries, which is just as a term used in applied linguistics. Throughout the present study, backwash will be referred as a synonym of washback.

All over the relevant literature, washback (backwash) is generally known to be the influence of tests or examinations on teaching and learning (Hughes, 2003; Alderson and Wall, 1993; Messick, 1996; Bailey, 1996, 1999; Turner, 2009; Saif, 2006; Leung and Andrews, 2012; Green, 2013 among others). Among the diversity in washback definitions, the most common and widely accepted definitions are chronologically listed below:

“Tests can be powerful determiners, both positively and negatively, of what happens in classrooms.” (Wall & Alderson, 1993, as cited in Bailey, 1999: 41)

“A concept of prominent in applied linguistics refers to the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning”. (Messick, 1996: 4)

“The notion of washback in language testing can be characterized in terms of impact, and includes the potential impact on test-takers and their characteristics, on teaching and learning activities, and on educational systems and society.” (Bachman and Palmer, 1996: 35)

“The effect of testing on teaching and learning is known as backwash, and can be harmful or beneficial. If a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities.” (Hughes, 2003: I)

“...use such tests as a force for promoting curricular innovation.” (Andrews, 2004: 37)

“Where impact occurs in the form of teaching and learning directed towards a test, both intended positive or unintended and perhaps negative effects are generally referred to by the term *washback*.” (Green, 2006: 114)

As figured out from the widely-held explanations above, washback effect has been examined and portrayed in different dimensions. First, the washback mostly ensues from the high-stakes tests, that is, the test is held to be significant (Hughes, 1989, 2003; Bailey, 1996; Chapman and Synder, 2000; Andrews, 2002; Qi, 2005; Akpınar and Çakıldere, 2013) as prevailing on educational policies to determine the course design and classroom practices in many countries. Second, the introduction or change of a public test leads to the washback effect (Messick, 1996; Cheng, 2005;

Cheng, Sun and Ma, 2015). Also, it has a bidirectional feature which can produce both positive and negative effects on language teaching and learning practices (Hughes, 1989, 2003; Alderson and Wall, 1992; Messick, 1996; Bailey, 1996; Green, 2006). It can enhance or corrupt (deteriorate) learning process (learning and instruction) and thus, products. However, particularly Bachman and Palmer (1996) further supported and pointed out that tests influence not only instructional practices but also educational systems and society at large (also Bailey, 1996; Hughes, 2003; Taylor, 2006). That is to say; the washback effect reveals to be at two types as micro and macro levels. The micro-level effect refers to the effects of tests just on teaching and learning practices at classroom level. On the other hand, the macro-level involves the effect of a test on beyond-classroom educational such as curriculum innovation or change (Andrews, 2004; Cheng, 2005) and societal issues (Shohamy, Donitsa-Schmidt and Ferman, 1996.). Accordingly, as one of the most prevalent views agreed on washback, public tests are accounted as a substantial tool or a major force to promote or reform teaching and learning activities and some prominent consequences at educational, social and political levels by a number of researchers (Shohamy, 1992, 1996, et al.; Wall and Alderson, 1993; Spolsky, 1996 as cited in Amengual-Pizarro, 2010; Andrews, 2004; Wang, 2010). In other words, the washback is aimed to be brought out deliberately; yet, sometimes it results in unintended (accidentally) or harmful ways (Stobart, 2003; Cheng, 2005; Green, 2006). The macro level dimensions of washback effect will be further deliberated in the similar concepts section as the term of ‘impact’.

In the present study, the washback effect will be explored at a micro level with an aim to find out the effect of a public examination (TEOG) on middle school English language teachers’ curricular planning and teaching practices at classroom level only.

3.2 SIMILAR CONCEPTS

In general education literature, much more research has been conducted so as to reveal the connections between the testing and teaching and learning practices than the literature in language testing area. Accordingly, as corresponding to washback and test impact terms, the measurement-driven instruction (MDI) (Popham, 1987 as

cited in Cheng and Curtis, 2004; Shohamy, 1992), test-curriculum alignment (Shepard, 1990 as cited in Cheng and Curtis, 2004), systemic validity (Frederikson and Collins, 1989 as cited in Cheng and Curtis, 2004) and consequential validity (Messick, 1996 as cited in Cheng and Curtis, 2004) concepts have been frequently used and can be used interchangeably with washback or impact somehow (Shohamy, 1993; Hamp-Lyons 1997; Cheng, 1997; Cheng and Curtis, 2004). The relevant concepts will be elucidated below to shed more light on the connections among the testing and language teaching as well as learning and how its effect beyond-classroom operates (e.g. educational and social aspects).

3.2.1 Test Impact

Washback is argued as a subset of test impact in the literature (Bachman and Palmer, 1996; Taylor, 2005, Qi, 2005) as in and beyond the classroom context (Hawkey, 2006) respectively. Acknowledging the relatedness, Cheng and Curtis (2012) stated that the washback and impact could be distinguished from each other based on the 'scope and scale' of the effects of testing (p. 89). In the same way, Wall (1997) expresses the term washback as an issue to exist just on the teaching and learning practices, namely, at a micro level only at classroom context. Yet, he explains that test impact has to do with the effects of tests on not only individuals but also the wider society and educational policies and practices at a macro level as an umbrella concept. Taylor (2005) exemplifies the impact as the consequences of tests as enabling students or candidates access to educational/employment opportunities as well as the stakeholders (parents, school heads and some other officials) to control or reform on curriculum planning, immigration policy or material design and spread of test preparation courses. On the contrary, Hughes (2003) asserts no difference between the test impact and washback, that is, washback can refer to the influence of a test on both in and outside the classroom practices and planning which can also be understood from his definition (2003) in the aforementioned section.

In the present study, both washback and test impact will be regarded as separate terms within scope and scale.

3.2.2 Measurement-driven Instruction (MDI)

Several researchers have advocated that the tests should direct (assign) what is taught and thus learnt with an aim to prompt learning and teaching (Popham, 1987 as cited in Cheng and Curtis, 2004; Shephard, 1988; Shohamy, 1992). As the pioneer advocate of MDI, Popham (1987) points out the measurement-driven instruction as the high-stakes tests' powerful and positive pushing effect on the instructional program; the curriculum and the teaching and learning practices providing that the test is "criterion-referenced, defensible content, a manageable number of instructional targets, instructional illumination, and adequate support" (as cited in Wall, 2000: 500). For MDI, the curriculum which students get prepared or learn accordingly is designed based on the content of the external tests. According to Hawkey (2006), MDI is a form of intended washback with positive connotations. Additionally, Popham (1987) as a very practical and economical way to ameliorate the breakdowns in the education and propelling the effective teaching and learning practices then (as cited in Hwang, 2003; Amengual-Pizarro, 2010). On the other hand, Shepard (1988) and Madaus (1988) challenge that teaching through tests full of multiple-choice items, for example, 'cheapens' teaching even the essential skills represented on the test and MDI will detriment curriculum.

3.2.3 Curriculum Alignment

Curriculum alignment is claimed to refer to the connection between testing and curriculum (Cheng, 2008) to promote learning and teaching practices. It is defined as the adjustment of the curriculum (e.g. content and materials) based on the test results (Madaus, 1988 as cited in Oneiba and Mustafa, 2013; Shepard, 1993 as cited in Hsu, 2009; Shohamy, et al., 1996; Turner, 2001). Chen (2002) stated in his study on Taiwanese junior high school education that the coherence between the test content and the curriculum can result in positive washback. Similarly, Messick (1996) maintains that the teaching and learning activities and test content should be in accord with each other to get ideal positive washback. Hwang (2003) also advocates the necessity for an overlap among the curriculum (e.g., course content and objectives), test content and textbooks in her study on the impact of High-stakes exams on the teachers and students at Secondary schools in South Korea. Unfortunately, she finds out that the mismatch among the three resulted in negative

washback forcing teachers to narrow the curriculum, teach test-taking skills and make students study toward the test as stressed by Hamp-Lyons (1997) and Cheng (2008) that the incoherence or mismatch can result in harmful effects of narrowing of the curriculum. In a similar vein, Smith (1991) reported that the instructional time, the curriculum and modes of instruction are distorted, and the teachers' creativity lies fallow (as cited in Hwang, 2003 and Spratt, 2005).

3.2.4 Systemic Validity

Morrow (1986) put forward that the extent of success in achieving intended washback must be a prominent criterion to prove the test validity, which is named as 'washback validity' (Messick, 1996; Cheng and Curtis, 2004). In a similar vein, Frederiksen and Collins (1989) set forth systemic validity which the introduction of a new test is expected to trigger and reveal intended changes in teaching and learning process and outcomes with an aim to develop cognitive skills tested and as long as the test prevails in the educational context (cited in Shohamy, 1993; Messick, 1996; Cheng, 1997; Hamp-Lyons, 1997; Hwang, 2003; Hsu, 2009; Pan, 2009). Especially, the performance tests which are criterion-referenced and authentic examples of communicative skills are more likely to accomplish positive washback (Messick, 1996). Both washback and systemic validity imply that the quality, which is the validity of a test, is quite related to realization of positive washback as a consequence. That is, if a test is valid, it promotes positive washback. However, Messick (1996) adds on this comment claiming while a poor test may bear beneficial washback, a valid test can bring about negative washback due to the various factors within the specific context.

3.2.5 Consequential Validity

Messick (1996, 1998) explains consequential validity pointing to the evidence that tests bring about many consequences (effects) within and outside the classroom context and those test consequences provide feedback and thus some intended changes in an educational system (cited in Taylor, 2005; Hsu, 2009; Pan, 2009) for the sake of positive washback on individuals and social aspects. Moreover, Messick (1996) informs that consequential validity is subject to failure due to the aspects of

construct under-representation and construct-irrelevance which refer to authenticity and directness of tests, respectively. The former means that the test does not represent the relevant and crucial parts of the construct and narrow in scope. Accordingly, the test takers can guess which parts or aspects of the test content will be asked and get prepared according to those content pieces. This situation makes the learners fail in improving and furthering the targeted skills (Green, 2007). This aspect highlights the need for authentic tests to increase the validity. The latter aspect refers to the fact that the test assesses knowledge or skills which are irrelevant to the targeted construct. Thus, faced with a different test format, learners just apply some test-taking strategies as guessing without the development of the skills aimed to be improved (Bakker, 2008). Both of those negative aspects should be minimized to enhance beneficial washback and enable test validity accordingly (Messick, 1996; Green, 2007; Bakker, 2008).

3.3 DIMENSIONS OF WASHBACK

Washback has a complex nature influenced by many different factors in various contexts. Accordingly, Watanabe (2004) put forward the five different dimensions of washback as in the following.

3.3.1 Specificity

The washback effect could come out as either general or specific (Watanabe, 2004). When washback, the effect of a test, occurs due to change or existence of a specific or single aspect of ability or knowledge, specificity of washback is experienced. For instance, Sukyadi and Mardiani (2011) searched the effects of English National Examination in Indonesia, which is a must for graduation from secondary school. Since reading constitutes the larger part of the test, the majority of the teachers mostly focused on reading activities instead of developing other communicative abilities. They focused on just a specific part of the exam. In contrast, general washback addresses the effects of a test which is generated by any test. Watanabe (2004) exemplifies that to reveal the effect of a test on learners' motivation to study harder can be independent of any subject but any test with any knowledge or ability.

3.3.2 Intensity

Intensity refers to whether the washback effect creates strong or weak effects on teaching and learning practises (Watanabe, 2004). That is, if all the teaching and learning activities, content, etc. are controlled by a specific test, the washback is powerful, whereas when the test effects vary across teaching-learning contexts with a partial influence, the washback is weak, then. Since washback has a complex nature, the intensity, namely the power of the washback could be affected by a number of factors as test, prestige, personal, micro-context and macro-context factors (Watanabe, 2004: 22). Cheng (1997, 2005) holds that if the status of a test, whether it is a high-stake one (e.g. a basis of selection to enter higher education) or not will determine the degree of intensity of washback. Besides, according to his model on direction, variability and intensity of washback, Green (2007) considers that how the importance and the difficulty of the test are viewed by the teachers, learners and other stakeholders mediates the intensity of washback. Shohamy, Donitsa-Schmidt and Ferman (1996) also reported that the status of the test as well as the prestige of the language (English vs. Arabic in their study), the skills tested, the format and purpose of the test are important factors determining the intensity of washback. The teacher factor (e.g. educational background, personal beliefs, teaching experience) has also been regarded as playing a major role in affecting the washback intensity by several researchers (Cheng, 2005, 2008; Manjarres, 2005; Spratt, 2005; Li, 2009). Ren (2011) conducted research on the effects of CET-4 on English language teaching and learning in China and found out that the prestige of the test, messages from the principals and especially the teacher factors (years of experience, personal beliefs and perceptions towards the test) influence the degree of washback intensity. Also, Cheng (1997) examined the washback of the revised HKCEE at secondary schools. Accordingly, it was found out that teaching content is the primary area directed by the test and bearing a sample of strong washback intensity. Similarly, Li (2009) states that since writing does not represent an important part of the exam; the content does not involve teaching writing skills. As shown in Cheng (1997), the intensity of test effects may be evidenced by the quick changes in teaching materials (e.g. use of practice papers or changes in textbooks) and thus publishing sector. In addition, the time can be mentioned as an important factor for determining the intensity of washback. The closer the test date is, the more intensive test-oriented practises are

allotted in classrooms (Alderson and Wall, 1993 as cited in Spratt, 2005; Amengual-Pizarro, 2010).

3.3.3 Length

The washback effect of a test can be short-term or the long-term. If the effects of the test on teaching or learning disappear after the test has been taken, it is called short-term washback whereas when the learners or teachers perceive the influence of the test for a long time, long-term washback effect comes out. For instance, to consider the washback effects of TEOG starting from the 5th grade at the middle school level, the length of the effects may be expected to sustain about four years.

3.3.4 Intentionality

Washback can also emerge as intended or unintended effects that are the influence of a test is based upon and resulted according to the purposes of the test designers regarding certain goal of education or political issues or the teacher using it (Messick, 1989 as cited in Cheng 2000, Watanabe 2004; Shohamy, 1993, 2001; Stobart, 2003; Turner, 2009). As implied by Messick (1989) the washback as for the realization of intended or unintended social consequences of the use or interpretation of tests is also associated with the consequential validity of tests (as cited in Taylor, 2005; Hsu, 2009). Shohamy (1993) examined the effects of Arabic as a second language test, English as a foreign language oral test; and first language reading comprehension test on junior high and low secondary school students and discussed that especially the results of high-stakes tests are generally used by the educational or political principles as a tool to manipulate or judge the teachers in leading their students to get high scores. To add, Shohamy (2001) judges the use and interpretation of test results as important tools to realise educational reform or policy goals by the relevant stakeholders. In a similar vein, Cheng (1997, 1999 and 2005) and Andrews (2004) also states that washback is used with the intention to claim and implement curriculum changes. Several researchers (Wall and Alderson, 1993 as cited in Bailey; Cheng, 2005; Green, 2006) remarked that washback might refer to the beneficial and harmful effects of tests on instruction and learning or social areas in a broader, in other words, the macro sense. It is implied that beneficial effects can

bear the intended washback whereas the harmful effects mean the unintended results of the tests. Qi (2005) probed the washback effect of the National Matriculation English Test in China regarding to detect whether or why the test generated the intended (beneficial) washback or failed in attaining the relevant and necessary changes in teaching English as specifically intended by test designers and the policymakers. Moreover, the washback effect may be harmful, namely unintended but also as a side-effect without any harm on teaching and learning practices and success as independent of the intentions of the constructors of the tests and out of the educational goals (Cheng, 2000, 2005).

3.3.5 Value

The impact of tests may engender positive or negative washback (Alderson and Wall, 1993; Hughes, 2003), in other words, beneficial or detrimental consequences on instructional and learning practices or society at large. Watanabe (2004) emphasizes the importance of judging the value of washback based upon who the intended (target) audience is. Watanabe (2004) exemplifies that some effects may be regarded as beneficial by the teachers while some other stakeholders interpret the same effect as unintended, namely negative. The value dimension of washback which is also named as direction (Cheng and Curtis, 2004; Green, 2013), nature (Hwang, 2003) or types (Pan, 2009) of washback in some other studies will be analysed in the following section in detail.

3.4 DIRECTION OF WASHBACK

Stobart (2003: 140) expresses that “testing is never a neutral process and always has consequences”. Regarding the consequences, some researchers criticise the tests just for creating harmful effects on curriculum and teaching and learning practices such as narrowing the curriculum, teaching test-taking techniques and exam papers (Vernon, 1956; Wiseman, 1961; Davies, 1968 as cited in Cheng, Curtis and Watanabe, 2004 and Li, 2009). However, the number researchers advocating that the tests bearing positive effects on teaching and learning practices and outcomes based on specific objectives (intended washback) such as curriculum innovation and

promoting teaching communicative competence have increased (e.g. Bailey, 1996, 1999; Andrews, 2004; Cheng, 2005; Swain, 1985 as cited in Bailey, 1996, 1999 and Saif, 2006). Considering the studies and definitions reported in the literature, it is clear that washback has a bidirectional nature towards positive and negative aspects referring to what extent or whether the tests accomplish or fail in promoting effective language teaching and learning (Hughes, 1989, 2003; Alderson and Wall, 1993 as cited in Bailey, 1999; Messick, 1996; Green, 2006, 2013). Actually, different stakeholders can interpret the effects of a test as beneficial or harmful differently. The relevant discussions on negative and positive washback effects will be provided below.

3.4.1 Negative Washback

Tests were notorious for causing negative washback on both instructional and social/political practices pointing to the unexpected and harmful consequences. Why tests are generally blamed to bring about negative washback have been reported by some researchers as below:

First of all, Madaus (1988) maintains that tests narrow the curriculum as focusing on certain skills and content to be tested, discouraging and fading the teachers' creativity and spontaneity away (as cited in Wall, 2000). Davies (1968) also claims that tests harm teachers' creativity and increase the dominance of exam papers as teaching materials (as cited in Cheng and Curtis, 2004). Moreover, Green (2013) states that tests may lead the practice and approval of superficial teaching and learning skills and strategies such as memorization rather than reasoning the underlying facts. Similarly, Smith (1961) blamed tests discouraging and shortening higher thinking skills such as problem-solving skills (as cited in Hamp-Lyons, 2007). Wall (2000) stated that establishment of low test scores could impel anxiety for teachers and administrators. Additionally, Brown (1997) categorized the negative effects of tests, in general, taking for the studies and comments by Alderson and Hamp-Lyons (1996), Bailey (1996) and Shohamy, Donitsa-Schmidt and Ferman (1996) and as teaching factors (e.g. narrowing the curriculum and use of exam papers), course content factors (e.g. test-taking strategies), course characteristics factors (e.g. tense atmosphere and superficial learning) and class time factors (e.g. lost instructional time and skipping language classes). In a similar vein, Pan (2009)

also investigated the washback literature and encapsulated the negative effects at both micro and macro levels. In terms of teaching and learning practices, tests entail narrowing the curriculum and ineffective use of instructional time, anxiety as for both teachers and students, superficial learning.

Alderson and Wall (1993) described negative washback as the unintended harmful effects of a language test which is claimed to cause or derive from poor on the teaching and learning practices (as cited in Cheng and Curtis, 2004). Actually, the teachers just teach towards the test not concerning about the congruence among their teaching, curricular goals and the test content and format of language teaching. Also, Messick (1996) suggests that negative washback should not be attributed to bad teaching. As for discussing the reasons ensuing negative washback, some researchers asserted the several aspects below:

Madaus (1988) claimed that the high status of tests brings about harmful washback on curriculum and materials (as cited in Wall, 2000). Qi (2005) explored the washback of NMET whether the test accomplished the intended washback or not. However, the researcher stated that the test failed in prompting positive changes in instructional practices. Qi (2005) deduces that the status of the NMET as a high-stakes test forced teachers for teaching towards the exam such as just focusing on linguistic knowledge in the formats as tested and disregard the improvement of communicative competence.

Taylor (2005) explains that both of the content and format of the tests should represent and assess the language knowledge and skills directly. To wit, if a test does not assess the language ability through authentic ways, the test will bear negative influences on teaching and learning practices and outcomes. Further, Turner (2009) pointed to the mismatch among the curriculum, teaching and testing procedures to produce negative washback. She elucidates if the test does not include the curriculum but the teacher follows the curriculum content and materials, then negative washback comes out causing the teacher to disregard the course objectives and teaching something irrelevant. The test content should reflect the curriculum so that the success of learners regarding whether they gained curricular goals or not can be evaluated based upon the tests.

Messick (1996) points out the construct-irrelevance and construct under-representation as inducing harmful washback. Construct-irrelevance signifies that the

test measures knowledge and skills which are not related to test construct. This issue leads learners to apply test-taking strategies but improving target skills. Construct under-representation means that the test is not totally represented and it is narrow in scope. Such failing impels teachers to disregard the crucial aspects of the ability and learners to learn towards the test. Teacher factors such as years of teaching language experience, their perceptions such as inadequate awareness of the underlying philosophy and format of the test as well as beliefs about the tests could influence the teaching and learning adversely. Manjarres (2005) investigated the impact of the English Language Test of the State Examination at a public school in Colombia and found out that some teachers are grammar-oriented and this fact affected their choice of materials and techniques. Also, although the teachers know that the learners should be able to talk but they cannot conduct relevant techniques to achieve this goal. Thus, Manjarres (2005) points to the necessity for providing teachers with the chances for professional development on contemporary teaching methods; communicative language teaching as targeted in the study. Also, Tzagari (2011) searched the washback of the First Certificate in English as a high-stakes test on how teachers perceive the washback effects and instruct in Greece through interviews. As a reason why the FCE test caused negative effect on instruction, the researcher assumed that since the teachers have negative attitudes towards the exam and not so much aware of the underlying principles of the test as well as the lack of training prevented the intended washback to occur on teaching communicative methodologies.

The reasons above should be considered and eliminated to get rid of harmful washback on language teaching and learning practices and thus promoting learners' English language skills and knowledge.

3.4.2 Positive Washback

What positive washback means and how to promote positive washback have been major topics of discussion in language testing for some decades, especially as a criterion for test quality or just validity (Morrow, 1986 as cited in Qi, 2005; Hughes, 1989; Bailey, 1996, 1999; Messick, 1996). Oller (1979) states the four important criteria for measuring the quality of tests as reliability, validity, practicality and instructional value which implies the value of washback effect of tests on educational

practices (as cited in Bailey, 1999). This value of washback reveals the importance of conducting effective instructional activities. Similarly, Taylor (2006) informs that validity, reliability, impact and practicality are held as test qualities as a basis for the Cambridge English for Speakers of Other Languages (ESOL) exams. Impact means positive effects of a test on its takers and different stakeholders at both micro and macro level. First of all, positive washback can be described as the desired (intended) effects of tests for encouraging along with improving effective language instruction and thus language abilities such as communicative competence of the learners (Bailey, 1996, 1999; Qi, 2005; Taylor, 2005; Green, 2007; Hsu, 2009; Amengual-Pizarro, 2010; Pan, 2013 among others). Positive washback is linked with measurement-driven instruction by some researchers as tests encourage good teaching and bring about positive attitudes towards the subjects (Cheng and Curtis, 2004). Morrow (1986) claims the realization of intended, namely positive washback as a must to evaluate the validity of a communicative test (as cited in Qi, 2005). Furthermore, especially high-stakes tests are attributed to positive washback with the intention of achieving beneficial washback respecting reforms on curricular and pedagogical practices (Alderson & Wall, 1993; Shohamy, et al., 1996 as cited in Cheng and Curtis, 2004; Cheng, 1997; Andrews, 2004; Qi, 2005; Saif, 2006). Bailey (1996) believes that a test produces positive washback if the test corresponds to support and improvement of curriculum innovation and course objectives and goals. Swain (1985) lays emphasis on the need to work for washback while designing communicative tests (as cited in Bailey, 1999). Accordingly, language tests can promote communicative competence if the possible washback effects are taken into consideration. As one of the key studies in washback literature, Shohamy, Donitsa-Schmidt and Ferman (1996) carried out a study on two language tests as Arabic language test (ASL) and English as a foreign language (EFL) oral test conducted in Israel via quantitative and qualitative data analysis as an example of generating and failing in positive washback. It is found that whereas the Arabic (ASL) test could not promote positive (beneficial) effects at the desired level, the intended washback effect was achieved in favour of the English as a foreign language (EFL) oral test. Shohamy, Donitsa-Schmidt and Ferman (1996) explain that regarding EFL oral test, the teachers conducted oral activities as more communication-based in coherence with the curricular goals and test format with more proper time allotment. Additionally, several factors were set forth as influencing the washback effect such

as the status of English vs. Arabic, the nature and the use of tests. Pan (2009) listed the benefits of positive washback based on the washback literature. Accordingly, positive washback reveals as motivating learners to study more willingly and hard, guiding to carry the curriculum into practice well and completely and use of tests as classroom materials and teaching-learning activities at the micro level. The tests can also be considered as tools to make necessary innovations in the curriculum through high-stakes tests at the macro level. Brown (1997) also stresses the fact that there is match between the test and educational goals and course objectives, and then positive washback is mostly likely to occur.

A number of researchers provided various suggestions on how to accomplish positive washback on teaching and learning practices. First, Messick (1996) points out that the validity is essential to accomplish positive washback. That is, if a test is valid, it can secure positive washback, then. For that, the degree of construct underrepresentation and construct-irrelevance should be kept at the lowest level. Messick (1996) also emphasizes that tests should be criterion samples requiring the language tests to be communication-based consisting of authentic and direct samples of language skills, reading, listening, speaking and writing. In relation to the need for authentic tests, Messick (1996) further claims that positive washback is most likely to emerge when there is congruence between the language learning activities and test preparation activities. Accordingly, as the language learning activities are expected to represent authentic use of language as a sample of communicative language teaching, the test preparation activities should demand the practice and development of communicative language skills and the tests should adopt an integrative approach. Bailey (1996) sees positive washback as a key difference between the communicative language testing and traditional testing. Savignon (1976) claims that traditional tests cannot measure communicative competence since they are mostly involve grammar, pronunciation and vocabulary in a discrete-point approach rather than integrating all aspects and skills of the language. Therefore, Savignon (1976) maintains that the tests determine what we think and apply at a classroom level. Based on the same theoretical basis, Bailey (1996) holds up the test development study at the Ontario Institute for Studies as an example for designing a communicative-based secondary French test documented by the researchers: Canale and Swain (1980), Green (1985), Hart, Lapkin and Swain (1987), Swain (1984,

1985). Accordingly, these researchers claim four principles in the design of communicative language tests as start from somewhere such as a theoretical basis, concentrating on content representing the real life, best for bias to get the learners achieve the best performance through ensuring that they understand the instructions and providing enough time to get accustomed to the test, etc. and finally they express the need to work for washback so as to develop communicative language tests. Bailey (1996) also introduces and advocates several issues to bring about positive washback. She claims that setting educational goals (e.g. developing a specific language skill), reflecting the real-life conditions through tasks in tests, guiding students to assess their own language development and control their learning as well as the providing detailed reports of the test scores for feedback in order to generate positive washback. First, language learning goals; the learners may focus on two goals as scoring high as a matter of competition and studying hard so as to increase their language proficiency. In both cases, the classroom practices and test content should match in terms of educational goals. Regarding authenticity, the tests should reflect the real life situations. As Messick (1996) claimed tests should be criterion samples built on the authentic and direct use of language. Such a focus on test preparation also may let the learners get more motivated to learn. Third, the self-assessment is said to encourage learner autonomy (Dickinson, 1982 and von Elek, 1985 as cited in Bailey, 1996). Learner autonomy means that the learners can regulate their own learning practices and direct their motivation and attention according to their progress based on the skills tested. As for score reporting, Bailey (1996, 1999) exemplifies the TOEFL reports. Accordingly, post-test reports inform the learners about their performance and let teachers recognise which content or objectives their learners lack in and take relevant precaution in future classroom planning and practices. Yet, Bailey (1999) signifies that the test scores should be delivered on time and without technical terms.

Turner (2006) also puts excessive emphasis on the match (coherence) among the curriculum (e.g. goals, content), teaching and testing practices. If the test is in coherence with the content and methodology of the curriculum which the teachers teach accordingly, positive washback will occur on achieving target educational or linguistic goals. If a test does not correspond to the curricular goals and content, and if the teacher just teaches toward the test, then the learners will not be able to gain

the course objectives. Spratt (2005) analyses the literature based on external tests effects regarding language learning and instruction within the classroom. It is induced that teachers have significant roles in achieving beneficial washback and also determining the intensity of washback on curriculum, teaching methods, materials, feelings and attitudes. Shohamy (1993) also signifies that teachers should take part in the design of tests as the main bodies who apply teaching practices and directing what happens in the classroom.

Brown (1997, 2002) lists several ways to promote washback through changing or modifying the test design (e.g. the emphasis on authentic and direct testing), test content (e.g. reflection of curriculum), logistic (e.g. providing detailed test scores and feedback) and interpretation and analysis (e.g. analysis of factors apart from teacher factor) factors based on the studies by Hughes (1989), Heyneman and Ransom (1990), Kellaghan and Greaney (1992), Shohamy (1992), Wall (1996) and Bailey (1996) (Table 3: 38).

Hughes (1989: 44-46) offered seven suggestions (as cited as Bailey, 1996, 1999; Hughes, 2003; Hwang, 2003; Brown, 2007) to engender beneficial washback as:

1. Test the abilities whose development you want to encourage:

As related to the content validity, Hughes (1989) stresses that the designers should test the ability that they wish to assess. However, to talk about the language testing, Hughes (1989) criticises that due to the practicality and reliability issues since testing oral ability, for example, causes subjective scoring and requires more time and effort than simply applying multiple-choice tests.

2. Sample widely and unpredictably:

It is recommended that tests involve wider range of tasks instead of a few samples for assessing the specific language skill. Hughes (1989) exemplifies that TOEFL writing test only measures the learners' writing skill through comparing and contrast and describing and interpreting charts or graphs. However, those tasks are not enough to reveal the learners' writing skills as Hughes (1989) said. Furthermore, it is suggested that the content of the test should not be predicted easily by the learners and teachers since their focus will be intensified on teaching a restricted area of the language ability.

3. Use direct testing:

Direct testing mostly refers to the assessment of skills in authentic ways. That is, if the course objective is to see whether the learners are capable of talking about scientific inventions, then the test tasks should involve talking or discussing the same topic. If the learners' speaking skills are intended to be tested indirectly through such as multiple-choice test types, then it is difficult to ensure that the learners will perform well in real life.

4. Make testing criterion-referenced:

If the learners know that they will be assessed with predetermined criteria, they study or teach according to just based on the criteria. That is, criterion-referenced tests are more motivating for learners since they do not have to compete with others to achieve higher scores. The crucial point is that the criteria should represent the language skills and knowledge correctly and appropriately.

5. Base achievement tests on objectives:

An achievement test is a type of ability test that describes what a learner has learned to do after a period of teaching and learning based on a curriculum (Hughes, 1992; Brown, 2004). Hughes (1992: 11) believes that to "base test content directly on the objectives of the course" will encourage beneficial washback on language teaching. Such kinds of tests should involve tasks or questions based on the course objectives which the learners are held responsible for gaining at the end of an academic year. Thus, teachers mostly have to apply activities according to the objectives instead of just being bounded with the textbooks or some other materials which may fail in representing the objectives of the courses.

6. Ensure test is known and understood by students and teachers:

As a matter of reliability, the teachers and learners should understand clearly what the test requires them and what the purpose of testing is during the preparation process. Samples of questions or rubrics can be provided to teachers and learners, for example, so that teachers and learners get less anxious but have positive attitudes towards the tests and examinations.

7. When necessary, provide assistance to teachers:

Following the introduction of a test involving current teaching methods such as communicative language teaching method, some teachers may resist and go on

teaching in traditional ways or just changes the content of their teaching but they cannot exactly employ current methods as the literature on language testing washback reveals (Alderson and Wall, 1993; Cheng, 1997 among others). To accomplish the positive washback, in-service training with necessary explanations and samples should be provided for assistance in guiding teachers to achieve positive washback.

Tsagari (2011) also offered some suggestions for language teachers to avoid negative washback during the preparation for the high-stakes tests based upon her study on the teachers' perceptions and practices as for the washback of FCE test in Greek cram schools. The basic suggestions are to be aware of the exam requirements, adapt exam preparation materials, familiarise students with exam and provide students with the informative feedback, balance teaching and testing in the exam classes regarding the time allotment and help students cope with the anxiety (439-440).

The degree to the tests will promote positive washback or bring about negative effects is influenced by many factors which will be discussed in the following section in detail.

3.5 FACTORS AFFECTING THE NATURE OF WASHBACK

Watanabe (2004) delineates that washback as a complicated and in need of inquiry issue in the literature. There are a number of factors intervening or interfering with the realization of intended washback aside the quality of the test. Many researchers have underlined that washback effects may be beneficial or detrimental regardless of the test quality and thus harmful washback should not be linked directly to bad teaching or good tests can just generate about positive washback on language teaching and learning just basically due to the diverse factors in different educational contexts (Alderson and Wall, 1992; Alderson and Hamp-Lyons, 1996; Bailey, 1996; Messick, 1996; Shohamy, et al. 1996; Wall, 2000; Chen, 2002; Cheng and Curtis, 2004; Watanabe, 2004; Spratt, 2005; Manjarres, 2005; Shih, 2009; Amengual-Pizarro, 2010; Green, 2013; Pan, 2014). Then, those factors may lead changes in various dimensions of washback. Accordingly, the washback studies which also

focus on or investigate the factors causing such effects are introduced and categorized as indicated below:

In their research in revealing the washback effects of TOEFL on language teaching in TOEFL preparation courses in the USA, Alderson and Hamp-Lyons (1996: 296) asserted that washback is really complex and its degree may vary regarding teachers and contexts:

1. The status of the test (the level of the stakes)
2. The extent to which the test is counter to current practice
3. The extent to which teachers and textbook writers think about appropriate methods for test preparation
4. The extent to which teachers and textbook writers are willing and able to innovate

Also, Shohamy, Donitsa-Schmidt and Ferman (1996: 314-316) analysed the washback of Arabic as a second language (ASL) and English as a foreign language (EFL) on teaching practices. As the findings posed, the researchers claimed that the degree of washback could vary in time due to the factors listed below:

1. Low versus high stakes

EFL is a high-stakes test which is a must for the learners to graduate and attend higher education so that the success of learners signifies high importance

2. Status of the language tested

English is the lingua franca or international language and has a major effect on socio-economic affairs in Israel, thus the expectations from educational participants and their practices English language teaching and learning.

3. The purpose of the test

The fact that EFL test in contrast to the ASL test has crucial consequences as an achievement and graduation test affects both the teachers and learners approaching the test and preparation

4. The format of the test

Since EFL test is an oral test and conducted face to face, it causes more anxiety than the ASL test which is a written test and done by all the learners at the same time.

5. Skills tested

Speaking may lead the learners to get more anxious and nervous as English as a foreign language. Also, in ASL test, the learners have more different areas according to their interests and abilities to get higher scores.

Also, Chen (2002) investigated how English language teachers perceive the effects of Basic Competence Test on their instruction. It is found that there are several factors influencing teachers' perceptions on to what extent the test directs their planning and teaching practices. The researcher classified the factors into teacher characteristics and context characteristics in their research as in Table 10 below. The results indicated that the test has negative washback on teachers' curricular planning and teaching. The researcher stated that the teachers could not implement communicative activities due to the limited amount of class time, large class size and lack of teacher knowledge as well as the sources. Mainly, it is concluded that teachers should take in-service training for coping with the demands of current teaching practices.

Table 10. List of Factors Determining the Types and Intensity of Washback by Chen (2002:57)

Teacher Characteristics	Context Characteristics
1. Teaching experience	1.Type of the schools
2. Education (e.g. master degree)	2.Location of the schools
3. In-service programs	3.Grades taught
4. Professionalism in teaching	4. Learning attitudes of the learners
(e.g. fear and feel of guilt due to the low cores)	5.Perceived attention from external forces
5. Perceived importance of the exam	(e.g. pressure from parents and
6. Gender	administrators)
7. Perceived awareness of the exam	6.Class size
(e.g. knowledge on the content, purpose and	
format)	

Moreover, Watanabe (2004: 22) analyses several studies in the literature and groups the factors in five as test-related, prestige, teacher-related, micro and macro-context factors.

Furthermore, Manjarres (2005) found out that the teachers' beliefs on how the methods and the techniques (for communicative competence) should be conducted, the status of the test and importance of the language (English) in the society,

teachers' and learners' awareness determine to what extent the intended washback is attained.

In addition, Spratt (2005: 29) examined the major washback studies in the literature and accordingly classified the factors that affect the degree and types of washback in four categories as in Table 11:

Table 11. List of Factors Determining the Types and Intensity of Washback by Spratt (2005: 29)

Teacher-related factors	Resource, the school, the exam
<p><i>Teacher beliefs about:</i></p> <ul style="list-style-type: none"> - the reliability and fairness of the exam - what constitute effective teaching methods - how much the exam contravenes their current teaching practices - the stakes and usefulness of the exam - their teaching philosophy - about the relationship between the exam and the textbook - their students' beliefs <p><i>Teachers' attitudes towards:</i></p> <ul style="list-style-type: none"> - the exam - preparation of materials for exam classes - lesson preparation for exam classes <p><i>Teachers' education and training:</i></p> <ul style="list-style-type: none"> - teachers' own education and educational experience - the amount of general methodological training they have received - training in teaching towards specific exams and in how to use exam-related textbooks - access to and familiarity with exam support materials such as exam specifications - understanding of the exam's rationale or philosophy <p><i>Other:</i></p> <ul style="list-style-type: none"> - personality - willingness to innovate 	<p><i>Resources:</i></p> <ul style="list-style-type: none"> - the availability of customised materials and exam support materials such as exam specifications - the types of textbooks available <p><i>The school:</i></p> <ul style="list-style-type: none"> - its atmosphere - how much the administrators put pressure on teachers to achieve results - the amount of time and number of students allocated to exam classes - cultural factors such as learning traditions <p><i>The exam:</i></p> <ul style="list-style-type: none"> - its proximity - its stakes - the status of the language it tests - its purpose - the formats it employs - the weighting of individual papers - when the exam was introduced - how familiar the exam is to teachers

According to the results, Spratt (2005) reported that the teacher factor is very prominent in mediating the intensity of washback and should be viewed and trained in order to achieve beneficial washback.

Shih (2009) examined the washback of the General English Proficiency Test on different applied foreign language departments of a university of technology in Taiwan. While one of the departments asked the GEPT as a must, another department did not. As a result, not much washback was detected in both of the departments due to the interference of a number of factors. Shih (2009: 200) stated that the washback differs from context to context and the intention to identify factors and generalize them throughout the whole context or foresee its consequences is “daunting”. Derived from the results, personal experience as a researcher and the washback literature, Shih (2009) developed and offered a model of washback displaying different kinds of factors on determining washback on teaching as shown in Figure 3 below. The researchers believe that through further studies, more variables will be added to the list and enhance our understanding of washback.

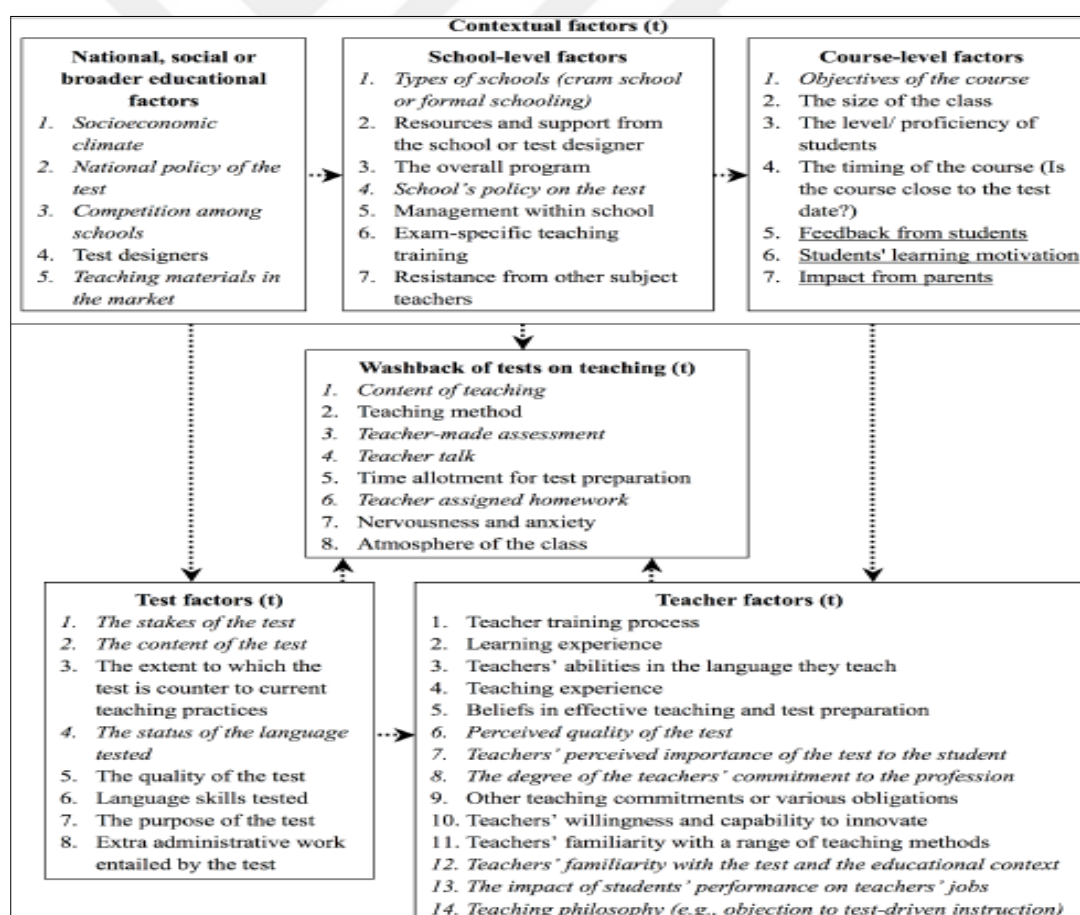


Figure 3. A Model of Washback by Shih (2009)

Also, Wang (2010) explored the teacher factor with respect to the washback of the College English test at university level in China. The researcher designed taxonomy for the components of teacher factor as teacher beliefs about the exam and its effects, teaching and learning, teachers' curriculum and pedagogical knowledge, and teacher experience and proficiency. It is revealed that the teacher factor has an effect on the degree of washback. Accordingly, the researcher concluded that the educational change is not enough to get teachers to change their pedagogical practices. Therefore, the teachers should be trained about the purpose and nature of the exams as well as how to arrange and improve their teaching in a more communicative-based fashion.

Munoz and Alvarez (2010) and Turner (2006, 2009) emphasized the importance of teacher training, guiding and informing teachers before or during the test preparation have great importance to familiarise the basic principles and apply the instruction accordingly. Also, in her study on the washback of the test on English language teaching and learning in Greek frontistirias, Tsagari (2007) found that teachers are not much aware of the basic philosophy of the exam as the communicative language teaching hindered the teaching of listening, speaking and pronunciation effectively. Kirkpatrick and Gyem (2012) stated that the teachers' lack of knowledge and training on the new assessment system affected the realization of intended washback negatively.

Professionalism is also another important variable affecting the existence and intensity of washback. Alderson and Wall (1993) mentioned that the low scores of students in the tests make the teachers feel anxious, embarrassed and guilty as a harming their professionalism in choosing methodology, materials, etc. Tsagari (2007) also reported that the high-stakes of the FCE exam, the teacher felt accountable to external forces such as parents and administrators as a threat to their professional status. Turner (2006) analysed the ESL secondary school teachers' beliefs and perceptions of how a new speaking test affected their teaching and assessment practices and found that the language teachers make changes in their instructional practices but according to their perceptions and the professional stances. Wang (2010) found that teachers' pedagogical knowledge as a part of professionalism and their beliefs on how to teach and learn best affect the degree and intensity of washback.

Shohamy, Donitsa-Schmidt and Ferman (1996) also addressed how the novice and experienced teachers vary regarding their teaching. Novice teachers may use more different types of methods and techniques for teaching and assessment. Onaiba and Mustafa (2013) also found that the novice teachers are not so test-oriented in their instructional practices as the experienced teachers do. They integrate different activities to their classes. Yet, it is clear that both kinds of teachers use a number of exam-related materials irrespective of their years of teaching experience.

Teachers' perceived attitudes of the learners, namely the learner beliefs constitute another factor affecting the intensity of washback. Chen (2002) searched the teachers' perception on how the learning attitudes of the students affect their instructional planning and teaching. It is found that the teachers perceive the learners' beliefs and wishes as important and are most likely to adapt their instruction accordingly. Some other studies as in Wang (2010) revealed that teachers express that the students are aware of the test content and ask for the practices for exam-like content and skills such as vocabulary study although the teachers attempted to apply some oral activities. Wall (1999) also explained that the teachers mention the learners' desire and call for the study on exam-like tasks and activities to be prepared get more success. Newfields (2013) also analysed the learners' perceptions on how the exams for the English exit requirement system affect their motivation, time allotment for study and how they study in China. The interviews revealed that the students in exam classes asked for more extra classes to prepare for the exam.

Shohamy, Donitsa-Schmidt and Ferman (1996) complained about fear of failure since teachers experience a lot of pressure by the stakeholders such as the inspectors. Such pressure is particularly leading teachers to instruct towards the test. Yet, in Chen (2002), the teachers expressed that they did not feel pressure from the parents or administrators, but few teachers perceive themselves as a source of pressure.

Regarding the gender as another teacher factor, Onaiba and Mustafa (2013) found out that according to the teacher questionnaire, the gender issue is not a significant factor in general aspects, but male teachers value the use of materials instead of the textbook and pay more attention to writing skills. Chen (2002) revealed that the gender does not bear out any effect on determining the degree of washback. Both female and male teachers share similar perceptions on the choice of methods, materials and assessment.

The school context bears important effects on determining the degree of washback. Onaiba and Mustafa (2013) also explored the class size factor as affecting the degree of washback regarding the teachers' perceptions. It is revealed that the class size has not a significant effect on how teachers teach but their testing practices. In large classes, more exam-oriented activities were implemented such as higher use of mock exams. In Amengual-Pizarro's (2010) research on the effects of the English Test (ET) in Spanish upper secondary schools, most of the teachers believed that the large classes cause problems while teaching and practicing oral skills. Also, in Chen (2002), teachers stated that the large classes prevent them to conduct more communicative activities.

Further, Wang (2010) addressed that the socio-cultural and educational context in China has effects on the washback effects. The researcher introduces Chinese educational and social context as the knowledge-based and exam-oriented with large classes and blockage on choosing materials as teachers wish. Also, the teachers still see the knowledge transmission as an effective way of teaching and learning.

Teachers' beliefs and perceptions on the changes or the tests also influence washback effects as for its direction or degree. In Shohamy, Donitsa-Schmidt and Ferman (1996) indicated that most of the teachers did not pay regard to the ASL exam and do not inform students and parents much about the exam since they do not believe its effectiveness and role in students' success when compared to EFL test. Furthermore, when the teachers cannot comprehend the importance of the tests or its underlying principles, they may not adopt necessary changes in their syllabus, and instructional practices as Alderson and Wall (1993) stated based on their Sri Lankan study.

Also, teachers' educational background is mentioned in some studies as affecting the degree or direction of washback. Watanabe (1996) stated that the teachers who are of different educational levels might teach differently, as well (as cited in Chen, 2002).

As can be understood from the above, the most prominent factors determining the intensity of washback on teaching and learning as well as wider educational and social contexts can be stated as the teacher factor (e.g. teachers' perceptions of and attitudes towards the exam, its content and teachers' years of experience) and the status of the exam (e.g. low vs. high-stakes). More than these studies will be presented later in this section with respect to the factors listed above as affecting the degree of washback.

3.6 THEORETICAL MODELS FOR WASHBACK

Several researchers designed basic models for washback on language teaching and learning for indicating how washback works at educational and/or societal level and guide to clarify the relationships among the factors interacting within the contexts. First, Hughes (1993) established a model of trichotomy so as to elucidate how the nature of washback has effect upon the participants, the process and the products regarding the teaching and learning areas (as cited in Bailey, 1996, 1999; Cheng, 2005). The participants refer to the learners and teachers of the language (English), administrators, material designers and publishers or some other stakeholders whose perceptions and attitudes may change due to the test. The process involves any action or practice applied by the teachers and other participants to carry out the necessary changes in the process of choosing and implementing the teaching methods and techniques as well as the curriculum and material design and development. Third, the products appertain to the outcomes such as the acquisition and improvement in learning the knowledge or skills, appropriate new materials and curriculum design as the signs of the desired washback; positive washback. Hughes (1993) defines that all the elements of the participants, the process and the products elements in the trichotomy model interplay with each other continually. Thus, it is necessary to draw attention towards the interconnection among those participants in understanding how to promote washback in terms of instructional and learning practices.

Alderson and Wall (1993) also claimed the Washback Hypothesis as the result of their study in Sri Lanka regarding the effects of TOEFL exam on teaching and learning practices (as cited in Alderson and Hamp-Lyons, 1996; Bailey, 1996, 1999; Cheng, 2005). Alderson and Wall (1992) introduced their 15 hypothesis in the Symposium on the Educational and Social Impacts of Language Tests, Language Testing Research Colloquium based on their experience of research and literature on language teaching and testing. They stated and suggested several variables to be explored through empirical washback studies as teaching, learning, and content of the test and teaching, nature of teaching and learning (e.g. the rate, degree and sequence). Accordingly, as the researchers asked, the studies searching those variables in detail are needed to reveal what washback is and how it functions in the teaching and learning areas with respect to the attitudes and behaviours of the

teachers and learners (Bailey, 1999). The Washback Hypotheses on teaching consist of the assumptions that tests generate washback on what and how teachers instruct in addition to the degree, sequence and depth of their instruction (p. 8-9):

Grounded on the Hughes' (1993) and Alderson and Wall's (1992, 1993) models of washback, Bailey (1996) constructed a basic model for washback which is displayed in Figure 4. The arrows show that the test affects the participants and therefore, the processes and products change accordingly. Additionally, the researcher explained that the dotted lines indicate that the learners and other stakeholders also are likely to arouse changes on the design or implementation of the test.

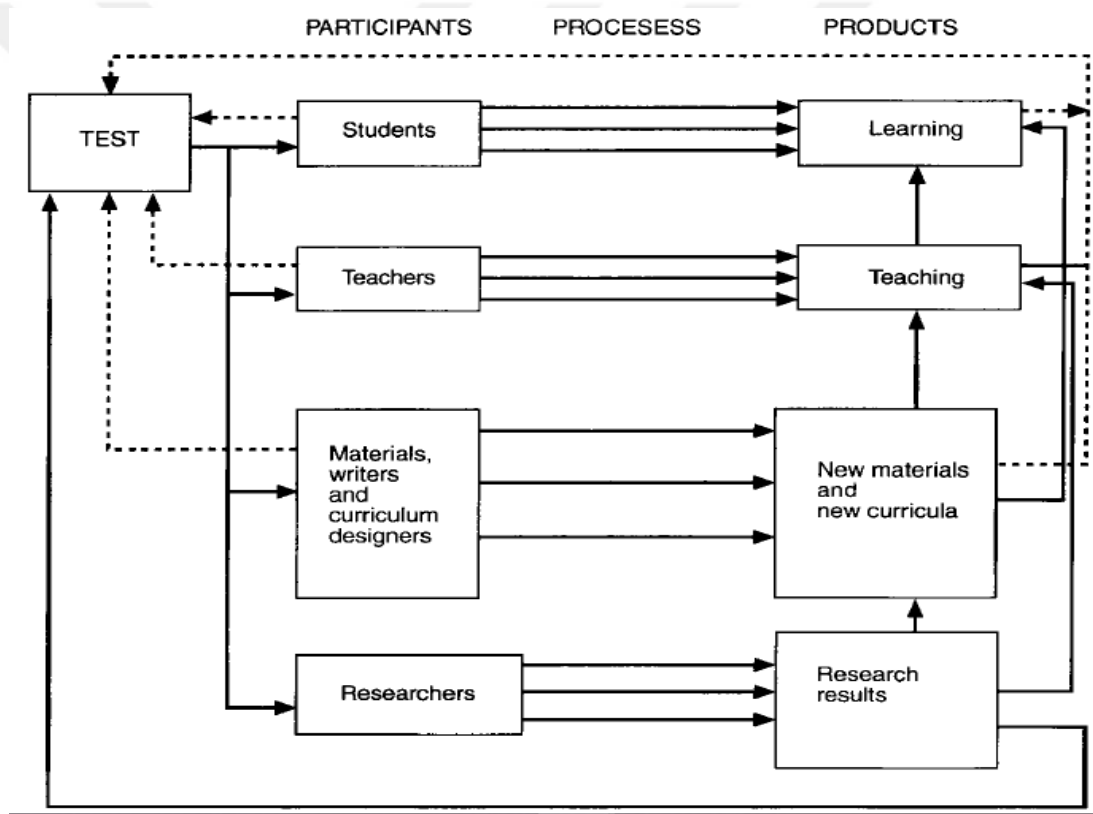


Figure 4. A Basic Model of Washback by Bailey (1996)

Bailey (1996) divided the participants, process and products elements into groups as Washback to the learners and Washback to the program. Washback to the learners involve the 2, 5, 6, 8 and 10. hypotheses by Alderson and Wall (1992, 1993) which express what and how the learners learn as well as to what degree, depth, sequence and rate of learning. The latter includes the teachers, administrators, material

developers and so on involving the hypotheses of 1, 3, 4, 7, 9 and 11 in the Washback hypothesis to explain how washback works regarding what, how, to what extent and depth, rate and sequence teachers instruct. Bailey (1999) stated that the learners as apart from other stakeholders or factors are the main participants who are directly affected by any process of test preparation on learning practices. Yet, the washback does not manifest straightforward effects on teachers or administrators to the same degree and depth.

Bailey (1996: 264-265) specified how the (high-stakes) tests influence learners, their perceptions, attitudes and practices in studying a second or foreign language and thus achievement in the preparation process in several items as pointed below.

- 1) Practising items similar in format to those on the test.
- 2) Studying vocabulary and grammar rules.
- 3) Applying test-taking strategies.
- 4) Enrolling in test-preparation courses.
- 5) Requesting guidance in their studying and feedback on their performance.

Some of which represent the learner practices for promoting language learning such as engaging in interactive language learning practices or reading widely in the target language. However, some actions like skipping language classes for test preparation are most likely to inhibit the learning process for the account of learning a real-life language. Accordingly, some research has been carried out to identify the factors and discuss the washback on learners (Cheng, 1998; Ferman, 2004; Caine, 2005; Shih, 2007; Reynold, 2010; Pan and Newfields, 2012; Pan, 2014 among others). For example, Ferman (2004) investigated the effects of a national oral examination regarding learning as well as teaching in Israel. Among the other results concerning learning, the researcher reported the results created intense study on learning strategies, self-study as compensation strategy and employing tutors. It is found that most of the students, especially the low-level learners studied more intensively to the test. Also, the learners studied hard by themselves on the content which was not taught enough or at all and got help from tutors to prepare for the test well. Yet, the researcher noted that the weaker the learners, the more strategies they employed.

Saif (2006) also offered a new theoretical framework for the research on studying washback as illustrated in Figure 5 below. The conceptual model of washback consists of the elements of needs, means and consequences as somewhat different

from Hughes' model of trichotomy; participants, process and products. The model investigates the processes preceding the test design and test development stages. The researcher stressed the importance of the needs and objectives of learners or other stakeholders as a basic element affecting the test design process. As different from other frameworks above, the researcher also highlighted the importance of learners' background knowledge and motivation as affecting the means and consequences of learning and thus to be taken into account while designing or developing the tests.

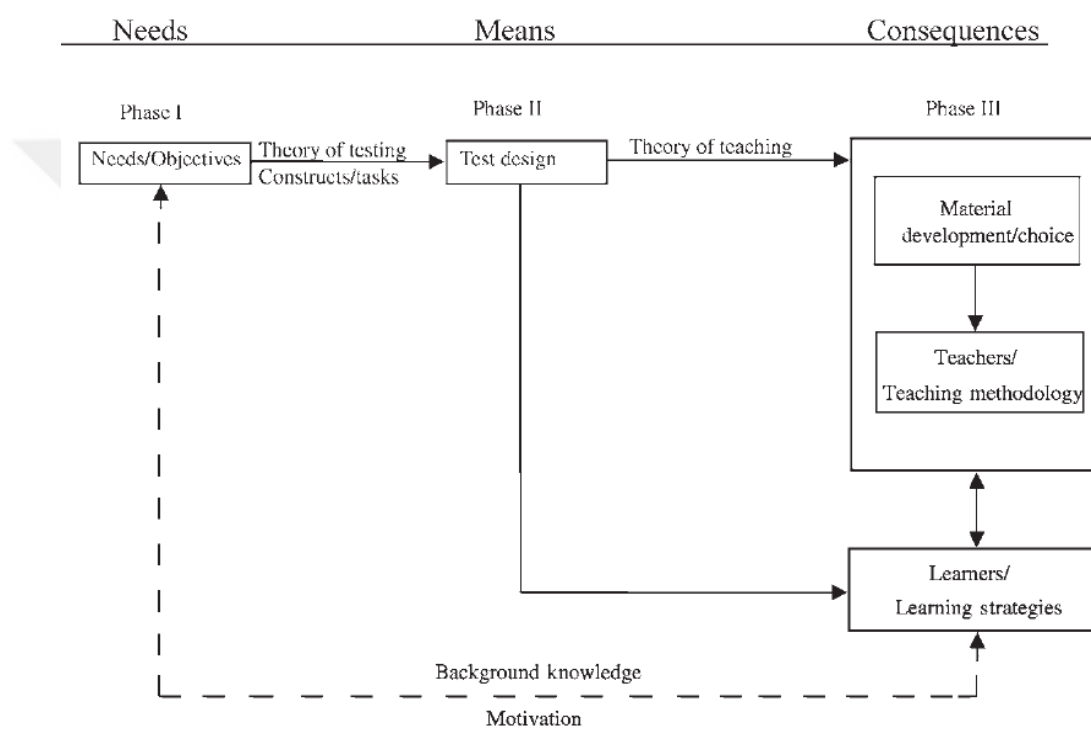


Figure 5. A Conceptual Framework for Washback by Saif (2006)

Additionally, Pan (2008) suggested a holistic model of theoretical framework to ease and direct the washback research. The researcher combined the basics of the theoretical models and explanations by the Alderson and Wall (1993), Hughes (1993, 2003) and Bachman and Palmer (1996) as seen in Figure 6. Pan (2008) examined several major studies about the washback on language teaching and learning and the factors intervening or interfering with the teaching and learning process have not been investigated. Accordingly, she concluded that there are just few studies investigating the effects of tests on societal aspects and issues at a macro-level. As clear in Figure 6, Pan (2008) takes both micro (teaching and learning) and macro

(society at large) effects of tests into consideration in his holistic model as separate from the models in the literature. To clarify how washback works according to this framework, Pan (2008) asks for the further research on the perceptions and practices of learners, teachers, administrators, material developers, even family members and other stakeholders provided the triangulation through both qualitative and quantitative data collection methods.

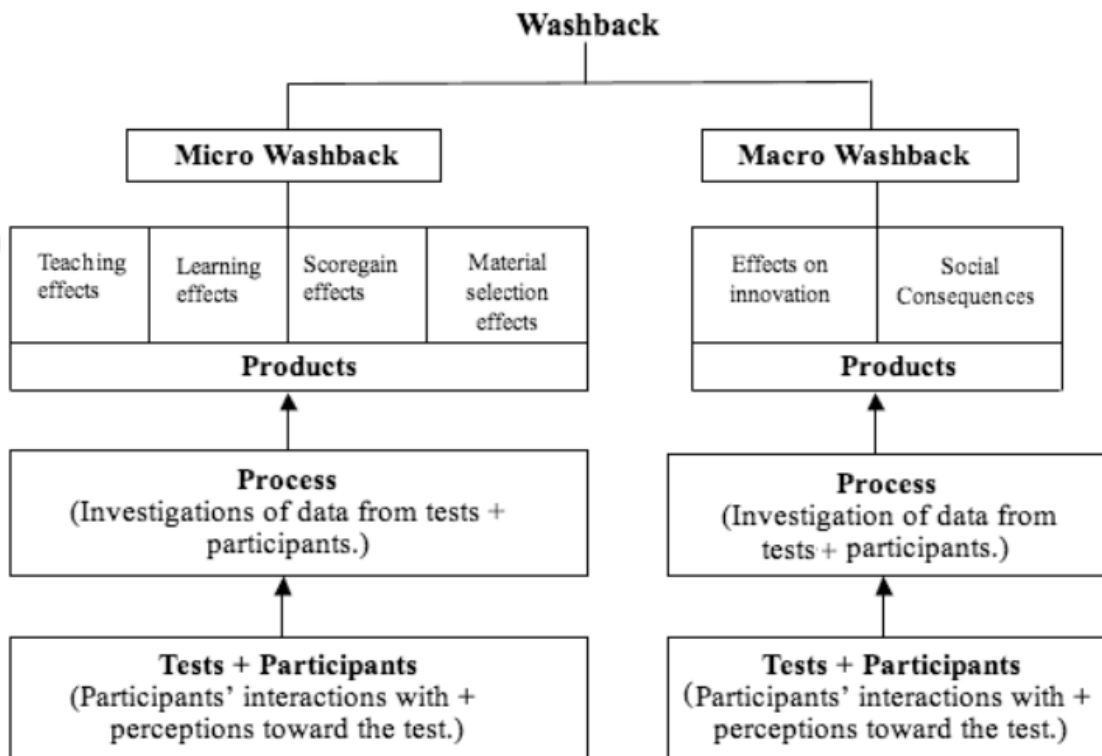


Figure 6. A Holistic Model of Washback by Pan (2008)

In the current study, Hughes' (1993) trichotomy regarding the participants and the process elements but at the micro level as defined by Bachman and Palmer's (1996) will be adopted to investigate teachers' perceptions and instructional practices.

3.7 WASHBACK STUDIES THROUGHOUT THE WORLD

There are several major studies or projects on washback in language teaching-learning and testing area all over the world. Considering the scope of the present study, mainly the studies exploring the effects of tests on teachers' instructional planning and practices are presented in categories below.

3.7.1 Content

Content refers to the skills and the themes taught in the classroom. Cheng (1997: 50) referred to the content as “an area of high washback intensity”. A large amount of the washback research has proved the influence of language tests on teaching content in different contexts throughout the world.

First, Alderson and Wall (1993) conducted a long-term comprehensive study on the effects of the O-Level test to reveal whether washback really exists or not and if washback exists, to what degree and in which direction it appears in Sri Lanka context. The findings indicated that the teachers teach towards the test, that is they adjusted their content of teaching according to the test. The teachers focused on teaching reading and writing skills mainly and skip the listening and speaking sections in the textbooks, which is a condition of the test creating harmful washback on teaching content.

Alderson and Hamp-Lyons (1996) examined the effects of TOEFL in the teaching content and methods employed and their attitudes towards teaching to TOEFL test with a study in TOEFL preparation and non-TOEFL language proficiency classes in the USA. The interviews and the observations revealed that there is washback on the teaching content on TOEFL classes on the contrary of non-TOEFL classes involving more use of meta-language, for example.

Shohamy, Donitsa-Schmidt and Ferman (1996) examined the impact of ASL and EFL tests at micro and macro levels in Israel. Student questionnaire, structured interviews with six inspectors and also teachers besides the document analysis of Director General Bulletin and the instructions by Ministry of National Education Inspectorate were used to gather data. The results showed that while the EFL test

influenced the teaching content, the ASL test did not bring about changes in the content. Since the EFL test assesses oral skills, teachers employed the oral activities such as debate, interviews and role-plays. Yet, teachers do not make changes in their class activities.

Chen (2002) investigated whether or how the BCT influenced teachers' curricular planning and instruction at junior high school levels in Taiwan. The survey and focus group interviews revealed that the BCT have effects on the teaching content. Since the BCT is modified with a focus on improving communicative competence, the teachers suggested a change in their teaching towards applying more communicative activities rather than grammar drilling. They exemplify that they practice reading skills focusing on contextual aspects. However, the researcher also attributes such as a change to the changes in the textbook including more listening and oral activities.

Hwang (2003) examined the influences of the College Scholastic Ability Test (CSAT) in Korean secondary schools on teaching and learning English. The researcher explored the match among the curriculum, textbooks and the CSAT regarding their characteristics, as well. The CSAT assesses receptive skills directly while the productive skills were intended to be measured indirectly. Also, both the curriculum and textbooks represent communicative language teaching principles with a focus on delivering four language skills integratively. According to the findings, the teachers covered reading and listening skills heavily and neglected the speaking and writing sections in the textbook considering those skills are not measured in the CSAT.

Also, Read and Hayes (2003) explored the washback effects of the IELTS in two different preparatory classes as one of them is an independent IELTS (School A) course and the other one involves IELTS preparation as a part of the General English course (School B) in New Zealand. Approximately 50 % of the total class time was allotted to teaching listening skills in the School A while more speaking and writing activities besides listening were conducted in a balanced throughout the course time with a range of more communicative activities in the School B.

Ferman (2004) investigated the washback effects of a national oral language test as National EFL Oral Matriculation Test in Israel, which intended to encourage curriculum innovation and improve oral skills. The data were collected through questionnaires and interviews besides the document analysis. According to the

results, the test brought about both negative and positive washback with respect to the content of teaching. On one hand, the teachers heavily focused on teaching oral skills and increasing its practice in classes as an evidence of intended washback. On the other hand, teachers complained that the content of teaching English is narrowed due to the limited practice on the reading skills.

Major changes have been made in the Hong Kong Certificate of Education Examination in English to generate positive washback on classroom teaching and learning in Hong Kong secondary schools. To find out whether the modified exam caused the desired washback on teaching and learning English, Cheng (1997, 1998, 1999, 2004 and 2005) carried out a longitudinal, large-scale study exploring the perceptions of students, the teachers' attitudes towards the exam and their teaching practices regarding teaching content, methodology, materials, planning, assessment and classroom interactions as well as the reactions of local educational context. The teachers had positive attitudes towards the new HKCEE 1996 exam as it requires students to develop their communicative competence, for example. The test created changes in teaching content with a focus on separate skills (especially oral skills) applying more role-play or discussion techniques as based upon the content of the new test and related materials. Also, teachers still deeply depended on the textbook as an evidence of washback intensity on teaching content.

Manjarres (2005) analysed the washback effect of the English Language Test of the State Examination in teaching English at a public school in Colombia. He found that since the test assessed linguistic competence, textual competence and coherence, most of the time was allotted to grammar activities and some other practices such as dialogues were regarded as a vain attempt.

Karabulut (2007) investigated the washback of foreign language section of the university entrance exam called as YDS (but named LYS-5 after 2010) on the teachers' and learners' practices in secondary schools and at university level in Turkey. The senior high school students, teachers, first and second-year university students and professors participated in the study. The survey results indicated that YDS generated negative washback on students' development of communicative skills and teachers' instructional practices and thus their performance in university education. It is reported that at secondary schools, the teachers teach towards the test focusing on teaching reading, vocabulary and grammar but neglecting the listening,

writing and speaking skills. On the same test, Yıldırım (2010) and Sayın and Aslan (2016) carried out similar studies on how the students at foreign language teaching department perceive the washback of the test on students' language proficiency and performance in prep-classes. The survey findings demonstrated that the content (e.g. the emphasis on grammar, vocabulary and reading and the imbalance among the content) and format (e.g. the multiple choice style or the different question forms) of the test yielded to neglect the listening and productive skills in instructional planning and practices. Besides, in Yıldırım (2010), the instructors stated that the test caused the students to lack effective writing, speaking and listening skills at the university level.

Li (2009) examined how the writing part in the College English Test (CET) affects the teachers' attitudes and their teaching content, materials and methods. The survey results indicated that the teacher content of teaching is highly influenced by the CET. Since the writing part has the lowest score and it is claimed to be easy, the teachers do not pay much attention to covering writing skills compared to other skills.

Amengual-Pizarro (2010) explored the effects of English Test (ET) in Spanish University Entrance Examination on different aspects of the curriculum, methods and materials, feelings and attitudes. As a result, it was indicated that the ELT affected the teaching content and teachers teach towards the test. That is, the essay, grammar section and the reading comprehension are highly studied in the classes, and the speaking and listening skills are neglected as they are not tested in the ET.

Further, Tsagari (2011) conducted a study in Greece to reveal the influence of the First Certificate in English (FCE) test on teaching and learning through the perceptions and classroom practices of teachers in cram schools. The interview results demonstrated that the test has significant effects on teaching content and the curriculum even in the ordinary classes. Since listening, speaking and pronunciation have less emphasis on the test, teachers usually neglect teaching them but focus their attention and works on reading and writing and related tasks as the inclusion of these skills weigh much more in the FCE test.

In Iran, Ramezaney (2014) examined how the foreign language part of the university entrance exam affects EFL teachers' curricular planning and teaching practices from different aspects. As the questionnaire and interview results reveal, the teachers perceive the effects of the exam on teaching content at a high degree. The teachers

predominantly narrow the content to teaching reading, grammar and vocabulary knowledge and neglect the listening, speaking and writing skills.

Kılıçkaya (2016) investigated the positive and negative effects of the foreign language section of TEOG exam on the English language teachers' instructional practices in the 8th grade in public low secondary schools in Burdur, Turkey. The semi-structured interview results indicated that the TEOG exam has harmful washback on the content of their instruction: since the exam assesses only reading (comprehension), vocabulary and grammar at some degrees, the listening, speaking and writing skills are not taught in classes.

3.7.2 Materials

The materials in the current study mainly refer to the textbook, supplementary materials, mock exams, exams conducted in previous years and so on which the teachers use in classes and their role in teaching towards the test. Hamp-Lyons (1998) signified that the textbooks can generate positive washback on teaching EFL or/and ESL as long as the design and content of the (TOEFL) textbooks help and guide teachers improve their students' knowledge and skills in English. Yet, the researcher stated that to promote beneficial effects, the textbooks should involve the match between the content of the textbooks and the learning needs, as well as providing effective pedagogic practices for teachers and students.

Alderson and Wall (1993) presented that the teachers used textbook and exam-like supplementary materials most of the class time. Similarly, Alderson and Hamp-Lyons (1996) expressed that the exam preparation materials used intensely in classes. Hamp-Lyons (1998) also examined the role of textbooks on washback on TESOL through analyzing 5 TOEFL preparation textbooks according to the framework she developed based upon her previous studies and discussions with teachers and language testers and books. It is found that the textbooks generally involve (a) test-taking strategies and (b) mastery of language structures, lexis and discourse semantics that have been observed on previous TOEFLs' (Hamp-Lyons, 1998: 332) according to the test content and format regardless of any teaching English curriculum of EFL or ESL contexts.

Cheng (1997) also searched the washback of the new HKCEE on the teachers' choice and use of materials. It is revealed that the teachers rely on textbooks mostly. The researcher commented that the textbook designed depending on the understanding of the publishers' of the examination affected how the teachers arrange their classroom activities. The textbooks also provide teachers guidance on the methods and suggested time allotment for language activities, for instance. Yet, for the higher level of students, the teachers leave textbooks at large degrees and use more past and practice papers.

In Chen (2002), the teachers use the textbooks as the main instruction materials besides the workbooks and Teachers' Manuals to prepare students for the BCT in Taiwanese junior high schools. The researcher informed that the textbook is renewed and involved more listening and oral activities in addition to reading and writing skills. Thus, the textbook plays a major role in guiding teachers to change their curricular instruction to a more communicative-oriented way.

Read and Hayes (2003) found out that the more exam preparation materials were used in the independent IELTS (School A) course when compared to the other course of IELTS preparation as a part of the General English course (School B) in New Zealand. Teacher B explained that he conducts the IELTS preparation course as he practiced in the General English course but the IELTS practice test materials played an important role in determining the content of the course towards the test. Also, the teacher in school B utilizes the adaptations of authentic texts and general English textbooks besides the IELTS textbooks.

Li's (2009) study on the washback effects of the CET writing exam indicated that teachers mainly reported using textbooks and coaching materials. Also, the students expressed that they use coaching materials especially when the exam date gets closer.

Amengual-Pizarro (2010) also analysed the washback effects of the ET as a university entrance examination regarding how the teachers determine and utilize teaching materials. The survey results demonstrated that the teachers use mostly past papers, textbooks, exam-like materials and the materials prepared by the teachers as reflecting the exam content and format respectively.

Tsagari (2011) found that supplementary exam preparation materials were utilized intensively in the exam preparatory classes such as part papers and practice tests of some commercial publications to prepare students for the FCE test in Greece.

In Hwang's (2003) study on the CSAT university entrance exam in Korea, the teachers also used commercial exam preparation books including listening and reading practices as in accord with the CSAT syllabus. Yet, as the time got closer for the exam, the teachers utilized the past exam papers and mock exams besides the use of textbooks.

Similarly, based on the questionnaire and teachers' self-reports in Ramezany (2014), the Iranian EFL teachers make use of the textbook designed and sent by the Ministry of Education dominantly in the classroom since the content of the test is based on the textbook's content.

In Kılıçkaya's (2016) research on the washback of TEOG test preparation on teaching and learning at middle schools, the teachers mainly follow the course book sent by the Turkish Ministry of Education to make word lists and grammar structures but they criticise the books not being efficient to prepare students for the test. So, they express that they use supplementary course books and prepare exercises themselves.

3.7.3 Teaching methods

Considering the majority of the washback studies, the teaching methods area is reported to be one of the least affected areas by the high-stakes tests. The methods and techniques will be presented in this section on how they are manifested in most of the washback research. Teacher talk, the interaction among the students and such discourse aspects are evaluated within the methods and techniques. Alderson and Wall (1993) reported that the O-level English Examination was designed to encourage teachers to use communicative methodology. Although the teachers claimed that they employ communicative activities, the observation results indicated that the test did not bring about any changes in their teaching methods. The researchers considered that the teachers might not know well about the exam and its underlying principles besides how to prepare students better for the specific test without using textbooks. Alderson and Hamp-Lyons (1996) observed that the test

influences the teaching methods as well as what they teach. The non-TOEFL classes involve more student-student interaction and more affective atmosphere whereas the TOEFL preparation classes include more teacher talk, test-taking strategies, less turn taking and use of more metalanguage. Through their interview with a number of teachers, the researchers stated that teachers attributed their change on teaching methods to the students' wish to implement practice tests and TOEFL-like practices.

Wall (1999, 2005) investigated how the examination affected teaching and learning in Sri Lanka, as well. The individual and group teacher interviews, teacher questionnaires, observations and analysis and interpretation of the test were conducted to collect the data. The findings were in congruence with Wall and Alderson's (1993), that is while the content, attitudes and materials are affected by the exam, the methods teachers employ did not change as intended.

Read and Hayes (2003) observed that the IELTS test engenders washback on how teachers teach in the IELTS preparation course as employing more practice of exam-like tasks, use of homework, instruction and explanation of test-taking strategies. Additionally, more use of pair and group work occurred such as exchanging information in the IELTS course of the General English program whereas the independent IELTS course was more-teacher-centred. Yet, the less amount of time in the IELTS-only course compared to the General English program (8 months) was claimed to have a major influence on the methodology the teachers employed.

In Cheng's (1997, 1999, 2004) longitudinal study, it is seen that no important changes in the teaching methods and interaction patterns were observed. Despite the use of role-play and discussions as classroom activities, teacher talk did not decrease, and the classes were teacher-dominated, for example. The researcher noted that the teachers are likely to change their methods reluctantly and very slowly. As the medium of instruction, the teachers also increased their use of English supplemented with occasional Chinese explanations instead of English-only to help students understand better.

Qi (2004, 2005) conducted wide-scale research on the washback effects of the National Matriculation English Test (NMET) on the teachers' teaching practices at secondary classroom levels. The NMET as a university entrance exam was constructed to generate positive changes in helping students for developing their English language abilities more communicatively as well as changing teachers' use

of methods in a more communicative basis. The observation, questionnaire and interview results indicated that the test has effects on teaching content and methods but in contrast to the intended washback by test designers. The teachers did not employ communicative practices but arrange their way of teaching based on explicit grammar teaching and vocabulary study as believing that the test content and format which consists of multiple-choice, proofreading and controlled writing require emphasis on teaching linguistic knowledge.

Caine (2005) searched how the oral test affects teaching and learning in a Japanese high school with a focus on teaching methodology. As for the intended washback, the test was designed to assess the students' speaking skills directly and promote the communicative competence of the students with the inclusion of information gap tasks. The teacher questionnaires and observations indicated that on the contrary to what is intended as the employment of communicative methods, most of the teachers used grammar-based and teacher-centred methodology. The teacher questionnaire showed the mismatch between how teachers believe that the teaching should be conducted (e.g. use of speaking activities in pairs and groups) and what they actually do in the classrooms (e.g. teacher-centred instruction).

Munoz and Alvarez (2010) carried out a comparative study design to reveal whether the new Oral Assessment System (OAS) created positive washback on EFL teaching and learning so as to develop oral skills and increase the communicative activities as tasks. The OAS is a classroom-based assessment but not a standardized test in a language centre of a private university in Colombia. The results of the assessment scores at the end of the research showed that the OAS brought about positive washback on teaching of English as developing students' oral skills with higher scores in communicative effectiveness, grammar and pronunciation when compared to the group which is instructed with grammar-based methods and techniques such as repetition, controlled question-answer and memorization of dialogues. It is implied that the principles underlying the design of OAS as stating objectives clearly to students, congruence between the activities and the objectives in the curriculum, establishing clear steps for tasks help students achieve communicative abilities more effectively.

In Tsagari (2011), the interviewed teachers reported that they did not use communicative methods but traditional ways of teaching grammar and vocabulary

for FCE test in the Greek cram schools. Although the FCE is claimed to promote the development of four language skills in English by its designers, the teachers did not believe the communicative methodologies match with the underlying principles of the test. However, the researcher informed that the test involves four skills and the teachers are not aware of the underlying principles of the test actually. If so, they would start to use communicative methods in teaching English.

In Onaiba and Mustafa's (2013), the teacher self-reports and class observations revealed that the revised exam caused unintended and negative washback on the methodology of Libyan teachers of English. Despite the policy, teachers still apply traditional teaching methods such as GTM besides the use of test-taking strategies and coaching students.

In Pan's (2013) study on the washback effects of the English proficiency tests in Taiwanese secondary schools, the classroom observation indicated that the instruction was teacher dominated with little amount of student-student interaction in both the schools with exit requirements and the schools without the exit requirements. Even though few teachers tried to involve some activities like oral presentations in both schools, their activities were not practiced in a communicative approach basis.

Glover (2014) explored whether and how the English language part of the school-leaving examination affects how teachers teach in the exam classes regarding the teacher talk at classroom discourse level. The classroom observations, teacher interviews and questionnaires were carried out in Central Europe. The data indicated that teacher talk is dominant with long explanations and advice rather than promoting students' language skills or guiding their talks. There is less interaction between the teacher and students as well as among the students.

The interview results in Kılıçkaya's (2016) study on the washback of TEOG on EFL teaching practices indicated that teachers conduct teacher-led methods and techniques such as grammar-translation, lecturing, reading and lexical approaches instead of integrating four language skills. The teachers also use of Turkish as the mother tongue of the students as the medium of instruction.

3.7.4 Activities and Time Arrangement

Time is seen as an important factor in determining the intensity of washback by some researchers such as Bailey (1999), Saville and Hawkey (2004), Spratt (2005) and Green's (2007). The researchers stated that the washback vary in intensity regarding the date of the test, that is the closer the exam date, the more exam-like activities, test-taking strategies and use past exam papers or mock exams are utilized as shown in the following studies in the washback literature. Also, it is seen in such studies that teachers allot more time for the content and materials which are in accord with the test syllabus rather than following the curriculum.

In some contexts, much more time during the lesson or extra class time is provided to prepare students better for the tests. For example, extra TOEFL classes were conducted in contrast to non-TOEFL classes as shown in Alderson and Hamp-Lyons' (1993) research.

In Read and Hayes' (2003) study, restricted range of activities was carried out in the independent IELTS course (School A) with a large amount of listening practice. The teachers complained about the lack of time for delivering the course since the limited time made them focus on mostly test-taking strategies and less amount of student-student interaction. Also, teacher A expressed that the limited amount of time prevented her to create an affective learning atmosphere regarding the teacher-student rapport.

In their study on the washback of ASL and EFL tests, Shohamy, Donitsa-Schmidt and Ferman (1996) also found that since EFL test measures oral skills, the teachers mostly include and prepare oral activities and techniques such as interviews, discussions, mini-lectures and plays, reporting on reading books, brainstorming, working in groups, jigsaw, simulation of authentic situations. Also, as the test date gets closer, they allot more time for practising oral activities. However, the teachers in ASL classes do not report any intensive preparation for ASL teaching activities such as memorization of word lists and drilling as well as the least or no amount of time allotment in lessons.

In Chen's (2002) research on the effects of the BCT on teachers' curricular planning and teaching practices, the teachers complained about the limited time that three or four hours a week is inadequate to cover all the textbook. Sometimes, they skip some

parts of the textbook to review the content and make quizzes to familiarise students with the test format and content.

In Hwang's (2003) study, the teachers ignored the speaking activities such as role-plays and discussions besides the writing activities both due to their perceptions of the exam content just measuring the receptive skills. Also, in vocational schools, some of the listening and reading activities were even skipped since the class hour is less than in the general secondary schools.

Ferman (2004) carried out a study on the effects of National EFL Oral Matriculation Test whether the test encourages curriculum innovation and improving oral skills or not. It is also revealed that time allotment for the target skills is increased after the introduction of the test.

In Caine's (2005) study on the washback effects of the modified oral test on teaching, as the classroom observations demonstrated, the majority of the teachers allotted the majority of instructional time to using grammar-translation method techniques and activities such as translation, memorization of rules and lexis at a secondary school level in Japan.

Turner (2009) analysed the effects of a new high-stakes provincial test on secondary school English education. Some changes were made in the speaking part of the exam as an intended washback to assist teachers to conduct larger amount of speaking tasks and activities to develop the students' English competence in using English. The results proved the positive washback and the teachers practiced a range of speaking tasks and related assessment practices at a classroom level.

In Li's (2009) study on the writing part of the CET, the limited time is one of the factors that cause the writing skill to be less practiced. Since there are a lot of students but a little amount of time as four hours a week, teachers find it challenging to give feedback to all students' writing and focusing on other skills. In order to prepare students for the writing test, the teachers explained that they spent more time on writing practices.

In Pan and Newfield's (2011) study to explore the washback effects of English certification exit examination in Taiwan, it was seen that teachers did not allot much time for test preparation resisting the test-like activities but teaching core English language skills.

Pan (2013) investigated whether the English proficiency tests for the purpose of English certification exit requirements affected teaching English negatively or positively as encouraging the teachers to incorporate four language skills so as to develop students' communicative competence. A comparative study design was conducted with research in both schools with exit requirements and schools without exit requirements in Taiwan. The survey, interview and observations revealed that both kinds of schools mainly employ traditional ways of teaching including grammar and vocabulary exercises, practice of test exercises and focus on textbook. However, more time is allocated for group discussions, practice of listening, writing, quizzes and test preparation in the schools with exit requirements. Most of the interviewed teachers said that they pay more attention and allot more time to utilize mock exam questions. Especially, in after-school test preparation classes in the schools with exit requirements, more test-like activities and materials were utilized.

In Glover's (2014) study on the washback of the tests on the classroom discourse, some teachers expressed that the limited time is an important factor affecting their methodology negatively. Especially, when the date gets closer, the teachers provide longer explanations instead of implementing more interaction-based activities.

In Ramezaney's (2014) survey for revealing the washback effects of EFL part of the university entrance exam as regards to curricular planning and practices, the teachers reported apportioning most of their class time to teaching test-taking strategies and exam-like activities.

The Turkish teachers of EFL in Kılıçkaya's (2016) study reported that they take over explicit grammar instruction, translation and memorization of word lists. They complained that 4 hours a week is not enough for teachers to conduct all the activities in the course books ranging from reading to speaking skills.

3.7.5 Classroom Assessment Practices

Many studies demonstrated that the high-stakes tests have effects on the classroom assessment practices involving formative and summative types of assessment in different contexts.

Hwang (2003) also revealed how the test affected teachers' internal test designs for classroom assessment. The majority of the Korean teachers designed tests with

multiple-choice test format as in the CSAT involving the contents from the textbooks and the supplementary materials covered in the class.

Turner (2009) explored the washback effects of a new high-stakes ESL provincial exit exam on how teachers align classroom and external exam assessment in secondary schools in Canada. The data from interviews indicated that the teachers mostly believed that the evaluation process should involve formative assessment of what is being taught and practiced in the class in addition to the summative assessment as the external test. The examples of the formative assessment contain the practices of brainstorming, reflecting, peer and self-assessment as well as teacher assessment.

In Munoz and Alvarez's (2010) study, the Oral Assessment System test designed by several researchers in a private university in Colombia also proved to bring about positive changes in teachers' planning for oral assessment. The researchers concluded that the assessment tasks should not be identical to the ones in the instructional process but new application situations of authentic assessment, detailed score reporting and informing students about it as feedback, better understanding of assessment procedures and criteria, training students for self-assessment should be followed to bring about beneficial effects on teaching and learning EFL.

Akıncı (2010) explored the perceptions of teachers regarding the effect of SBS and some other factors on their design and choice of classroom assessment types. The data were obtained from 80 EFL teachers of 6th, 7th and 8th grades through the teacher questionnaire and interview in Istanbul. According to findings, SBS is reported to influence the teachers' choice of materials and assessment types besides the large class size, the lack of materials, time and the low-level proficiency of the learners. Since the curriculum and SBS syllabus focused on lexis, the teachers assessed the learners' vocabulary knowledge in their classroom tests. The teachers also designed their in-class tests with heavy emphasis on vocabulary, grammar knowledge and reading skills in multiple-choice test format as in SBS. Similarly, in

Kılıçkaya's (2016) study on the effects of the TEOG as the new version of SBS at middle school levels, the teachers designed their tests in multiple-choice formats assessing the students' reading, grammar and vocabulary knowledge. Also, the teachers say that they apply formative assessment through quizzes including

multiple-choice, matching and gap-filling activities besides the homework and in-class performances.

Tsagari (2011) stated that the FCE test preparation led teachers to design and apply the classroom assessment tools. The teachers were reported to conduct classroom tests based on the textbook materials and the content and skills tested in the FCE test.

Ramezany (2014) also investigated the effects of the university exam on EFL teachers' assessment and evaluation practices in Iran secondary schools and pre-university centres. The survey results indicated that teachers designed their classroom assessment tests or quizzes according to the exam format and content to familiarise students with the exam and get them to raise their scores.

3.7.6 Feelings and Attitudes

The high-stakes tests can bring about positive, neutral or negative feelings and attitudes towards the exam and teach certain aspects of the language with an effect on the degree of washback then. The findings from several major studies were presented below.

In their study of the washback of TOEFL in the USA, Alderson and Hamp-Lyons (1996) interviewed a number of teachers to find out teachers' attitudes towards the TOEFL test regarding teaching practices, as well. According to the results, the teachers have negative attitudes towards the test such as resistance to teaching to the test. Some of them also expressed their feelings of guilt and frustration as they think the test prevents them to deliver the course in a more interesting way or utilize their imagination but force to focus on how to boost students' scores. Unlike that, non-TOEFL classes involved more laughter compared to TOEFL classes during observations. The researchers implied that teachers' attitudes to the test affect how teachers taught.

Shohamy, Donitsa-Schmidt and Ferman (1996) reported how teachers and students felt about what attitude they had towards the exam in their study on the washback effects of ASL and EFL tests in Israel. The teachers had negative attitudes towards the ASL test since the Arabic has a low status and the teachers considered the test having poor quality involving more grammar and translation but less reading comprehension whereas they admired the EFL test since the test aims to develop

students' oral communication skills, the English has a high status at international level and students may get better employment opportunities in the future. However, the teachers did not reveal positive attitudes towards as for the test quality as in the Arabic test because they believe that the test is not long enough to reveal students' oral proficiency, the test designers are not well-trained and they neglect the objective rating scales, the testing situations are not really authentic and the reading skill should be included in the test.

In Cheng's (1997) study, the survey results showed that teachers had positive attitudes towards the changes in the exam. Also the teachers felt pressure that if the students failed the exam, they would feel guilty and accountable for them.

The Korean teachers as well as the students of English in Hwang's (2003) study had negative attitudes towards the CSAT university exam. The teachers complained that they feel anxiety and pressure as they feel accountable to raise students to get higher scores. One of the teachers admitted that the students make teachers more stressed due to insisting teachers to help them on getting higher scores as a source of anxiety and stress.

In a similar vein, as a result of the research on the effects of National EFL Oral Matriculation Test that was intended to encourage curriculum innovation and improving oral skills in Ferman (2004), it is found that teachers' feelings pressure to cover all the materials besides their and students' notable feelings of anxiety and fear of test scores are the evidence of negative washback.

Munoz and Alvarez (2010) reported that teachers had positive attitudes towards the OAS since the teachers got more chances to apply more communicative activities and understood the system so that the group reached more success.

Özsevik (2010) carried out a study with Turkish primary and secondary EFL teachers to find out what the problems are in conducting CLT in their classroom practices. The interviews and the online questionnaire results indicated that the national standardized entrance tests which are SBS at 8th grade and YDS at 12th-grade levels pose some challenges that impede the conduction of practices to raise students' communicative competence. As a major reason, the teachers claimed that they feel pressure put by the administrators, parents and even their students to teach to the test. Otherwise, they get anxious about losing their job, promotion and prestige.

Amengual-Pizarro (2010) also investigated what the teachers would think about and how they would feel if speaking and listening skills were involved in the new English Test by Spanish education authorities. The teachers had positive attitudes towards such changes in the ET and view that the new ET will increase their allotment on teaching speaking and listening skills with an increase of students' communicative competence.

Tsagari (2011) also mentioned the negative attitudes of teachers towards the test of FCE since the test scores of students make them feel high anxiety and stress as threatening their professional value and they are accountable to administrators and parents, as well.

Onaiba and Mustafa (2013) searched on the effects of a Revised EFL Public Examination with regard to the teachers' teaching practices, materials and curriculum in secondary schools in Libya. The semi-structured interview with the teachers indicated that teachers had negative attitudes towards the exam due to its content due to lack of validity since the exam does not assess students' communicative ability but focusing on vocabulary, grammar and reading comprehension.

In his washback study on classroom discourse, Glover (2014) reported that the teachers express negative attitudes towards the school-leaving examination in the central Europe. They raise the issues as the format of the exam, the exam preparation focus of the lessons rather than focusing on meaning in non-exam classes and the students' motivation problems due to the exam pressure to bring about such attitudes.

As mentioned in the Content section above, the Turkish students and/or instructors expressed negative reactions in the washback studies on the foreign language component of the university exams in Karabulut (2007), Yıldırım (2010) and Sayın and Aslan (2016) demanded the assessment of four language skills, especially speaking to be integrated into the LYS-5 considering the lack of the students' communicative abilities.

As similar to other studies, in Kılıçkaya's (2016) research on the washback of a high-stakes exam, TEOG on middle school 8th-grade EFL teaching, the teachers expressed their anxiety since the low scores of the learners may be a threat to their professionalism and thus they experience pressure by the parents, students and other stakeholders such as administrators.

3.7.7 Syllabus

Most of the studies revealed that the tests have influence on teachers' planning for their instruction from different aspects such as to what extent they pay attention to time, sequence of objectives, content, choice of methods and materials. The studies representing whether or how the teachers plan their syllabus are as in the following.

In Munoz and Alvarez (2010), the teachers expressed that the new the oral assessment system has changed their lesson planning positively paying more attention especially to the planning for the assessment and appropriate tasks considering the course objectives in more communicative-based direction.

In Tsagari (2011), the FCE test content or other test-related factors shaped even the syllabus of ordinary classes. Similarly, in Read and Hayes' (2003) interview with a teacher in the IELTS preparation course, it is seen that the teacher changed her planning of the course from a more communicative to a more test-based syllabus.

Cheng (2004) compared how teachers arrange their syllabus dated from the introduction of 1996 (HKCEE). Accordingly, the teachers seemed to have changed their planning involving the reading and listening skills as well as the contents to be taught.

In Onaiba and Mustafa's (2013) study for the washback on the Revised Exam in Libya, the teachers arrange their curricular planning according to the new exam content by narrowing it and focus on the textbooks.

The Iranian EFL teachers in Ramezany's (2014) study explained that while planning their syllabus, they pay attention to the which skills to be taught based on the content of the foreign language part of the university test.

CHAPTER IV

RESEARCH METHODOLOGY

4.1 RESEARCH DESIGN

A mixed-method approach, namely methodological triangulation is employed in the present study. Methodological triangulation commonly refers to a comprehensive research method that involves the use of at least two independent methods so as to enhance the reliability and validity the data collected in a single study of the same research problem (Jick, 1979; Morse, 1991; Flick, 2004; Johnson and Onwuegbuzie, 2004; Mackey and Gass, 2005). Triangulation usually involves the combination of the qualitative and quantitative research methods to compensate the weaknesses of each one and overcome the problems derived from singular methods rather than dichotomy between-methods. Jick (1979) expresses that qualitative and quantitative data collection methods or techniques complement and work for each other. Johnson and Onwuegbuzie (2004) also state that the corporation of both of the methods will increase the generalizability of the research findings, as well.

Both qualitative and quantitative methods have been conducted. Qualitative data provide rich and detailed information exploring how and why some specific actions occur while quantitative data provides numerical data from a larger number of participants enabling easier and quicker analysis with more objective results. Accordingly, the data were collected through an online Likert-scale type questionnaire, classroom observation and semi-structured interviews.

The mixed-methods approach will reveal the perceptions of Turkish EFL teachers regarding the TEOG exam and how they behave in the classroom with the help of an online questionnaire, classroom observation and semi-structured interviews.

Wall and Alderson (1993) and Bailey (1996, 1999) regard the triangulation (the combination of qualitative and quantitative methods); the use of classroom observation, questionnaire and interviews as quite important in any investigation of washback in order to get evidence on not only perceptions but also the behaviours of the teachers at classroom level. As Bailey (1999) stated, the asking and watching methods should be administrated to understand washback in-depth.

Additionally, both semi-structured interview technique and questionnaire were used to analyse the teachers' perceptions on the washback of TEOG on their teaching planning and practices in the present study. To exemplify, Sturman (1996) favours using both types of data to maintain correspondence and a balance of data (as cited in Bailey, 1999). While the written/spoken comments will provide in-depth information, the statistical numbers will display to what extent their perceptions are representative of the sample of the teachers chosen randomly.

4.2 PARTICIPANTS

The participants of the study involved English teachers from different cities of Turkey. All the participants work at public schools. Also, they were selected randomly. 97 of the participants answered to the questionnaire. Since the questionnaire was conducted in an online way and the participants were not asked about the city they live, no precise information can be given about the cities the participants from. Next, 18 of the participants involved in the interview. For classroom observation, 13 of the teachers were observed for two hours. The demographic information of the participants is presented in tables below categorised regarding the questionnaire, interview and classroom observation.

The participants of the questionnaire were categorised according to gender, school location, years of teaching experience at middles schools and departments they graduated from:

Table 12. Gender of the Participants

Gender	Frequency	Percent
Male	13	13,4
Female	84	86,6
Total	97	100,0

84 female and 13 male teachers participated in the survey for the present study. The female participants constitute the majority of the sample (86,6%) while the male teachers make up the 13,4% of the sample.

Table 13. School Location of the Participants

Location	Frequency	Percent
Rural	48	49,5
Urban	49	50,5
Total	97	100,0

The rate of participants is closely distributed regarding the locations of schools. Half of the participants (49,5) work at schools in rural areas whereas the other half (50,5) teach at schools located in urban areas.

Table 14. Teachers' Years of Teaching Experience at Middle School Level

Years	Frequency	Percent
1-5	48	49,5
6-10	32	33,0
11-15	13	13,4
16+	4	4,1
Total	97	100,0

The years of teaching experience at middle school level are sub-categorized into four periods as 0-5, 6-10, 11-15, 16 and over the years. Approximately half of the participants (49,5%) have between 1 and 5 years of experience. 33% of the teachers work for 6-10, 13,4% of them work for 11-15 years at middle school. Just four of 97 teachers work over 16 years.

Table 15. The Teachers' Years of Teaching Experience to 8th-Grade Level

Years	Frequency	Percent
1-5	68	70,1
6-10	19	19,6
11-15	8	8,2
16+	2	2,1
Total	97	100,0

High-stakes tests have been carried out at the 8th-grade level for placement purposes since 1997 in Turkey. So, it is important to know how long the participants have taught-to-the test, that is how long they are familiar with the TEOG system. The teachers with 1-5 years of experience at the 8th-grade level (70,1%) constitute the larger part of the sample. Nearly 20% of the participants have been working for 6-10 years and there are just 8 (8,2%) teachers with 11-15 years of experience and two (2,1%) of 97 participants have over 16 years of teaching experience at 8th-grade level.

Table 16. Academic Degree the Teachers Have

Degree	Frequency	Percent
Bachelor degree	85	87,6
Master's degree	12	12,4
Total	97	100,0

Regarding academic degree the teachers have, a great majority of the participants (87,6%) has the bachelor degree and just 12 of 97 teachers have got master's degree.

Table 17. Department, the Teachers Graduated from

Departments	Frequency	Percent
English Language Teaching	71	73,2
English Language and Literature	22	22,7
Other	4	4,1
Total	97	100,0

The sample of the study encompasses the English Language Teachers teaching to 8th grades and towards the TEOG exam system. The departments, the participants graduated from mainly reveal to be English Language Teaching (ELT) (73,2%) and 22,7% of the participants are from English Language and Literature (ELL) departments. Just four of 97 teachers (4,1%) graduated from other departments.

Besides the participants for the questionnaire, demographic information for the teachers interviewed is provided in Table 18 below. 18 teachers participated in the interviews from five different cities in Turkey. The participants are reached through visits to schools. Three teachers' data were analysed for validity by the experts. Due to the distances, the researcher conducted interviews through phoning assuring anonymity and taking their consent. The female teachers constitute the greater part of the sample whereas there are just two male teachers joined in the interview.

Table 18. The Demographic Information of the Interviewed Teachers

City	The Number of Teachers	The Gender of the Teachers
Ankara	2	2 Female
Duzce	1	Female
Istanbul	6	5 Female and 1 Male
Kütahya	1	Female
Sakarya	5	6 Female and 1 Male

As for the classroom observation, 13 teachers are observed to reveal how the teachers actually conduct their instruction during the process of TEOG preparation in total. The observations were made in Istanbul and Sakarya through visits to randomly chosen schools. First three observations were evaluated by the experts for the sake of validity. Approximately all of the participants compose of female teachers. All of the participants were observed for two class hours.

Table 19. The Number and Location of the Teachers Observed

City	The Number of Teachers	The Gender of the Teachers
Istanbul	6	5 Female and 1 Male
Sakarya	4	Female

4.3 DATA COLLECTION INSTRUMENTS AND PROCEDURE

4.3.1 The Questionnaire

As Mackey and Gass (2005) expressed, using questionnaires is the most prevalent way of data collection from a large sample for a number of target questions. As a

quantitative method, the questionnaires also provide large, comprehensive, longitudinal and comparable data obtained from some teachers around the country in a convenient way regarding time and effort. To facilitate reaching to the participants in different cities, an online questionnaire was prepared in Google Forms and sent via e-mails and posted on social media.

The questionnaire was adopted from the Chen's (2002: 176-177) thesis study on the effects of Basic Competence Test (BCT) regarding how the EFL teachers plan for teaching and practise in Taiwanese context. It was designed in a Likert-scale type of questionnaire ranging in 5 points from 'Strongly disagree to Strongly agree' choices on 38 questions. A few changes were made in the questionnaire. First, the number of responses was decreased from six to five, that is the 'Slightly agree and Slightly disagree' responses were cancelled and replaced with "no opinion". Second, the wordings of the 28th and 33rd were provided with examples to facilitate understanding. The questionnaire is separated into six categories involving relevant questions to analyse the washback effects of the TEOG exam on different dimensions of the instructional planning and practices. These categories are the time arrangement and activity, teaching methods, materials, content, and syllabus and classroom assessment as named in Chen's (2002).

Accordingly, the relevant reliability and validity studies were carried out. The internal consistency reliability number, Cronbach's Alpha for the second part of the questionnaire is represented in Tables 20 below:

Table 20. Reliability Statistics for the Second Part of the Questionnaire

Cronbach's Alpha	N of Items
,868	38

The questionnaire was prepared online via Google Forms in two. The first part demands the participants' demographic information involving age, gender, years of experience, educational background, the average number of students in their classes, school type and location. Mainly, the second part consists of 38 questions pointing to the teachers' perceptions of the effects of the English language section of Transition from Primary to Secondary Education Exam (TEOG) on their instructional planning and instruction. The link of the questionnaire or the form was sent to the participants.

Also, the questionnaire was shared in a Turkish EFL teachers' ELT group on a social media (See Appendix A). The results are automatically saved in Google Drive with graphics and excel tables.

The anonymity of the participants has been assured, and none of the participants was asked to give their names in not only online questionnaire and interviews but also in classroom observations.

4.3.2 The Interview

Semi-structured interviews were carried out to collect in-depth information after the classroom observation was made as for the qualitative data collection method. The technique enabled to ask additional questions in case of incomplete or interesting and important points and also revealed the reasons underlying teachers' choice of teaching methods and techniques. As Gass and Mackey (2005: 172) said, compared to structured interviews, the semi-structured interviews are "less rigid", that is it helps the researcher to get more information on a pre-determined set of guiding questions. Also, compared to unstructured interviews, the semi-structured nature of the data collection tool will bring out more uniformed data to facilitate the comparison with the data obtained (Kumar, 1999).

The interview questions were prepared based on the washback literature in foreign and second language teaching and adopted mainly from the studies of Chen (2002) and Kılıçkaya (2016) and washback literature on washback effects of high-stakes exams at middle school level. The interview involves seven questions including close and open-ended questions (see Appendix B). Three experts were consulted to evaluate the content validity of the interviews via e-mails and relevant changes were made accordingly. The consent of the teachers was taken for the interview beforehand, as well. 15 Turkish EFL teachers were interviewed in Ankara, Duzce, Istanbul, Kütahya and Sakarya during the 2016-2017 Academic Year. Only one of the participants works at a school located at a rural area in Sakarya, and all of them have bachelor's degree. One of the participants graduated from American Language and Literature and others are from English Language Teaching departments. The number of the participants and the distribution of the number of the participants to the cities and the types of interview are shown in Table 21 below:

Table 21. The Demographic Information of the Teachers Interviewed and the Ways Interviews Applied

City	The Number of Teachers	The Gender of the Teachers	The Ways of Interviewing
Ankara	2	2 Female	On telephone
Duzce	1	Female	On telephone
Istanbul	5	5 Female and 1 Male	Face to face
Kütahya	1	Female	On telephone
Sakarya	6	6 Female and 1 Male	Face to face

4.3.3 Observation Checklist

Classroom observations were useful to gather necessary information on the teachers' behaviours at classroom contexts. Bailey (1999: 36) explained the need for classroom observation in investigation of washback as below:

Without observational data, however, we do not know how such pressure influences teaching, in what ways tests influence planning and delivery, how much time is spent preparing students for testing, and what kind of attention is given to those subject areas that are not covered in the tests. Thus, survey data alone are useful but insufficient for understanding language testing washback.

A structured observation was employed, and accordingly, a checklist was used to facilitate the recording of the data and take more objective and systematic notes during the observation. Also, some notes were taken pointing to the aims of the present research. Taking video records were not accepted by the school administrators and the teachers. The observation checklist (a coding schedule) is shown in Appendix C.

An observation checklist was implemented to analyse the teachers' classroom practices. The checklist is mainly adopted from Ayele's (2014) thesis study on the washback of the university entrance exam on the teachers' and students' attitudes and behaviour towards teaching and learning in Ethiopia but changes were made considering the context of the present study. Then, the reliability of the checklist was ensured via consulting the form to three experts via e-mail. The item number and categories were developed according to the aim of the present study. The format of the checklist is designed in tables and Yes/No format with information on the date, duration, class size, code or name for the teachers and school type. The categories are teaching materials, methods and techniques, organizational and discursive patterns, content (four language skills, grammar and vocabulary knowledge) and classroom assessment. The consent of the teachers was taken for the observation previously to the observation day or class. Each class was observed for two lessons, that is 80

minutes in total. Teachers were not disturbed, and the observer did not participate in the class activities. The demographic information about the participants is shown in Table 19 above.

4.4 RESEARCH QUESTIONS

The main purpose of the research is to find out teachers' perceptions of the English language section of TEOG exam on their instructional planning and classroom practices. Also, what kinds of factors contribute to the teachers' perceptions on the washback of the English language section of TEOG and types of washback will be explored through a questionnaire, classroom observation and semi-structured interviews. The research questions of the study are classified as three basic and seven sub-questions below:

1. What are the teachers' perceptions of the washback effects of the English language section of TEOG exam regarding their instructional planning and classroom practices?
2. Do the teachers' perceptions significantly differ regarding the independent variables?
 - 2.1. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of school location?
 - 2.2. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of gender?
 - 2.3. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of the departments they graduated from?
 - 2.4. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of academic degrees they have?
 - 2.5. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of their teaching experience?
 - 2.6. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of teaching experience in 8th-grade classes?

- 2.7. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of class size?
3. Is there any significant relationship among the teachers' perceptions on their instructional planning and practices regarding time arrangement and activities, teaching methods, materials, content, and syllabus and classroom assessment?
4. How are the actual classroom teaching practices affected by the the English language section of TEOG exam regarding teaching methods and techniques, materials, content (four language skills, grammar and vocabulary), organizational and discursive patterns and classroom assessment dimensions?

4.5 DATA ANALYSIS

The collected data for the questionnaire were analysed through the 23rd version of the Statistical Package for the Social Sciences (SPSS) Program. After transforming the data in the online questionnaire in Google Forms into the SPSS database, the negatively stated items (5, 11, 12, 20, 30) were reversed at first. As the fundamental rationale for determining the types of statistical procedures, the test of normality statistics was done. Since the data are not distributed normally, that is, Skewness and Kurtosis measures were calculated as different from +/-1.50 intervals, and the *p value* (<.05) is smaller than the test of normality significance levels (Kolmogorov-Smirnov and Shapiro-Wilk), non-parametric test analyses were applied. Second, the reliability statistics for the 38 items were measured, and since the Cronbach's Alpha is .868, the internal consistency is really high and reliable as seen in Table 20 shown above and below again. Third, as for the validity, three experts in the field were consulted to ensure the consistency between the items and the relevant dimensions. Next, the frequency analyses were made and the mean of each category is calculated in regard to 5 point Likert-scale. After that, the Mann-Whitney-U test and Kruskal-Wallis were held to reveal whether there are significant differences among the teachers' perceptions of the the English language section of TEOG exam on their instructional planning and practices regarding the sub-categories of time arrangement and activities, teaching methods and materials, content, syllabus and classroom assessment when compared to the independent variables of school location, gender,

departments the teachers were graduated from, academic degree, teaching experience and class size. Mann-Whitney-U test was used to compare two different variables (school location and gender) whereas Kruskal-Wallis was performed to compare three or more variables (Can, 2017). Then, as for the third research question, how teachers' perceptions relate to each other for each instructional category was calculated through Spearman rho correlation analysis and displayed in Table 38.

Table 20. Reliability Statistics for the Questionnaire

Cronbach's Alpha	N of Items
,868	38

Content analysis is a generally preferred, systematic and objective way of data analysis for drawing inferences from any message sources (e.g. texts, news, images) and categorizing the data into specific codes (Weber, 1990; Neuendorf, 2016). As for analyzing the data obtained from the interviews, categorical content analysis technique was applied. First, the data were translated and transcribed by the researcher. Second, each teacher is encoded as T1-T15 to ensure the anonymity. Then, the teacher responses for the seven questions were coded thematically. Inferences were made from the teacher responses and the data were categorized through themes, codes and sub-codes and presented in separate tables based on the coding analysis employed by Kocaman (2015). After that, the frequency numbers for each code were counted and significant extracts from the interviews were provided to corroborate the quantitative data and offer more detailed analysis through samples. To achieve reliability, inter-rater reliability technique was also employed. Two experts in the field of ELT identified themes and constructed codes, and the raters revealed 80 % consistency in their analyses.

As for the structured classroom observation checklist, the frequency numbers were computed for each instructional category marked as "Yes". To provide more detailed and relevant data, several extracts from teacher lectures and teacher-student dialogues were represented. Each teacher was coded using the fist two or three letters of their names such as TBu and TBus in order to provide the anonymity and prevent the confusion considering the codes of the teachers interviewed. Students in the classes were named as S1, S2 and so on, and Ss for the whole class participation.

CHAPTER V

RESEARCH FINDINGS

5.1 FINDINGS OF THE QUESTIONNAIRE

1. What are the teachers' perceptions of the washback effects of the English language section of TEOG exam on their instructional planning and practices?

As the first research question investigates what the teachers perceive of the washback effects of the English language section of TEOG exam on their instructional planning and practices, frequency analyses were computed and presented according to the time arrangement and activity, teaching methods, materials, syllabus, content and classroom assessment dimensions in Table 22 below. The means are calculated according to Likert-type scales points ranging from 1 to 5 as being 'Strongly disagree, Disagree, No opinion, agree and Strongly agree'. To classify and interpret the means of teacher responses, the intervals in Table 23 were adopted from Turgut and Baykul (1992 as cited in Öztaban and Satıcı, 2015) and Pimentel (2010).

Table 22. Means for the Teachers' Perceptions on Each Instructional Planning and Practices Dimensions

	activity / time arrangement	methods	materials	syllabus	content	assessment
N	97	97	97	97	97	97
Mean	3,5950	3,9711	4,1524	4,0640	4,6599	3,0789

As seen in Table 22, the highest mean is calculated in teaching content (4,66) preceding the materials (4,15) and syllabus (4,06) dimensions which also indicate high ranges among the dimensions. While the teachers strongly agree with the items

assessing their perceptions on teaching content, they just agree with respect to materials, syllabus, methods, time arrangement and activities on the average respectively. The teachers generally state no specific opinions on the effects of the the English language section of TEOG exam on their classroom assessment (3,07) dimension.

Table 23. The Intervals for Evaluating Means in the Questionnaire Findings

Likert-scale points	Likert-scale points descriptions	Interval
5	Strongly agree	4.20 – 5.00
4	Agree	3.40 – 4.19
3	No opinion	2.60 – 3.39
2	Disagree	1.80 – 2.59
1	Strongly disagree	1.00 – 1.79

To provide more specific findings regarding the teachers’ perceptions of the washback effects on the English language section of TEOG regarding their instructional planning and practices, the tables 24, 25, 26, 27, 28 and 29 present the questionnaire items. The 38 items are represented according to the instructional-related categories with means and standard deviations based on the responses to the Likert-scale type points. The intervals in Table 23 are used again as the basis for interpreting the item means from ‘Strongly disagrees to Strongly agree’ results.

Table 24. The Perceptions of Teachers’ on Activity and Time Arrangement Dimension

1-Strongly disagree, 2-Disagree, 3-No opinion, 4-Agree, 5-Strongly agree	N	Mean	SDs
1. TEOG motivates me to implement activities to promote my students’ test-taking skills.	97	3,75	1,031
2. My time allotment in class would be different if the TEOG were cancelled.	97	4,09	,891
3. I arrange my classroom activities to meet the requirements for the TEOG.	97	4,46	,791
4. I spend more time instructing grammar other than communication skills because I think grammar is more likely to be tested on the TEOG.	97	2,49	1,378
5. I rarely use specific teaching activities to promote my students’ language skills just for the TEOG.	97	2,91	1,217
6. I teach test-taking strategies, especially as the TEOG testing date gets closer.	97	4,44	,866
7. I arrange my classroom activities based upon different factors but not just based upon the objectives of the TEOG.	97	2,82	1,190

Regarding the item 3 (mean=4,46), teachers strongly agree that they organize their classroom activities taking into account what TEOG preparation demands, which can also be supported through the responses of ‘Agree’ to item 1 (mean=3,75). Also, item 6 (mean=4, 44) reveals that teachers focus on test-taking strategies in lessons for the most part in an increasing manner towards the exam date. Further, item 2 (mean=4,09) shows that teachers state to arrange their instructional time as different from TEOG preparation if the exam was abolished. The item 4 with the lowest mean (2,49) indicates that teachers do not allot most of their time to teaching grammar since they do not perceive grammar work as necessary enough for achieving TEOG.

Table 25. The Perceptions of Teachers’ on Teaching Methods Dimension

1-Strongly disagree, 2-Disagree, 3-No opinion, 4-Agree, 5-Strongly agree	N	Mean	SDs
8. I change my teaching methods to help students to succeed on the TEOG.	97	4,12	,938
9. I would select teaching methods to help develop my students’ skills that are more likely to be tested on the TEOG.	97	4,13	,953
10. I neglect some teaching methods that are not able to prepare my students for the TEOG.	97	3,85	1,054
11. The TEOG has little impact on how I teach.	97	2,05	1,054
12. I rarely change my teaching methods to help my students succeed on the TEOG.	97	2,20	1,047

All the items testing teachers’ perceptions on teaching methods especially item 8 (mean=4,12) and 9 (mean=4,13) demonstrate that teachers mostly agree that they adjust their methods of teaching according to what is tested in the English language section of TEOG exam. The 11th and 12th items were reversed while applying statistical analysis but the means are not changed in the table above. Both the 11th (mean=2,05) and 12th (mean=2,20) items also re-exhibit that teachers perceive that the English language section of TEOG affects how they teach.

Table 26. The Perceptions of Teachers' on Teaching Materials Dimension

1-Strongly disagree, 2-Disagree, 3-No opinion, 4-Agree, 5-Strongly agree	N	Mean	SDs
13. I usually use the materials specified by the Ministry of Education because they cover the topics on the TEOG.	97	4,03	1,055
14. I use materials not the textbooks if they help my students succeed on the TEOG.	97	3,41	1,197
15. I give students worksheets to review content expected to be on the TEOG.	97	4,51	,750
16. I have my students do the Ministry of Education mock tests to familiarize students with the TEOG.	97	4,42	,775
17. The TEOG influences which supplementary materials I use.	97	4,39	,834

As items 15 (mean=4,41), 16 (mean=4,42) and 17 (4,39) indicate, the teachers strongly agree that the English language section of TEOG exam affects what kind of materials they choose, that is they determine the materials such as worksheet and mock exams by Ministry of Education based on whether they involve TEOG content or not.

Table 27. The Perceptions of Teachers' on Syllabus Dimension

1-Strongly disagree, 2-Disagree, 3-No opinion, 4-Agree, 5-Strongly agree	N	Mean	SDs
18. I look for relevant materials for the syllabus to cover the subject matter on the TEOG objectives.	97	4,38	,756
19. The TEOG affects my syllabus, including practicing the kind of items that are to be tested.	97	4,26	,869
20. I pay little attention to the TEOG while constructing my teaching syllabus.	97	1,82	1,010
21. The TEOG influences my decision about which language skill is more important to be taught.	97	4,18	,924
22. I have changed my syllabus focus from grammar to communication.	97	3,32	1,319
23. I emphasize the skills which are more likely to be tested on the TEOG while planning for my syllabus.	97	4,36	,753
24. I use Teachers' Manuals as a guideline for my curricular planning and instruction.	97	3,77	1,066

The 18th (mean=4,38), 23rd (mean=4,36) and 19th (mean=4,26) items show that teachers strongly agree that they arrange their syllabus according to the skills which are more likely to be tested in the English language section of TEOG exam and the materials covering the content of the exam objectives. The 20th item (1,82) has a negative meaning and reversed during statistical analyses. The reversed mean of the item corresponds to 4,18 which indicates that teachers pay more attention to the exam while organizing their syllabus.

Table 28. The Perceptions of Teachers' on Teaching Content Dimension

1-Strongly disagree, 2-Disagree, 3-No opinion, 4-Agree, 5-Strongly agree	N	Mean	SDs
25. I skip over certain sections in the textbook because they are less likely to be tested on the TEOG.	97	3,29	1,354
26. I adjust the sequence of my teaching objectives based on the TEOG.	97	4,13	,904
27. I focus on certain sections in the textbook because they are more likely to be tested on the TEOG.	97	4,13	1,003
28. I include some relevant content to help my students perform well on the TEOG (e.g. extra reading activities based on the unit objectives).	97	4,20	,897
29. My course content is established to reflect the objectives of the TEOG.	97	4,42	,759
30. The TEOG has little impact on what I teach.	97	1,68	,797
31. I cover every section in the textbook although some sections are unlikely to be tested on the TEOG.	97	3,51	1,199

Regarding the teachers' perceptions on teaching content, the items 29 (mean=4,42) and 28 (mean=4,20) as well as 26 (mean=4,13) and 27 (mean=4,13) reflect that teachers perceive the English language section of TEOG objectives affecting what teachers teach as content through textbooks or extra content-related activities. When the item 30 (mean=1,68) is reversed, the mean equals 4,32 which indicates again how teachers strongly state that they determine the content in keeping with the exam objectives.

Table 29. The Perceptions of Teachers' on Classroom Assessment Dimension

1-Strongly disagree, 2-Disagree, 3-No opinion, 4-Agree, 5-Strongly agree	N	Mean	SDs
32. I include different techniques to evaluate my students.	97	3,54	1,098
33. I evaluate my students' works by using the criteria used in the evaluation of the TEOG (e.g. based on the objectives, multiple-choice exam).	97	3,81	1,044
34. I adapt test items from the Ministry of Education mock tests in my classroom quizzes.	97	3,86	1,076
35. I evaluate my students mostly based upon their written works.	97	2,52	1,099
36. I include listening tests in my classroom quizzes.	97	2,04	1,040
37. I include speaking tests in my classroom quizzes.	97	2,08	1,037
38. My assessment has been changed for the TEOG.	97	3,69	1,158

As for classroom assessment, teachers state that they mainly adjust their testing according to TEOG-based criteria of assessment and evaluation which involve multiple-choice test format. On the other hand, the means of 34 (3,86) and 33 (3,81)

indicate that teachers do not actually involve listening (mean=2,04), speaking (2,08) and writing (2,52) skills in their classroom assessment techniques.

2. Do the teachers' perceptions significantly differ regarding the independent variables?

As for the second research question, the significant differences in the teachers' perceptions of the washback effects of the English language section of TEOG exam were investigated under seven sub-questions regarding the independent variables as school location, gender, the departments the teachers graduated from, their academic degrees, teaching experience at total and how long they teach to 8th grades and the class size. As the data were not distributed normally, Kruskal-Wallis and *Mann-Whitney-U* test were performed as non-parametric data analysis techniques. Statistics were presented in tables below for each sub-question of the present research.

2.1. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of school location?

The school location variable refers to rural and urban areas the schools located. Mann-Whitney-U test analysis was made to find out whether the teachers' perceptions differ based on school location. As seen in Table 30, since *p* values are higher than 0.05, no statistically significant difference is found on the teachers' perceptions on the washback effects of the English language section of TEOG on their instructional planning and practices with regard to school locations. The only statistically significant difference between the teachers' perceptions and their instructional planning and practices is seen by methods (0.021) as $p < 0.05$.

Table 30. Ranks according to the School Location in Mann-Whitney-U Analysis

	School Location	N	Mean Rank	Sum of Ranks	U	<i>p</i>
Activity & Time arrangement	Rural	48	48,92	2348,00	1172,000	,977
	Urban	49	49,08	2405,00		
Methods	Rural	48	55,61	2669,50	858,500	,021
	Urban	49	42,52	2083,50		
Materials	Rural	48	50,82	2439,50	1088,500	,524
	Urban	49	47,21	2313,50		
Syllabus	Rural	48	51,51	2472,50	1055,500	,383
	Urban	49	46,54	2280,50		
Content	Rural	48	45,54	2186,00	1010,000	,229
	Urban	49	52,39	2567,00		
Assessment	Rural	48	48,80	2342,50	1166,500	,945
	Urban	49	49,19	2410,50		

2.2. *Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of gender?*

As comparing the means of two variables, Mann-Whitney-U data analysis technique was made. As shown in Table 31, at the $p < 0.05$ level, no statistically significant differences are found on the teachers' perceptions on the effects of the English language section of TEOG in terms of gender on the six categories related to their instructional planning and practices.

Table 31. Ranks according to the Gender in Mann-Whitney-U Analysis

	Gender	N	Mean Rank	Sum of Ranks	U	<i>p</i>
Activity & time arrangement	Male	13	37,35	485,50	394,500	,106
	Female	84	50,80	4267,50		
Methods	Male	13	50,00	650,00	533,000	,889
	Female	84	48,85	4103,00		
Materials	Male	13	42,77	556,00	465,000	,387
	Female	84	49,96	4197,00		
Syllabus	Male	13	48,42	629,50	538,500	,936
	Female	84	49,09	4123,50		
Content	Male	13	37,38	486,00	395,000	,109
	Female	84	50,80	4267,00		
Assessment	Male	13	51,19	665,50	517,500	,762
	Female	84	48,66	4087,50		

2.3. *Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of the departments they graduated from?*

Kruskal-Wallis H test of difference was computed for comparing three variables of the departments the participants graduated from regarding the teachers' perceptions. The department variable is sub-categorized as English Language Teaching (ELT), English Language and Literature (ELL) and Other departments. As seen in Table 32, the *p* values are calculated as higher than 0.05. Thus, no significant difference was revealed statistically on the teachers' perceptions of the washback effects of the English language section of TEOG on their planning and practices of instruction with respect to the six categories.

Table 32. Ranks according to the Departments the Teachers Graduated from in the Kruskal-Wallis Analysis

	Department	N	Mean Rank	<i>p</i>
Activity & Time arrangement	ELT	71	49,69	,915
	ELL	22	47,41	
	Other	4	45,50	
Methods	ELT	71	48,59	,970
	ELL	22	49,95	
	Other	4	51,00	
Materials	ELT	71	47,38	,519
	ELL	22	54,93	
	Other	4	45,13	
Syllabus	ELT	71	46,87	,325
	ELL	22	52,82	
	Other	4	65,75	
Content	ELT	71	48,54	,914
	ELL	22	51,02	
	Other	4	46,00	
Assessment	ELT	71	46,16	,177
	ELL	22	54,73	
	Other	4	67,88	

2.4. *Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of academic degrees they have?*

The academic degrees the teachers have gained are classified as Bachelor, Master's, Doctorate's and Other in the questionnaire. Since none of the participants responded to Doctorate's and Other options, the Mann-Whitney-U test of data analysis was made comparing two variables. Considering $p < 0.05$ value level, no statistically significant difference was found out to claim difference on the teachers' perceptions regarding the academic degrees the teachers have, which was displayed in Table 33 below.

Table 33. Ranks according to the Academic Degrees in Mann-Whitney-U Analysis

	Academic degree	N	Mean Rank	Sum of Ranks	U	<i>p</i>
Activity&Time arrangement	Bachelor	85	50,13	4261,00	414,000	,290
	Master's	12	41,00	492,00		
Methods	Bachelor	85	47,42	4030,50	375,500	,137
	Master's	12	60,21	722,50		
Materials	Bachelor	85	47,82	4065,00	410,000	,269
	Master's	12	57,33	688,00		
Syllabus	Bachelor	85	47,86	4068,50	413,500	,288
	Master's	12	57,04	684,50		
Content	Bachelor	85	48,86	4153,50	498,500	,899
	Master's	12	49,96	599,50		
Assessment	Bachelor	85	50,62	4303,00	372,000	,129
	Master's	12	37,50	450,00		

2.5. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of their teaching experience?

The teaching experience variable consists of four categories as 1-5, 6-10, 11-15, 16 and over. Accordingly, Kruskal-Wallis H test of difference analysis was performed rather than Mann-Whitney-U test analysis. As shown in Table 34, no statistically significant differences were found out on the teachers' perceptions on their instructional planning and practices at $p < 0.05$ value level by any of these categories of the years of teaching experience.

Table 34. Ranks according to the Years of Teaching Experience in Kruskal-Wallis

		Analysis		
	Experience	N	Mean Rank	<i>p</i>
Activity&Time arrangement	1-5	49	45,43	,399
	6-10	31	52,52	
	11-15	13	48,54	
	16 and over	4	67,00	
Methods	1-5	49	47,55	,499
	6-10	31	46,16	
	11-15	13	58,46	
	16 and over	4	58,00	
Materials	1-5	49	50,68	,941
	6-10	31	47,61	
	11-15	13	46,12	
	16 and over	4	48,50	
Syllabus	1-5	49	48,63	,906
	6-10	31	47,77	
	11-15	13	50,38	
	16 and over	4	58,50	
Content	1-5	49	50,27	,540
	6-10	31	47,03	
	11-15	13	54,15	
	16 and over	4	32,00	
Assessment	1-5	49	48,96	,738
	6-10	31	45,68	
	11-15	13	55,00	
	16 and over	4	55,75	

2.6. Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of teaching experience in 8th-grade classes?

The variable of years of teaching experience to 8th grades involve 1-5, 6-10, 11-15 and 16-over 16 categories. Accordingly, Kruskal-Wallis H test of difference was performed. As a result, the *p* values in Table 35 indicate that there are no statistically significant or marginal differences on the teachers' perceptions of the effects of the English language section of TEOG on their instruction regarding how long they have taught to 8th grades at the $p < 0.05$ significance level.

Table 35. Ranks according to the Years of Teaching to 8th Grades in Kruskal-Wallis Analysis

	Grade	N	Mean Rank	<i>p</i>
Activity&Time arrangement	1-5	68	46,53	,221
	6-10	19	53,76	
	11-15	8	49,69	
	16 and over	2	85,00	
Methods	1-5	68	47,51	,316
	6-10	19	46,29	
	11-15	8	62,63	
	16 and over	2	71,00	
Materials	1-5	68	51,79	,503
	6-10	19	43,37	
	11-15	8	40,06	
	16 and over	2	43,50	
Syllabus	1-5	68	48,99	,729
	6-10	19	44,87	
	11-15	8	55,69	
	16 and over	2	62,00	
Content	1-5	68	47,54	,828
	6-10	19	50,45	
	11-15	8	55,88	
	16 and over	2	57,25	
Assessment	1-5	68	46,65	,230
	6-10	19	54,21	
	11-15	8	47,75	
	16 and over	2	84,25	

2.7. *Is there a statistically significant difference in the teachers' perceptions on their instruction in terms of class size?*

Kruskal-Wallis H test of difference analysis was made for comparing the four categories of class size as Under 20, 20-30, 31-40 and 41 and over with the teachers' perceptions on the washback effects of the English language section of TEOG regarding their instructional planning and practices. In fact, although the all ranges of class sizes are revealed to create no significant difference statistically on the teachers' perceptions, the classes with the numbers of Under 20 indicate marginally significant difference at $p < 0.05$ level with regard to the activity and time arrangement ($p = 0.088$) and methods ($p = 0.098$).

Table 36. Ranks according to the Class Size in Kruskal-Wallis Analysis

	Class size	N	Mean Rank	<i>p</i>
Activity & Time arrangement	Under 20	21	40,31	,088
	20-30	51	46,93	
	31-40	23	60,50	
	41 and over	2	60,75	
Methods	Under 20	21	55,36	,098
	20-30	51	42,34	
	31-40	23	56,70	
	41 and over	2	63,50	
Materials	Under 20	21	50,52	,220
	20-30	51	44,28	
	31-40	23	56,00	
	41 and over	2	72,75	
Syllabus	Under 20	21	54,33	,406
	20-30	51	45,43	
	31-40	23	50,09	
	41 and over	2	71,50	
Content	Under 20	21	52,81	,206
	20-30	51	44,06	
	31-40	23	54,15	
	41 and over	2	75,75	
Assessment	Under 20	21	45,50	,538
	20-30	51	47,51	
	31-40	23	56,22	
	41 and over	2	40,75	

3. Are there any significant correlations among the teachers' perceptions on their instructional planning and practices regarding time arrangement and activities, teaching methods, materials, content, and syllabus and classroom assessment?

The third research question seeks any significant correlations among the teachers' perceptions on their instructional planning and practices on time arrangement and activities, teaching methods, materials, content, syllabus and classroom assessment. Accordingly, the correlation analysis was performed to reveal to what extent the teachers' perceptions on the six dimensions (time arrangement and activity, teaching methods, content, materials, syllabus and classroom assessment) relate to each other. Additionally, the extent of correlation will be reported in the analysis according to Spearman's rho correlation five coefficient intervals as shown in Table 37 below.

Table 37. Spearman's rho Correlation Five Coefficient Intervals

Very strong correlation:	0.90 – 1.00
Strong correlation:	0.70 – 0.89
Medium correlation:	0.50 – 0.69
Low correlation:	0.30 – 0.49
Very low (weak) correlation:	0.00 – 0.29

The findings indicate that the correlations mostly demonstrate positively-oriented relationships. Correlations among the teachers' perceptions are revealed at medium levels and displayed in Table 38 below. When the values are analysed, the strongest correlation is seen between the syllabus and the materials with 0.602 significance value at the 0.01 level. Meanwhile, other medium correlations were found between teaching content and syllabus (0.600), methods and syllabus (0.550), content and methods (0.528) plus content and materials (0.516) at 0.01 significance value level. Yet, the lowest statistically significant correlation is computed between the syllabus and activity and time arrangement dimensions with the 0.189 statistical significance value at the 0.05 level.

Table 38. Correlations among the Six Dimensions related to Instructional Planning and Practices

Instructional dimensions	Correlation Coefficient	<i>p</i>
Syllabus and Materials	,602**	,000
Syllabus and Content	,600**	,000
Syllabus and Methods	,550**	,000
Content and Methods	,437**	,000
Materials and Methods	,355**	,000
Materials and Content	,354**	,000
Assessment and Activity and time arrangement	,317**	,001
Assessment and Syllabus	,302**	,001
Assessment and materials	,275**	,003
Materials and Activity and time arrangement	,267**	,004
Assessment and Content	,206*	,021
Syllabus and Activity and time arrangement	,189*	,032

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

5.2 FINDINGS OF THE INTERVIEW

The findings of the semi-structured interview data were displayed in frequency tables and extracts regarding each question as below.

1. How long have you been teaching English and the 8th-grade students?

As a starter, teachers were asked about how long they have been teaching English and years of experience as 8th-grade teachers at middle schools. The question also aimed to find out whether teacher responses vary based upon the years of teaching experience. As shown in the following tables 40, 41, 42, 43, 44, 45 and 46 on different instructional dimensions, teacher responses did not differ according to the years of teaching experience. The participants mainly consisted of teachers with younger and less experienced teachers. The responses are also shown in the following Table 39.

Table 39. The Years of Teaching Experience of the Teachers Interviewed

Years	1-5	6-10	11-15	16-over 16
Years of experience	T1, T2, T4, T5, T7, T8, T10, T12, T13, T15	T3, T11	T6, T14	T9
Years of experience at 8 th -grade level	T1, T2, T4, T5, T7, T8, T9, T10, T12, T13, T15	T3, T11	T6, T14	-

2. Does the English language section in TEOG affect your choice of methods, techniques and materials you use in the classroom? In what ways?

All 15 teachers answered affirmatively that the English language section in TEOG influences how they determine the methods, techniques and materials to use in the lessons.

Regarding the washback effects of the English language section of TEOG on the choice of materials, data are coded according to use of course books provided by MoNE, test books, worksheet, exam and mock exam papers, visuals and visual and audial materials.

Table 40. Teachers' Perceptions on The Washback of the English Language Section of TEOG on Their Choice of Materials

Themes	Codes	Sub-codes	f	Teachers
The washback on materials		Use of course book by MoNE (Upturn in English)	14	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T15
	Choice of materials	Test books (multiple-choice for vocabulary, phrases, chunks and paragraphs)	11	T1, T2, T3, T4, T5, T6, T9, T10, T11, T12, T15
	[Total f: 15]	Worksheet, exam papers and mock exams (exam-like: multiple-choice and matching)	10	T2, T3, T4, T7, T8, T9, T11, T12, T14, T15
		Visual, visual and audial sources (Flashcards, powerpoint presentations, EBA, Morpa Kampüs, British Council Kids)	10	T1, T2, T3, T5, T6, T7, T11, T12, T13, T14

Accordingly, course books (f=14) are revealed to be the mainly preferred and covered material in classes. Since T14 teaches in an elective course, she informs that she does not use course book in the class but follows the content of the course book in planning and practising activities. 11 of the teachers out of 15 also express that they make use of test books involving multiple choice questions on target content with vocabulary and expressions. Further, worksheet, mock exams and past exam papers (f=10) are mostly preferred by the teachers. Additionally, visual and/or audial materials (f=10) such as flashcards, power point presentations for vocabulary and presenting course book units on smartboards and some education websites such as EBA and Morpa Kampüs (a network designed to improve the education of primary and secondary school students and guide teachers with a lot of audial and visual materials) are reported to be used in classes. Some extracts from the interviews can provide better understanding below.

T1. "I use different supplementary materialsI like flashcards....we play games with flashcards. They are more effective to teach vocabulary....."

T2. "I use EBA and MEB (by MoNE) tests and show the units' presentations on smartboard and open listening tracks."

T3. "I follow the coursebook.....I choose the materials about our syllabus."

T6. *“I use EBA and especially Morpa for vocabulary teaching and practices.....I not only use the course book but also supplementary test books.....sometimes show British Council Kids stories on smartboard to develop their reading and listening skills.”*

T8. *“I feel that I need to use worksheets more frequently and answer multiple choice tests in order to make sure they internalize what they will need on TEOG.”*

T10. *“.....For TEOG, we mostly prefer test books. We have to do it. I want to use smartboard and make listening activities.....but we do not have enough classes.”*

T13. *“.....I prefer using smart board presentations to make it permanent with visuals and teach it faster.”*

Table 41. Teachers’ Perceptions on the Washback of the English Language Section of TEOG on the Choice of Methods/Techniques

Themes	Codes	Sub-codes	f	Teachers
The washback on methods and techniques	Choice of methods and techniques	Grammar-translation method (Lecturing, question and answer, translation, filling gaps, memorization of words, matching, writing paragraphs, explicit instruction)	12	T2, T3, T4, T5, T6, T8, T9, T10, T12, T13, T14, T15
		[Total f: 15]		
		Test-taking strategies	11	T2, T3, T4, T5, T6, T8, T9, T10, T11, T12, T15
		Communicative Language Teaching (Role-play, oral presentation, games, tasks, projects, guessing the meaning from context)	4	T1, T2, T6, T12

The choice of methods and techniques is classified under Grammar-Translation Method, Communicative Language Teaching and test-taking strategies sub-categories. Teachers (f=12) often conduct Grammar-Translation method through lecturing, question and answer, memorizing target words and translation. Also, the greater part of the teachers (f=11) focuses on test-taking strategies such as more attention to wh-questions and grammar tips. Only four teachers seem to involve communicative techniques such as role-plays, presentations and guessing the meaning from contexts. The following extracts can help understanding the teachers’ perceptions better.

T3. *“It totally affects how I teach.....we translate the texts in units”*

T5. *“Teaching to 8th grade is different from other classes....I have to focus on vocabulary and test techniques....”*

T6. “I apply little translation technique but teach test techniques.....they write compositions for example about Tourism.....because there are paragraph questions in TEOG.....They prepare presentation and cooking shows in the class....”

T8. “My classes are less communicative than I imagined.”

T9. “I teach test-taking strategies.....I focus on ‘wh- questions’ and how to answer because it is always asked in TEOG.....I show listening texts, and they have to prepare questions according to the texts. I think it is really effective.”

T11. “I use question and answer practices. I would like to use communicative task, role-plays, different games but we do not have enough time.”

T12. “I have been using the technique guessing the meaning of vocabulary items from context, keeping a lexical notebook, mime and body language to predict the words.”

T14. “.....I use lecturing and translation, but it is boring for them.....”

T15. “It affects anyway. Generally, we use tests and teach grammar. We must. To me, test solving is very beneficial for a foreign language learner, and TEOG requires this.”

3. Which language skills do you focus on in your lessons within the framework of the English language section of TEOG exam? In what ways?

Table 42. Teachers’ Perceptions on the Washback of the English Language Section of TEOG on the Skills Emphasized in the Classes

Themes	Codes	Sub-codes	f	Teachers
The washback on language skills	Focus on language skills [Total f: 15]	Reading	15	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T15
		Listening	3	T1, T2, T6
		Speaking	3	T6, T7, T10
		Writing	5	T2, T3, T6, T11, T14
		Vocabulary	10	T1, T2, T4, T5, T6, T8, T9, T12, T13, T14

As seen in Table 42, all of the teachers mainly focus on reading skills and 10 of them give importance to teaching vocabulary. Five of the teachers reported involving writing activities in their classes. Listening and speaking skills (f=3) are not favoured by the teachers in the classes as reading skills are.

T2. “Reading and vocabulary but little listening in the course books and little writing for making sentences... They do not write paragraphs. They use vocabulary in sentences.”

T3. “Reading and writing especially to teach students how to find out answers to questions in the texts....”

T6. “I focus on reading and vocabulary. There are effective vocabulary activities in test books, and I give homework and then check in the class. I teach listening skills from Morpa Kampüs dialogues. So, they can develop listening skills....I also give importance to speaking skills. They do role-plays and presentations, but I will do more speaking activities after TEOG.....they write compositions for example about Tourism.....because there are paragraph questions in TEOG.....They prepare presentation and cooking shows in the class....”

T8. “I mainly focus on their reading skills. They have difficulty in understanding, the coherence in reading passages and dialogues...We do reading comprehension practices in tests and translations.”

T10. “We focus on reading and speaking because all students do not have vocabulary knowledge, and these skills make them aware of vocabulary knowledge.”

T13. “....TEOG does not assess speaking and listening skills.”

4. What kind of assessment practices do you carry out in your lessons? Are there any kinds of assessment practices that you would like to apply but you cannot? Can you explain?

Table 43. Teachers’ Perceptions on the Washback of the English Language Section of TEOG on the Assessment Practices

Themes	Codes	Sub-codes	f	Teachers
The washback on assessment practices	Focus on assessment practices [Total f: 15]	Written exams (mix of matching, completion, true-false, multiple-choice)	13	T1, T2, T3, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15
		Written exams (just multiple-choice)	2	T4, T5
		Quizzes	9	T2, T3, T4, T6, T7, T8, T9, T13, T14
		Project works (tasks, etc.)	2	T2, T6
		Alternative assessment practices suggested to TEOG	8	T2, T4, T5, T6, T8, T12, T13, T15

Most of the teachers (f=13) prefer written achievement exams involving a mixture of matching, true-false, completion, reading comprehension and multiple-choice questions. Quizzes (f=9) are also applied in the lessons on vocabulary or question forms. Written exams consisting of just multiple-choice questions (f=2) as in TEOG and project works (f=2) are not so used by the majority of the teachers. As for the second question on whether there are any other kinds of assessment, most of the

teachers (f=8) expressed the need for involving speaking, writing and listening skills in the English language section of TEOG. The extracts representing teachers' viewpoints are shown as in the following.

T2. *"I'd like to ask gap-filling for listening to a song or speaking test like....hmm....we would practice speaking.....we put envelopes in a bell jar and pick up one. Then talk about the question or topic in the envelope. I'd like to try this with my students....maybe after TEOG."*

T3. *"I prepare multiple-choice and matching exams. I want to use listening and speaking practices in my assessments, but it is nonsense for students due to TEOG. So, students do not give importance to these skills."*

T4. *"I'd like to assess listening skills and pronunciation, but not speaking because there are 37-40 students. It is crowded."*

T5. *"I think four language skills should be assessed as in TOEFL"*

T6. *"I ask 50% matching and 50% multiple-choice questions.....I'd prefer assessment of four language skills as done in high schools now."*

T8. *"I want but I do not use listening and speaking because it is not fair to assess these skills under such circumstances"*

T9. *"I would continue to use written exams even if TEOG is cancelled.....because I think reading comprehension is important."*

T12. *"I have been using achievement tests. Multiple choice questions related to TEOG, gap filling or completion to see what they remember, true-false questions to understand what they read."*

T14. *"I apply pilot tests and quizzes. I would like to apply quizzes that assess my students' listening and speaking skills but I do not have enough time for those quizzes and TEOG does not assess listening and speaking skills."*

T15. *"Maybe we can use listening and speaking for evaluation in middle school but this is not possible for us."*

5. What are your perceptions about the factors influencing your instructional planning and practices regarding the English language section of TEOG exam? Can you give some examples?

Table 44. Teachers' Perceptions on the Washback of the English Language Section of TEOG on the Factors Affecting Their Instructional Planning and Practices

Them	Codes	Sub-codes	f	Teachers
The washback on factors affecting teachers' perceptions	Focus on factors affecting teachers' perceptions [Total f: 15]	Personality (desire for prestige, feeling of responsibility, motivation)	4	T2, T6, T9, T13
		Pressure (by administrators, parents, students)	2	T3, T5
		Prejudice towards TEOG	1	T4
		Large class size	2	T4, T10
		Level of the class	1	T7
		Time limitation	3	T10, T11, T14
		Discipline problems	1	T2

Various factors were put forward by the teachers. T2, T8, T13, T14 and T15 did not assert any factors affecting their perceptions on the washback of the English language section of TEOG on their instructional planning and practices. Teacher characteristics (f=4) are revealed to be a factor since teachers feel responsible for students' future success and see the exam results as a matter of prestige. The limited class hour (4 hours a week) (f=3) as well as the pressure by administrators and parents is seen as a problem causing teaching to the test and get higher scores in TEOG. Students' prejudice towards the English language section of TEOG as being a difficult test (f=1), large class size (f=2), the proficiency level of the students in a class (f=1), the limited weekly class hours and discipline problems (f=1), are addressed as intervening to their preparation process of the English language section of TEOG exam. Some relevant extracts are indicated below.

T2. "I'm really motivated but the students can be noisy in the class, and I can have discipline problems. So, I cannot teach well sometimes."

- T5. “After mock exams, the higher scores mean success according to administrators.”
- T6. “I’m ambitious. Also, the higher scores can determine your prestige.”
- T9. “I ...feel responsible for students because they will go to better high schools if they take high scores.”
- T10. “Total student population in the classes and numbers of classes in a week affect my curricular planning. The classes are very crowded, so I do not pay attention to every student enough.....For English, the time is not enough.”
- T11. “Time is limited. We should be more punctual. We should finish our units and repeat over and over.”
- T13. “....I still allot the most of my time to teaching reading and writing skills and neglect the speaking and listening skills unfortunately. I know this is noteffective, but I have to do it because I must raise my students to TEOG exam.”

6. How do you think the students’ language learning abilities/proficiency is affected by the the English language section of TEOG exam? Is it beneficial or harmful? Why do you think so?

As shown in Table 45, the English language section of TEOG is perceived to affect students’ reading and vocabulary skills positively (f=6). On the other hand, nine teachers beware of the harmful effects of the English language section of TEOG exam on inhibiting the development of listening, speaking and writing skills. Moreover, T3 and T12 think that TEOG causes great stress for students. the English language section of TEOG is also found beneficial to make students study hard (f=2).

Table 45. Teachers’ Perceptions on How the English Language Section of TEOG Affects Students’ Language Proficiency

Themes	Codes	Sub-codes	f	Teachers
The washback of TEOG on students’ language proficiency	TEOG effects on students’ language proficiency	Beneficial for developing reading and vocabulary skills	6	T1, T2, T4, T5, T6, T7,
		Harmful for listening, speaking and writing skills	9	T2, T3, T4, T6, T11, T12, T13, T14, T15
	[Total f: 15]	Study discipline, consciousness	2	T7, T8
		Affective problems	2	T3, T12

The following extracts can demonstrate the perceptions of the English language section of TEOG teachers better.

T1. *“I think students want to develop their skills. TEOG motivates students for that.”*

T2. *“TEOG is a tool for vocabulary teaching, but multiple-choice questions hinders language skills”*

T3. *“It is harmful because they cannot use their language abilities.....TEOG makes the students stressful so....they do not want to practise English. They just want to solve questions.....they do not feel relaxed.*

T6. *“TEOG is good for developing reading comprehension, but students cannot even introduce themselves.”*

T7. *“I think it affects them very much. According to me, it is beneficial because it forces students to study hard.”*

T8. *“In my opinion, TEOG affects students’ learning positively. It gives students a reason and motivation to learn English. Although TEOG does not help students develop productive skills, I do not think it could be better without TEOG.”*

T10. *“I think students are not aware of the importance of TEOG. They do not even know what TEOG means”*

T12. *“Of course TEOG itself is a nightmare for the students. It affects them negatively because they see themselves as a race horse. And also we teachers see them in a rival.”*

7. *Do you have any other comments and suggestions regarding the effects of the English language section of TEOG on your instructional planning and practices?*

Table 46. Teachers’ Comments and Suggestions regarding TEOG

Themes	Codes	Sub-codes	f	Teachers
Comments and suggestions regarding TEOG		Good/effective enough	2	T1, T10
	Comments and suggestions regarding TEOG	Need improvement and adjustment	10	T2, T4, T5, T6, T7, T8, T9, T11, T12, T14
	[Total f: 15]	Ineffective at all	1	T3
		No suggestions	2	T13, T15

Teachers stated some suggestions or made comments on the effects of the English language section of TEOG regarding their instructional planning and practices. Just two teachers regarded the English language section of TEOG as effective enough to

arrange their lessons for developing students' particular language skills and for specific reasons. The majority of teachers (f=10) think that TEOG exam format and content needs improvement and adjustments. Just T3 criticizes the English language section of TEOG as ineffective at all. Two out of 15 teachers stated no suggestions or comments on the English language section of TEOG although they reported positive or negative opinions on the previous questions.

T2. "Students do not give importance to the English lesson when there is no exam. TEOG is better than SBS exam because students take SBS in 6th, 7th and 8th grades. That is more tiring."

T3. "...It is better because there are no grammar questions...and there are more dialogue questions based on communication skills"

T4. "TEOG affects students badly....it causes stress."

T9. "TEOG should be done just once a year. Twice a year is tiring."

T11. "I think the questions can be related to real life much more."

T12. "In TEOG, listening activities may take place. Students will be able to pay attention listening and understanding in the lessons because these activities disregard on the classroom."

T13. "I do not know what to suggest, but all I know is this is not the right way to assess students' foreign language skills."

T14. "We have difficulty we cannot catch up with the content."

5.3 THE FINDINGS OF THE CLASSROOM OBSERVATION

Ten teachers were observed for two class hours in two different cities, Istanbul and Sakarya during 2016-2017 Instructional Year at public schools. A classroom observation checklist which was adopted and adjusted from Ayele's (2014: 92-93) study was used to figure out what the washback of the English language section of TEOG exam on teachers' instructional practices are. The checklist consists of five basic themes as teaching materials, methods, content, organizational and discursive patterns and classroom assessment practices. Teaching content is also subdivided into reading, listening, speaking and writing skills as well as grammar and vocabulary focus. The checklist was adjusted incorporating the teaching methods and techniques from Larsen-Freeman (2000), classroom assessment into the adopted version and extending other categories. For validity and reliability, the checklist is consulted to three experts in the field. Each teacher was observed for two class hours

ticking the Yes if the items were present or No if they were not present. Additionally, notes were taken of the monologues and dialogues during the class so as to support the data and provide extracts for better understanding the context. The extracts were transcribed and translated by the researcher. Nine teachers graduated from English Language Teaching Departments in different cities of Turkey. Just TNU graduated from the American Literature and Culture department. All of the teachers have bachelor degrees. The other demographic information about the participants is also indicated in Table 19 above in the Participants section and below.

Table 19. The Number and Location of the Teachers Observed

City	The Number of Teachers	The Gender of the Teachers
Istanbul	6	5 Female and 1 Male
Sakarya	4	Female

Table 47. The Years of Teaching Experiences of the Teachers Observed

Years	1-5	6-10	11-15
Years of experience	TBu, TBus, TSe, TDu	TEm, TEr, TKi, TSo	TNu, TDe
Years of experience at 8 th - grade level	TNe, TBu, TBus, TSe, TEr, TDu, TKi	TEm, TSo	TNu, TDe

As for the fourth research question, how the English language section of TEOG exam affected the actual teaching practices in classes was investigated through classroom observation. Content analysis for the notes and extracts besides calculation of frequencies for the items in the checklist were carried out to analyse and interpret the data. The teachers were coded with the first two letters of their proper names so as to prevent confusion with the way how the teachers participated in the interviews were coded.

Table 48. The Teaching Materials Used in Classes

	Teachers	f	
Student's textbook	TBu, TSe, TSo, TKi, TEm, TDu	6	
Teacher's note	-	-	
Exam papers and mock exams	TEr, TBus, TNU	3	
Worksheet	TEr, TBus, TSe	3	
Teaching materials	Other supplementary/commercial books	TNU	1
Visual materials: video, presentations, posters, flashcards, etc.	TDe, TNU	2	
Audial materials: songs, video, etc.	-	-	
Technological tools (Smartboard)	TEm, TNU, TDu	3	
Other:	-	-	

As seen in Table 48, most of the teachers (f=6) used the course book sent by MoNE as the main teaching material. Three teachers utilized the exam papers of the previous instructional year and mock exams through photocopies and representing the PDFs on the smartboards. TNu used Epic Pen application and underlined the important phrases in the exam samples and eliminated the distracters to catch students' attention better. Three teachers used smartboard as a technological tool to present slides of units in the course book, the actual past or mock exam papers and a few videos on extreme sports (TDu). Three teachers used worksheet and two of the teachers used visual materials as flashcards and videos to practise the content. TDe used vocabulary flashcards to match the words with their synonyms and miming game within groups. TDu showed videos on extreme sports to familiarize the students with the types of extreme sports and have fun. Just one of the teachers (TNu) used supplementary books to do vocabulary exercises of matching and completing phrases as a revision activity of the first three units to be asked in the English language section of TEOG.

Table 49. The Teaching Methods and Techniques Used in Classes

		Teachers	f
Methods and Techniques	GTM: Translation, Reading comprehension questions, Memorization, Deductive application of rules, Antonyms-Synonym, Cognates, Fill-in-the-blanks, Use of words in sentences, Composition	TBu, TKi, TSo, TEr, TSe, TBus, TDe, TDu	8
	ALM: Dialogue memorization, Complete the dialogue, Expansion drill, Chain drill, Single-slot substitution drill, Multiple-slot substitution drill, Transformation drill, Question and answer drill, Use of minimal pairs, Grammar games	-	-
	TPR: Use of commands to direct behaviour, Role reversal, Action sequence	-	-
	DM: Read aloud, question-answer exercise, Getting students to self-correct, Conversation Practice, Fill-in-the-blank exercise, Dictation, Map drawing, Paragraph writing	TBu, TKi, TSo, TNu	4
	CLT: Authentic materials, Scrambled sentences, Picture-strip story, Role-play, Language games, Information gap, Opinion sharing, Discussion, Debates, Simulations, Jigsaw activities	TEm	1
	TBLT: Task types as Consciousness raising, Jigsaw tasks, Comparing, Ordering & sorting, Listing, Sharing personal experiences, Information gap, Problem-solving, Decision-making, Opinion exchange, Creative tasks (Projects)	-	-
	-Test-taking strategies: How to eliminate distracters, reading the question first and some other techniques regarding grammar tips	TBu, TSe, TEr, TSo, TKi, TBus, TDu, TNu	8
	Other:	-	-

The majority of the teachers (f=8) applied GTM and techniques employing especially translation, answering reading comprehension questions and memorization of words. Training for test-taking strategies (f=8) was also a frequently referred technique to prepare students for the English language section of TEOG. Most particularly, the teachers TEr, TSo, TDu, TNu and TBu allocated most of their class hour to providing tips and train for test-taking strategies. TEr, for example, timed for how long it takes for the students to answer for each five question and motivated them to finish the paper in shorter time besides training with test-taking strategies. Four teachers adopted Direct method through reading aloud, question-answer techniques and paragraph writing. TBu read aloud the text and then the students were assigned to read aloud in turns. TBu and TSo asked students to write paragraphs for introducing tourist attractions in their hometown or a popular city or country as the text in the course book. Just one of the teachers (TEm) employed opinion sharing as a technique with respect to Communicative Language Teaching method. TEm asked each student about their free time activities and favourite extreme sports with reasons and talked about preferences sharing her own experience. The extracts for sample test-taking techniques and methods and techniques from the classes are provided below.

TEm: Which one do you prefer, hang gliding or scuba diving?

S1: I prefer hang gliding.

TEm: Hang gliding. Why do you prefer hang gliding?

S2: Errr. Because more exciting.

TEm: Hmm. It is more exciting. I wonder what SEn thinks. SEn, do you agree with S1?

SEn: Yes. Scuba diving is boring but hang gliding fascinating.

-

TEr: 'Do you like...?'... So, the answer should start with 'Yes' or 'No'. You cannot answer with 'Yes' or 'No' to the wh-questions such as 'who, where and when'. If a question starts with 'Do, Does, Is, Are, Can, Should', you should answer 'Yes' or 'No'.

TEr: To answer paragraph questions correctly and save time, you should read the stem first. Run through the options and read the paragraph after that. You will save at least two minutes.

TEr: Be careful about the sequences of tense. All sentences are in present simple tense.

-

TSo: Solve more dialogue questions because they are more frequently asked in TEOG.

TSo: 'Chilly' is really frequently asked in mock exams so be careful. There is one more important word in this unit. What is it?

Ss: Silence

TSo: Kuru?

S2: Dry!

TSo: Yes. 'Kuru, kurak'. These words can be asked in TEOG. Keep in your mind.

S3: Teacher, is it asked in TEOG?

TSo: You are the students of testing. You should memorise words. It's easier than SBS. You are lucky. You do not have to study grammar.

-

TBu: What is the meaning of abbreviation? Look! This question type is frequently asked in practice tests. It will be most probably asked in TEOG.

TBu: If you see 'How often', you should answer with 'once a week, twice a week or always, never'.

-

TDu: 'Wh-questions' are really important. You should know how to answer those questions. What is the meaning of 'Who'?

Ss: Kim?

TDu: You will look for a proper name such as Ali or Tom or family member such as 'my uncle', for example.

TDu: For example, if it says 'Yes, I'd love to, I like, That sounds great', it means you accept the offer, but it says 'I'd love to but..., I'm sorry but I'm busy', it means you refuse the offer. But it means the opposite idea. Be careful while reading. As a tip, read the options. If there are three positive statements, then choose the negative one.

-

TNu: 'dish, meal, food' are synonyms. When we see one of them, we should look for the other one in the options.

-

TKi: Do you do your practise tests. What are your average scores out of 20?

S4: Ten. Is it good enough?

TKi: (Teacher does not give any reaction.) Who started to do the practise tests of the 7th unit? SHa?

SHa: I did not because I make a lot of mistakes.

Table 50. The Organizational and Discursive Patterns in Classes

		Teachers	f
Organizational and discursive patterns	Teacher lecture-teacher talk (monologue)	TBu, TBus, TEr, TSe, TKi, TSO, TDe, TDu, TEm, TNu	10
	Student talk	TEm	1
	Individual seat work	TBu, TBus, TEr, TSe, TKi, TSO, TDe, TDu, TNu	9
	Pair work	-	-
	Group work	-	-
	Whole class discussion	-	-
	L1 use	TBu, TBus, TEr, TSe, TKi, TSO, TDe, TDu, TNu	9
	Other:	-	-

As clear in Table 50, in all classes, teacher-talk was dominant, that is the student-student interaction was almost absent and the teachers lectured for the greater part of the lessons. In nine classes, there was no student talk and pair/group work. Students did exercises individually. Just in TEm's class, students were given chance to share their opinions communicatively regarding their free time activities and favourite extreme sports. Except for TEm, other teachers (f=9) used L1 in lessons, but TBus and TSe gave most of their instructions in L2 some of which are also available in the course books.

Table 51. The Reading Skills Practices Observed in Classes

		Teachers	f
Content (Reading)	Skimming	-	-
	Scanning	-	-
	Vocabulary (contextual meaning)	-	-
	Making notes	-	-
	Collating information to tables/charts	-	-
	Ordering/ ranking information	-	-
	Writing /speaking exercise	TBu, TSo, TEm	3
	Answering comprehension questions	TBu, TSe, TEr, TSo, TKi, TBus, TEm	7
	Translation	TBu, TSe, TEr, TKi, TBus, TSo, TNu	7
	Other:	-	-

Most of the teachers both get the students to translate the reading passages or dialogues (f=7) and answer comprehension questions (f=7) in the course book. Three of these teachers (TBu, TSo, TEm) assigned their students to write or talk about the theme in the units such as introducing a city or an extreme sport with reasons. The extracts below provide a brief report on how reading skills are practised.

TKi: Furkan, answer the next question. What are the traditional dishes in Mardin?

Furkan: Traditional...İkbebet, Sembusek, Harire.

-

TBu: Beyza, you can answer this question. What's the weather like there? (Course book, p.65)

Beyza: The city has warm summers and mild winters.

Table 52. The Speaking Skills Practices Observed in Classes

		Teachers	f
Content (Speaking)	Using a range of structures	TEm, TSo, TDu	3
	Asking for and expressing opinion	TEm, TSo	2
	Expressing agreement/disagreement	TEm	1
	Expressing advantage/disadvantage	TEm	1
	Summarizing information	-	-
	Other:	-	-

As for speaking, three teachers asked students to talk about a topic using some structures shortly. Students were also able to express their opinion in two classes and express whether they agree or not, advantageous or not in TEm's class. Speaking was not involved in the rest of classes (f=7). Extracts indicating how speaking skills are practised are shown below.

TEm: What do you prefer doing in your free time?

S6: I play basketball.

S7: What do you prefer, teacher?

TEm: For example, I like reading books and drinking coffee. I really do not prefer cooking but I like eating very much.

Ss: (Laugh)

TEm: What about you? What is your favourite extreme sport?

S8: I love bungee jumping.

TEm: Your favourite sport is bungee jumping. Why do you prefer bungee jumping?

S8: Because it is dangerous and challenging.

TEm: Hmm. Good.

Table 53. The Writing Skills Practices Observed in Classes

		Teachers	f
Content (Writing)	Summarizing a text	-	-
	Writing a report, an invitation, a letter, poem, diary, etc.	TBu, TSo	2
	Filling in application/letter	-	-
	Interpreting statistics	-	-
	Elaborating/justifying arguments/opinions in essays	-	-
	Writing short sentences	TBu, TEm, TSo, TDu	4
Other:		-	-

As displayed in Table 53, with respect to writing skills, four teachers carried out writing short sentences to share opinion and use some structures whereas just two of them asked the students to write a paragraph on a theme (extreme sports and tourist attractions of a city) stated in the unit. Teachers first indicated a sample for the students and listed the relevant criteria or questions to be answered in the paragraph, then appointed writing. TSo and TBu assigned students to write a similar paragraph both in the class and at home, too. TEm made the students write a very short paragraph in the course book about why students prefer some extreme sports or why not. The following extracts on writing skills practices in the observed classes are demonstrated below.

TEm: Look at the page 55, Activity 3. Choose two extreme sports, and why you prefer parachute diving and why you do not prefer skateboarding. For example, as we answered in the 2nd Activity, 'I prefer caving because it is mysterious. I would rather do scuba diving than hang gliding because it is more interesting'. Make comparatives.

-

TBu: We read the text about Bursa and answered the questions. Now, I want you to write a short text like about Bursa. Mention the tourist attractions, traditional dishes, climate, where the city is located, I mean the direction and the region. You will read in the next hour.

Table 54. The Language Focus Techniques Observed in Classes

		Teachers	f
Content Language focus/ Grammar (all types)	Grammar explanation	TBu, TSe, TEr, TKi, TBus	5
	Multiple choice	TEr, TBus	2
	Matching	-	-
	Making sentences	TBu, TSe, TEr, TKi	4
	Drilling	-	-
	Transforming	-	-
Other:		-	-

As regards to grammar teaching, four teachers made few grammar explanations about the difference between prefer and would rather, comparatives, past tense and

present simple tense. The same teachers (f=4) also asked students to make sentences using these structures and warned about the importance of these language structures to be asked in TEOG and facilitate comprehending paragraphs. Just two of the teachers focused on grammar when solving multiple-choice questions through giving grammar tips. The extracts below can provide a better understanding of the practices on language focus and grammar study in the lessons.

TBus: If you see 'He, She, It, like Ali for example', you add...what?...

Ss: -s

TBus: Yes, '-s'. Present simple, isn't it? Well done.

Tbus: What are other negation particles? 'Im'-impossible?

S9: 'Un'..unhappy.

TBus. Good. 'Dis' for disappointed, 'Ir' for irresponsible.

S10: Does not 'tried' mean yorgun?

-

TSe: 'Tried' and 'tired' are different. 'Tired' means 'yorgun'. 'Tried' comes from 'try'. Do you remember -ed in past tense, 'Try-ed' turns into tried. We omit -y and add -i. I tried sushi yesterday. Ben dün sushi denedim. It is past tense. 'Tired' is an adjective. A tired student. Yorgun öğrenci.

-

TDu: 'To' is used with 'prefer' and you should use 'than' with 'would rather' but the difference between 'prefer' and 'would rather' will never be asked in TEOG.

-

TKi: What kind of sentences we make when we want to compare two places. Remember what we learnt in the previous lesson. We compared tourist attractions. Do you remember?

Ss: (Silence.)

TKi: Burj Dubai is taller than Eiffel Tower (T writes on the board). We change the adjectives with '-er' or 'more'. If the adjective is with one syllabus, you add '-er' to the adjective but if it is long as interesting, fascinating, you add 'more' preceding the adjective. OK? Yes, you?

S11: Burj Dubai is taller than Pisa Tower.

Table 55. The Separate Vocabulary Practices Observed in Classes

		Teachers	f
Content Separate vocabulary practice	Matching (synonym-antonym, Turkish or English meaning, etc.)	TBus, TNu, TSo, TDe, TEm	5
	Multiple choice	TBus, TNu, TEr	3
	Completion	TNu	1
	Substitution	-	-
	Memorizing meaning	TSe, TBus, TEr, TSo, TKi, TNu	6
	Topical relation	-	-
	Grouping according to meaning	TDu	1
	Illustration and use of body language	TBu, TDe, TEm, TDu	4
	Use of dictionary	TNu, TBu	2
	Other:	-	-

Matching (f=5) and memorization of Turkish or English meaning of the vocabulary (f=6) were the most frequently employed techniques in classes as seen in Table 55. Then, four teachers illustrated the vocabulary through objects, miming or slides. TDu draw a map on the board for cooking methods and elicited the bake, grill, fry, roast, boil and steam words through grouping their meaning. TDe used flashcards to practise the target unit vocabulary in the elective course. The teacher used flashcards for matching the words with synonyms on the board and guessing game through miming the words the students chose among the flashcards. Three of the teachers also practised vocabulary thorough multiple-choice tests. They asked the vocabulary in the options in practise tests to check whether the students memorized them or not. Two teachers ordered or let the students use dictionaries during the lesson. While one of the teachers asked the students complete the phrases on the board, the other one wrote the relevant words according to the topic in the unit. The samples for vocabulary practises in the lessons observed may be presented in the following extracts.

TBus: What is the meaning of 'Do the laundry?'

Ss: Çamaşır yıkamak

TBus: What is the meaning of 'Dust the furniture?'

Ss: Mobilyaların tozunu almak

TBu: Spring means 'ilkbahar' and 'kaynak'. Look at the labels on your bottles! Look! It writes spring, the spring of water. OK?

-

TDu: What comes to your mind when I ask 'How do you cook pizza, for example?'. 'Bake', 'fırında pişirmek', what else? How do we cook the food? (T draws a map on the board.)"

S12: Grill: mangal, ızgara

S13: Fry: kızartmak, roast, kavurmak

S14: Boil: kaynatmak

TDu: Yes, well done.

-

TDe: (The teacher posts colourful flashcards on the board.) Now, you will come one by one and match the words in the flashcards with their synonyms. The students who match correctly get ten points. Who would you like to match first?"

Table 56. The Classroom Assessment Practices Observed in Classes

		Teachers	f
Classroom Assessment	Portfolio and project evaluation (preparing a poster, writing an invitation, etc.)	-	-
	Teacher-made Pen and paper tests	-	-
	Mock exams	TEr	1
	Participation points as incentives and grading	TKi, TNu, TDe	3
	Self and/or peer evaluation	-	-
	Speaking-based Quiz	-	-
	Listening-based Quiz	-	-
	Writing-based Quiz	-	-
	Reading-based Quiz	-	-
	Grammar-based Quiz	-	-
	Vocabulary-based Quiz	-	-
Other:	-	-	

Just in four classes, teachers were observed while assessing and evaluating students. TEr, TDe, TNu and TKi implemented mock exams and participation points respectively to assess and encourage students to progress. TEr timed students with 20 minutes and then asked for what scores they got out of 20 questions. The following extracts show more data on classroom assessment practices.

TKi: Well done Hasan. Write 200 points for Hasan in the notebook (T orders another student who keeps the student scores during the term).

-

TNu: These are the most important questions in three units. They will most probably be asked in TEOG. Who will come to the board? You will get ten points if your answer well. Who comes first?

CHAPTER VI

DISCUSSION, CONCLUSION AND SUGGESTIONS

As related to each other, the findings of the questionnaire, interview and classroom observations will be deliberated comparatively all in one through integrating the first and fourth questions which explore the teachers' perceptions and classroom practices respectively.

6.1 DISCUSSION ON THE FINDINGS OF THE FIRST AND FOURTH RESEARCH QUESTIONS

R.Q1. and R.Q.4. What are the teachers' perceptions on the washback effects of the English language section of TEOG exam on their instructional planning and practices and how are the actual classroom teaching practices affected by the TEOG exam regarding teaching methods and techniques, materials, content (four language skills, grammar and vocabulary), organizational and discursive patterns and classroom assessment dimensions?

The data analyses indicated that the English language section of TEOG has negative washback on instructional planning and practices as well as the actual classroom practices as being test-oriented under teaching methods, materials, content, activity and time arrangement, assessment practices, syllabus and organizational and discursive patterns dimensions. The perceived and noticed intervening factors were mentioned, as well.

6.1.1 Washback on Teaching Content

As the questionnaire results indicate, the teaching content is revealed to be the most highly affected dimension with 4.66 total means in congruence with the washback literature. Cheng (1997: 50) addressed teaching content, “an area of high washback intensity”. The 30th item having 4.32 mean (reversed) illustrates that the English language section of TEOG has considerable effects on what teachers teach, and they determine, and adjust their content to reflect objectives of the English language section of TEOG. They also state that they emphasize some certain sections much more in the course book, and may skip some of them bearing the possibility of being asked in the English language section of TEOG in mind as can be understood from their involvement of extra reading activities to raise students’ performances. As understood, teachers narrow the curriculum to the content just in line with the exam content and objectives which signifies the negative washback effects on teaching content.

The interview analyses and the classroom observations supported the survey findings. As the English language section of TEOG assesses just reading skills and vocabulary knowledge, teachers mainly focused on such specific content. As concerns the reading skills, teachers mostly applied translation and answering comprehension questions techniques (f=7). Teachers and students usually translated the texts and dialogues in the course book or the mock or past exams sentence by sentence and skipped the skimming, scanning and some other more communicative reading activities shown in the checklist (Table 51). In the interviews, teachers rationalize the emphasis on reading skills and skipping others as below:

T8. “I mainly focus on their reading skills. They have difficulty in understanding, the coherence in reading passages and dialogues...We do reading comprehension practices in tests and translations.”

T13. “....TEOG does not assess speaking and listening skills.”

As in line with both writing and reading skills, just three teachers assigned students to write a text as instructed in the course book but the students failed in creating novel sentences, they just copied the sentences in the reading text available. The aim of the teachers (TSo and TBu) was not really to develop students’ writing skills but make them practise the structures and expressions which are most likely to be asked in TEOG such as *‘the capital city of....., it means..., it has mild temperature, it was*

the best vacation I have had..’.or to be able to answer “*What is the capital of...., What kind of....*” questions. The teachers asked students to write short sentences mainly for practising comparatives, would rather, prefer and question types. The summarising, interpreting statistics, writing a report, letter or any other tasks were not appointed, the writing skills were neglected in classes at a greater level. With respect to speaking skills, only three teachers at total asked students to talk in English, and except for TEm, two of the teachers performed speaking for reinforcing the knowledge of certain structures. TEm followed the speaking questions, but she did not assign the students for the project of preparing a poster and skipped that task. Teachers seemed to manipulate the tasks based on their understanding of the test orientation. Accordingly, neglecting curriculum brought about negative washback and hindered the students’ use of oral skills such as in asking for and expressing opinion, expressing agreement/disagreement and advantage/disadvantage. Positive washback can be mentioned to be revealed regarding developing students’ reading skills due to the more allotment to the relevant activities much more than other skills.

As for grammar, teachers (f=5) gave some grammar explanations and tips in the lessons in a deductive but not intense way through a number of worksheet or drills as far as observed. Teachers asked students to make sentences with the structures following their sample sentence and provided tips while revising multiple-choice tests. Since the English language section of TEOG does not require explicit grammar knowledge, grammar has not been taught intensely but still instructed to some degree. For example, TDu tells her students that it is good when they know the grammatical difference between prefer/to and would/rather but assures students that the English language section of TEOG never involves such knowledge and they should not get nervous about it. Yet, she still got most of the students to make sentences with the structure. Students should be able to comprehend and detect the time and suffix relationship to eliminate distracters better. Thus, the exam really directs teaching content.

The English language section of TEOG has some positive washback in vocabulary instruction. Since the exam put more emphasis on vocabulary knowledge and reading skills, teachers allot most of their time to vocabulary study such as matching and memorization through worksheet, multiple-choice tests, quizzes and word games with flashcards. However, teachers utilized mostly matching Turkish and English

words or synonyms. They got students alert on each word in options of multiple-choice vocabulary or mock tests and which ones are more likely to be asked in the English language section of TEOG. They check students' memorization through asking one by one. Meanwhile, four of the teachers illustrated the unknown words with objects or miming. Nevertheless, there was not contextual study for vocabulary in classes. The interview results also indicated that they primarily emphasize the reading skills (f=15) and vocabulary (f=10). As seen in Table 42, a limited number of teachers performed listening, speaking and writing skills which were mostly neglected during the instruction. Just T6 claims using all of the skills in her classes. She says to put more emphasis on speaking after TEOG which indicates timing has an important issue in organizing their syllabus.

Accordingly, the narrow of curriculum, the heavy use of exam papers, superficial learning and memorization of words and expressions, tense atmosphere, training for test-taking strategies and skipping some listening and speaking exercises or tasks have been found to cause negative washback on teaching content as seen on the literature (Alderson and Hamp-Lyons, 1996; Pizarro, 2010; Yıldırım, 2010; Kılıçkaya, 2016). Karabulut (2007), Yıldırım (2010) and Sayın and Aslan (2016) investigated the washback effects of YDS, the foreign language section in university entrance exam on their success in university education in Turkey. As similar to the current findings, negative washback was seen on students' development of communicative skills since listening, writing and speaking skills were mostly neglected in high school education. As the format of YDS is similar to the the English language section of TEOG's, similar washback effects have been observed during the test preparation period. For instance, Kılıçkaya (2016) explored the washback of the English language section of TEOG in Turkey for the first time and found that teachers also assess only reading comprehension, vocabulary and grammar at middle school level. Also, Qi (2005) in China, Tsagari (2011) in the Greek context, Pan (2013) in Taiwan, Ramezaney (2014) found that the teachers usually narrow the content to teaching reading, grammar and vocabulary knowledge skipping other skills in the Iranian context.

6.1.2 Washback on Teaching Materials

Following the content, materials (4.15), syllabus (4.06) and methods (3.97) are quite affected because of the English language section of TEOG as the questionnaire findings indicate. As regards to materials, teachers prevalingly seemed to utilize worksheet for review, mock exams, and supplementary materials to help students achieve the English language section of TEOG. The teachers revealed that they prefer especially the materials specified by Ministry of Education since they are assumed to reflect the topics and objectives of the English language section of TEOG and the exam are prepared by MoNE. They can also abandon the course book and use other materials regarding to what extend the materials cover the objectives and lead to success in the exam.

In the observation results, the teachers mostly preferred following the course book (Upturn in English) sent by MoNE. Teachers pay more attention to the texts, dialogues and vocabulary exercises in the course book considering that similar questions, expressions and vocabulary may be asked in the English language section of TEOG. The course book is designed with respect to the curriculum objectives which demand the realization of communicative competence. It incorporates and integrates four language skills, pair and group work, tasks as project works at the end of each unit and self-assessment sections. However, teachers mainly get the students to translate the texts or dialogue in the units and emphasized the important words in the texts. Just three teachers assigned students to write texts which may be considered to be tasks but immediately before they translated the texts sentence by sentence and treated the comprehension questions. Except for TEm, none of the teachers really carried out the speaking activities in the book. They skipped or just practised the questions to reinforce the use of target structures. Concerning other materials, three teachers used exam papers and mock exams, three of them used worksheet, one of them used a commercial supplementary book all of which are test-oriented representing exam format and content. The smartboard was usually used to project the course book, exam papers and mock exams to underline and attract students' attention to specific words and structures. As for the interview results, the teachers reported that they use course book (f=14), supplementary materials (f=11) and exam-like worksheet and mock exams (f=10) which also indicated to what extent the materials are based on test-orientation. T8 reveals why these materials are used

so many saying *“I feel that I need to use worksheets more frequently and answer multiple choice tests in order to make sure they internalize what they will need on TEOG.”* as in line with the questionnaire results. Just TDu showed a few videos on the unit content to practice target vocabulary. Further, only TDe used flashcards and played miming and matching games. Moreover, T6 said that *“I use EBA and especially Morpa for vocabulary teaching and practices.....I not only use the course book but also supplementary test books.....sometimes I show British Council Kids stories on smartboard to develop their reading and listening skills”*.

These findings shared similarity with Alderson and Wall (1993), Cheng (1997), Li (2009), Pizarro (2010) and Kılıçkaya's (2016). In these studies, teachers mostly relied on the textbooks and test-oriented exam-like materials reflecting the exam content and format. As Hwang (2003) and Li (2009) show that teachers utilize more exam-like materials such as past or mock exam papers as the exam date gets closer. TEr, TBus and TNu were observed just two weeks before the English language section of TEOG exam, and they mostly used exam papers in their classes. TSo and TBu who focused on test-taking strategies in their lessons carried out writing tasks were observed in the first weeks of the second instructional term which means two months before the exam. Thus, we can say that the employment of test-oriented materials increases as the exam date gets closer. To talk about the type of washback, the English language section of TEOG exam created negative washback on the actual use of teaching materials. Although the course book really reflects the curriculum objectives and thus four skills, the teachers did not utilize four skills as expected but focused on translation, test-taking strategies. As in Kılıçkaya (2016), teachers do not find the course book enough to train the learners towards the English language section of TEOG and they use the exam-like materials excessively. The main reason must be the lack of assessment of the speaking, writing and listening skills in the English language section of TEOG because teachers expressed their wish to train students for four language skills. When the exam format and content are adjusted to a more communicative test, teachers can start to utilize communicative activities in their lessons.

6.1.3 Washback on Syllabus

The questionnaire findings show that while planning their syllabus, the teachers pay attention to the requirements of the English language section of TEOG. They basically regard whether the materials or skills cover TEOG objectives and may lead to success in TEOG or not. Somehow, teachers did not reveal definite opinions on whether they change their syllabus from grammar to communication (mean=3.32). The English language section of TEOG does not involve grammar questions but a number of vocabulary and dialogue-based, context-related questions. Accordingly, maybe the teachers are not well trained in communicative teaching method, they may not know the underlying principles of the objectives or grammar teaching may be a teaching habit due to the previous test system SBS or preference as they advocate the importance of grammar for comprehension. For example, during the interview, T15 thinks that she has to teach grammar, but T11 states that she also wants to apply communicative activities but she cannot as:

T11. "I use question and answer practices. I would like to use communicative task, role-plays, different games but we do not have enough time."

T15. "It affects anyway. Generally, we use tests and teach grammar. We must. To me, test solving is very beneficial for a foreign language learner, and TEOG requires this."

Although the curriculum and course book demand to improve communicative competence, the teachers mainly abstained in answering to the 22nd question. The interview and classroom observation did not exhibit heavy emphasis on explicit grammar instruction. TDu, TBus, TSe and TKi made grammar explanation but did not exaggerate the explicit instruction through grammar worksheet or tests. At each beginning of the instructional year, the Board of Education and Discipline sends syllabus to all 8th-grade teachers to follow what during the English language section of TEOG preparation signifies the objectives and content to be instructed. Four language skills and objectives requiring communicative functions are all included in that syllabus, and that is definitely not a structural syllabus. Onaiba and Mustafa's (2013) and Ramezaney's (2014) found that teachers plan their syllabus mainly based upon the exam content skills to be tested and followed course books. Also, looking at the bright side, Munoz and Alvarez (2010) found the new the oral assessment system altered teachers' lesson planning of the assessment positively regarding more communicative-based direction course objectives. Accordingly, the English language

section of TEOG exam engenders negative washback on teachers' planning syllabus towards narrowing the curriculum and less communication orientation.

6.1.4 Washback on Teaching Methods and Techniques

Teaching methods have generally been perceived to be changed due to the English language section of TEOG exam as the questionnaire results showed in the present study. Teachers agreed that the exam influenced teaching methods (mean=3.97). They adopt or neglect some methods regarding to what extent they can help students achieve in the English language section of TEOG as the basic criterion. Teachers adjust their methods considering the skills tested. Also, the observation indicated that the 80 percent of the teachers implement translation, comprehension questions, and matching, memorizing words as techniques of grammar translation method and teach how to eliminate distracters in multiple-choice tests through tips. As revealed in the interviews, they usually apply the guiding for test-taking strategies. T3, T5 and T9 reveal the perceived washback effects on their teaching methods in negative ways whereas T12 expresses that she can apply some communicative techniques.

T3. "It profoundly affects how I teach.....we translate the texts in units"

T5. "Teaching to 8th grade is different from other classes....I have to focus on vocabulary and test techniques...."

T9. "I teach test-taking strategies.....I focus on wh- questions and how to answer because it is always asked in TEOG.....I hand out listening texts and they have to prepare questions according to the texts. I think it is really effective."

T12. "I have been using the technique of 'guessing the meaning of vocabulary items from context', keeping a lexical notebook, mime and body language to predict the words."

In most of the washback literature, it is found that teachers generally did not change their methodology into communicative method and went on emphasizing reading, vocabulary and grammar neglecting the listening, speaking and writing skills through traditional ways. Even though the exam format encompasses four language skills or requires communication, teachers generally just changed the content, not their methods.

As for the observation on the teaching methods, the teachers usually employed Grammar-Translation methods and test-taking strategies. Teachers mainly used translation of the texts in the course book and all the questions in the mock and past

exams, answered reading comprehension questions by translating, checked the memorization through asking, made brief deductive grammar explanations and got the students practice them. Direct method techniques were utilized by just four teachers to read aloud, question-answer and paragraph writing. Albeit, reading aloud was followed by translation and training for test-taking strategies. Most of the teachers (f=8) also got the students to regard test-taking strategies telling which statements, words, expressions were most likely to be asked in the English language section of TEOG and tips on how to eliminate distracters. T8 expresses that *“My classes are less communicative than I imagined.”* and T5 says *“Teaching to 8th grade is different from other classes...I have to focus on vocabulary and test techniques....”* yet, some degree of positive washback can be observed in TEm’s class since she allocated most of her class time to speaking practice following what the course book requires and rigging with extra expressions such as *“Do you agree with...? Why don’t you prefer...?”* (see extracts) and sharing personal experience. At that point, teachers’ way of understanding the underlying principles of the exam and their personality or teaching habits may intervene in the preparation process. For example, T15 reveals that she regards the exam requires grammar-translation as saying *“It affects anyway. Generally, we use tests, and teach grammar. We must. To me, test solving is very beneficial for a foreign language learner, and TEOG requires this.”* Time limitation was also claimed to be a reason for failing in positive washback as T11 says *“I use question and answer practices. I would like to use communicative task, role-plays, different games, but we do not have enough time.”*

Most of the studies also demonstrated that although teachers claimed to use communicative methods or the tests are communicative, they generally continued to use test-based techniques and explicit teaching (Alderson and Hamp-Lyons, 1996; Cheng’s 1997, 1999, 2004; Qi, 2004, 2005; Caine, 2005; Tsagari, 2011; Pan, 2013, Glover, 2014; Onaiba and Mustafa, 2013; Kılıçkaya, 2016). These studies were mainly conducted to see whether the intended washback was achieved, that is whether the teachers employ communicative activities as the test is has a communicative basis. However, teachers adopted mostly grammar-based and teacher-centred methodology. It is concluded that even if the exam formats or content change, teachers never change their methods, ways of teaching. Kılıçkaya (2016) examined the washback of the English language section of TEOG on

teachers' methodology and found that teachers perform teacher-centred methods and techniques such as grammar-translation, lecturing, reading and lexical approaches with the use of L1 instead of integrating four language skills communicatively. On the other hand, In Munoz and Alvarez's (2010), Oral Assessment System (OAS) created positive washback in teachers' use of methodology. Teachers used mostly communicative techniques owing to stating objectives clearly to students, congruence between the activities and the objectives in the curriculum, establishing clear steps for performing tasks and these helped students achieve communicative abilities. Thus, since there is no congruence between the curriculum (the course book) and the English language section of TEOG exam content and format, teachers probably became obliged to use test-taking strategies and teacher-centred methodology. Besides the need for congruence, Read and Hayes (2003) searched the washback in IELTS courses and stated that the limited class hours could lead the teachers to employ more traditional, test-oriented techniques, which was also mentioned by T10 and T15 as the factors influencing their perceptions of the washback of the English language section of TEOG exam. T10 bears out that factor stating "*.....For TEOG, we mostly prefer test books. We have to do it. I want to use smartboard applications and make listening activities.....but we don't have enough classes.*"

As a result, the English language section of TEOG exam is mainly revealed to have negative washback on teaching methods, as well. Although the course book and curriculum support the implementation of communicative-based techniques incorporating four language skills, the teachers go on using test-taking strategies and grammar-translation techniques.

6.1.5 Washback on Activity and Time Arrangement

Activity and time arrangement (mean=3.60) dimensions are also negatively influenced by the content and format of the TEOG exam. Teachers strongly agreed that they determine their classroom activities and time allotment based on the requirements of the English language section of TEOG. The 7th item (mean=2.82) also indicates that teachers reject using any other activities which are not based on the English language section of TEOG objectives. The teachers also reveal in the questionnaire that they arrange their most of their instructional time for the test-

taking strategies especially when the exam date gets closer. Test-taking strategies are highly detected in both of the interview (f=11 out of 15) and classroom observations (f=8 out of 10), as well. The teachers also disagree on applying grammar because they think grammar is not likely to be asked in the English language section of TEOG compared to communication skills. Now, as addressing the 22nd item, those teachers seemed to be indecisive whether they plan structural or communicative syllabus, but they also reveal themselves as avoiding spending more time on grammar instruction. As for the interview and observation results, half of the teachers instructed grammar explicitly. The means may not be enough to make claims but reveal meaningful implications and need for further research. In reference to literature, in Read and Hayes' (2003), teachers complained about the limited time for applying communicative activities and need to focus on test-taking strategies with a tense learning atmosphere. Chen (2002) also found that teachers narrow the curriculum and cannot cover all sections in the course book to arrange their time more efficiently in three or four hours of weekly schedule as in Hwang's (2003) and Kılıçkaya's (2016). The exam content and objectives have been found to direct the classroom activities as in the choice and use of methods. Ferman (2004) found that the oral test led the teachers to focus on speaking activities as positive washback but also revealed the negative washback on practising other language skills. The weekly class hours and content of the exam play major roles in determining the arrangement of time and activities in classes. Thus, at least the time restriction should be treated by the MoNE.

6.1.6 Washback on Classroom Assessment Practices

In addition, the questionnaire findings displayed negative washback on teachers' classroom assessment practices (mean=3.07). Moreover, they said that the English language section of TEOG brought out changes in their assessment practices (mean=3.69), they make evaluations based on the criteria in the evaluation of the English language section of TEOG (mean=3.81) and adapt their test items accordingly (mean=3.86). Teachers pointed that they do not involve listening (mean=2.04), speaking (mean=2.08) or writing (mean=2.52) quizzes in their classroom assessment. They usually make use of mock exams and tests sent by MoNE among their assessment techniques (mean=3.86). The interviews and

observations also revealed that the traditional ways of assessment techniques were employed. In observations, three teachers used participation points as incentives and for grading and TEr utilized mock exams to assess at which points the students made mistakes addressing the strategies to most probably help students in the English language section of TEOG. Actually, negative washback on assessment derives from the mismatch between the target and actual assessment practices. The interview results showed that teachers mostly design written exams adjusting their assessment practices according to the exam content and involve the English language section of TEOG exam format among a variety of question types (f=13). Nine of the teachers also reported conducting quizzes on vocabulary in regularly. Just two teachers depicted to assign project works. Nevertheless, they say that although they wish to conduct speaking and listening exams, they cannot due to the exam because it is based on reading, vocabulary skills and consist of multiple-choice questions. Why the majority of the teachers did not implement tests with four skills or alternative assessment such as project and portfolio assessment as highlighted in the curriculum can be deduced from the following extracts representing the student's perceived attitudes (T3), large class size (T4), fairness/irrelevance (T8) and time limitation (T14) as impeding the practice of communicative tests as exemplified below:

T2. "I'd like to ask gap-filling for listening to a song or speaking test like...hmm....we would practice speaking.....we put envelopes in a bell jar and pick up one. Then talk about the question or topic in the envelope. I'd like to try this with my students....maybe after TEOG."

T3. "I prepare multiple-choice and matching exams. I want to use listening and speaking in my assessments, but it is nonsense for students due to TEOG. So, students do not give importance to these skills."

T4. "I'd like to assess listening skills and pronunciation but not speaking because there are 37-40 students. It is very crowded."

T8. "I want but I don't use listening and speaking because it is not fair to assess these skills under such circumstances"

T14. "I apply pilot tests, quizzes. I would like to apply quizzes that assess my students' listening and speaking skills, but I do not have enough time for those quizzes and TEOG does not assess listening and speaking skills."

As also questioned in the interviews, many teachers suggested improvement (f=10) or the adoption of alternative assessment (f=8) to the English language section of TEOG such as involving four skills as in TOEFL and changing exam format. Yet, T9 said, she would go on conducting written exams even the TEOG was cancelled because reading comprehension has utmost importance as to her. Also, T4 admired

the English language section of TEOG as the best exam which has been carried out considering the Turkish context such as the student numbers and technological background. At least, it can be asserted that teachers are aware of the irrelevance of the English language section of TEOG regarding how to raise communicative competence and wish to employ different techniques.

6.1.7 Washback on Organizational and Discursive Patterns

Further, negative washback was revealed on the teachers' organizational and discursive patterns in classroom observations. In all the classes observed, teacher-talk, individual work and use of L1 were found out to dominate teaching. Only, TEm used L2 totally during the lesson and TBus and TSe gave instructions in English. Alderson and Hamp-Lyons (1996) observed that while the non-TOEFL classes involve more student-student interaction and more affective atmosphere, the TOEFL preparation classes include more teacher talk and less turn taking. Glover (2014) also found that there was less interaction among students or teacher and students. As regards to using of L1, Kılıçkaya (2016) detected that teachers use mostly L1 in the preparation of the English language section of TEOG. Teacher beliefs or habits may be an important reason for failure of arranging communicative organizational and discursive patterns in the lessons.

Teachers also revealed how they perceive the washback of the English language section of TEOG on their students' language learning abilities/proficiency. The majority of the teachers regard that TEOG is beneficial in improving reading skills and equipping students with lexical knowledge; however, TEOG is believed to impede development of the productive and listening skills. As T6 said, students fail even in introducing themselves in English. The multiple-choice format, narrow of content to reading skills and vocabulary knowledge were mentioned as the basic reasons. As observed and deduced from the interviews, the students are expected to be good at reading skills and lexical knowledge. However, the curriculum demands the practice of four language skills and raise students with communicative activities, and the course book is designed accordingly. Thus, when teachers carry out the activities in the coursebook, they will most probably help students improve both receptive and productive skills. Yet, the time limitation, teachers' understandings of the English language section of TEOG principles or any other factors differ from

context to context and intervene in EFL teaching and learning practices. Further, T1, T2 and T7 teachers admired TEOG for developing students' study habits and raising awareness that can be linked with TEOG as a high-stakes exam triggers the students to value and study English.

T1. "I think students want to develop their skills. TEOG motivates students for that."

T2. "Students do not give importance to the English lesson when there is no exam. TEOG is better than SBS exam because students take SBS in 6th, 7th and 8th grades. That is more tiring."

T7. "I think it affects them very much. According to me, it is beneficial because it forces students to study hard."

As to T8, the English language section of TEOG does not promote productive skills but nevertheless, it at least triggers students to learn English. Yet, some teachers imply that if TEOG is cancelled, this will help them involve more communicative and oral language practices in their syllabus and instruction. T2 tells that they will put emphasis on speaking skills just after TEOG ends. T6 also expresses that she conducts speaking activities but will increase the time allotment to that skill much more after TEOG. So, teachers can differ in their perceptions and practices regarding the benefits and negative points of the English language section of TEOG which is a sign of teacher factor in defining the degree of washback.

Two of the teachers also criticized the English language section of TEOG for causing affective problems. T3 and T12 point to the fact that students do feel nervous and stressful and T12 exemplifies the negative washback of the English language section of TEOG as in the extracts below. The students focus on getting higher scores and eliminating rivals rather than developing their communicative competence. Unlike that, T10 perceives that students even are not aware of what the English language section of TEOG is and how helpful or harmful it can be in language learning.

T3. "It is harmful because they cannot use their language abilities...TEOG makes the students stressful so....they don't want to practise English. They just want to solve questions.....they don't feel relaxed."

T10. "I think students are not aware of the importance of TEOG. They do not even know what TEOG means"

T12. "Of course TEOG itself is a nightmare for the students. It affects them negatively because they see themselves as a race horse. And also we teachers see them in a rival."

6.1.8 Intervening Factors Deduced from the Classroom Observation and Interviews

A number of factors interfering with the teachers' perceptions on their instructional planning and practices have been noticed regarding TEOG exam. Teachers' ambitious personality (f=4), desire for prestige, feeling responsible for the students' success and future education and motivation are revealed as influencing teachers' teaching planning and practices. Many researchers as Watanabe (2004), Spratt (2005) and Wang (2010) pointed to the teacher factor as one of the main factors mediating the washback intensity and direction as beneficial on instructional practices. In Cheng (1997), teachers feel guilty and accountable if their students fail in the tests. Similarly, Özsevik (2010) found that teachers get anxious about losing their job, promotion and prestige if their students cannot get high scores in the tests. In Chen (2002), the teachers perceive themselves as a source of pressure rather than other stakeholders. Tsagari (2011) detected negative attitudes of teachers towards the test of FCE because the failure of their students makes them feel anxious and stressful as a source of threat to their professional value and they feel accountable to administrators and parents. Also, in Kılıçkaya (2016), a teacher says if his students fail, he fails and so the students have to be successful, which proves how teachers can see the test as a matter of prestige, ambition and responsibility as T6 and T9 revealed in the presents study:

T6. "I'm ambitious. Also, the higher scores can determine your prestige."

T9. "I ...feel responsible for students because they will go to better high schools if they take high scores."

Pressure is also an important factor leading teachers to teach to the test. In Kılıçkaya's (2016) study on the washback of the English language section of TEOG, teachers revealed their anxiety since the low scores of the learners may be a threat to their professionalism and thus they experience pressure by the parents, students and other stakeholders such as administrators as in Özsevik (2010) and Shohamy, Donitsa-Schmidt and Ferman (1996) as the pressure by the stakeholders such as the inspectors. Yet, few teachers complained about the pressure as T5:

T5. "After mock exams, higher scores mean success according to administrators."

Even if there is less frequency, the time limitation (f=3), large class size (f=2) and discipline problems (f=1) were also reported to be factors hindering instructional

planning and practices as in Chen (2002) and Pizarro (2010) as understood from the following extracts.

T2. "I'm really motivated but the students can be noisy in the class, and I can have discipline problems. So, I cannot teach well sometimes."

T4. "I'd like to assess listening skills and pronunciation but not speaking because there are 37-40 students. It is crowded."

T10. "Total student population in the classes and numbers of classes in a week affect my curricular planning. The classes are very crowded, so I do not pay attention to every student enough.....For English, the time is not enough."

T11. "Time is limited. We should be more punctual. We should finish our units and repeat over and over."

Students' prejudice towards the English language section of TEOG and English (f=1) and perceived level of the classes (f=1) were also mentioned influencing teachers' perception on their instructions in the following extracts of T4 and T7. Besides, perceived learning attitudes and study habits seem to affect some teachers' teaching practices. T2 believes that English is not likely to be valued by students in the absence of a high-stakes test, which indicates how high-stakes tests determine the priorities of both teachers and students.

T2. "Students do not give importance to the English lesson when there is no exam. TEOG is better than SBS exam because students take SBS in 6th, 7th and 8th grades. That is more tiring."

T4. "TEOG affects students badly.....it causes stressStudents regard English as a difficult subject and have a fear of TEOG."

T7. "They are not good at English and most of the lesson, and since their level of English, their readiness is not good, so I have difficulty in teaching to TEOG."

Experience, teachers' understanding of underlying principles of the test, teachers' perceptions on the format and content of the test as being fair or not, season of TEOG (Green, 2007), purpose, format and skills tested in the English language section of TEOG can be pointed out as other factors deducing from teacher responses to different questions in the interview. Experience is discussed as a variable under the scope of the second research question. Shohamy, Donitsa-Schmidt and Ferman (1996) stated that novice teachers might use more different techniques compared to experienced teachers. The researchers also claimed that since the achievement in tests determines students' future and so they feel more responsible and stressed. Besides, since the EFL is a test conducted orally, it causes more stress and more

preparation to the test whereas the written ASL test does not take much attention and teachers focused on oral activities in English most of the time. As concerns the English language section of TEOG assessing reading skills and vocabulary knowledge in multiple-choice format, teachers tend to focus on reading activities instead of other language skills and teach test-taking strategies. T8 believed that due to the format and content of the English language section of TEOG, it would be unfair to assess students' speaking or other language skills though he wishes to get a more communicative atmosphere in his class. Also, other teachers expressed:

T3. "I prepare multiple-choice and matching exams. I want to use listening and speaking in my assessments, but it is nonsense for students due to TEOG. So, students do not give importance to these skills."

T4. "I'd like to assess listening skills and pronunciation but not speaking because there are 37-40 students. It is crowded."

T13. "...I still allot the most of my time to teaching reading and writing skills and neglect the speaking and listening skills unfortunately. I know this is noteffective, but I have to do it because I must raise my students to TEOG exam."

T14. "I apply pilot tests, quizzes. I would like to apply quizzes that assess my students' listening and speaking skills, but I do not have enough time for those quizzes, and TEOG does not assess listening and speaking skills."

Also, as Bailey (1999), Spratt (2005) and Green (2007) stated, washback effects become more dense and operative when the date of the exam approaches. That is, teachers utilized more exam-like materials and practices (e.g. mock exams) and test-taking strategies as in the questionnaire (item 6, mean=4.44). TEr, TBus and TNu were observed just two weeks before the TEOG exam, and they mostly used exam papers in their classes. On the other hand, TSo and TBu who focused on test-taking strategies in their lessons also carried out writing tasks were observed in the first weeks of the second instructional term which means two months before the exam. Thus, we can say that the employment of test-oriented materials gets denser as the exam date adverts.

Another factor discussed by several researchers is the teachers' understanding of the underlying principles of the high-stakes tests. Alderson and Wall (1993) believed that when the teachers are not aware of the importance of the exam or its underlying principles, they may not adopt necessary changes in their syllabus and instruction. In a similar vein, Tsagari (2007) founded that when teachers lack in underlying principles of the FCE exam as based upon the communicative language teaching,

they cannot teach listening, speaking and pronunciation. In addition, Turner (2006, 2009) and Munoz and Alvarez (2010) emphasised the need for teacher training, guiding and informing teachers before or during the test preparation since these practices will make teachers familiarise with the basic principles and teach correspondingly. Given that teachers may not be aware of their weakness in understanding principles, they could not have stated that factor. Better said, in-service training with illustrations and samples should be provided on regular basis.

The factors mentioned above should be taken into consideration regardless of their frequencies because teachers all vary from each other regarding their teaching context, personality, profiles and attitudes of their students and stakeholders and school context (e.g. class time and class size). Therefore, Ministry of Education should lend his ears to these difficulties voiced and take precautions through changes in the format and content of the exam and relevant in-service training based on the washback literature.

6.2 DISCUSSION ON THE FINDINGS OF THE SECOND RESEARCH QUESTION

R.Q2. Do the teachers' perceptions significantly differ regarding the independent variables (school location, gender, the departments they graduated from, academic degrees, total teaching experience, teaching experience in 8th-grade classes, class size)?

Taking the literature into account, a number of factors have been revealed to influence the teachers' perceptions of washback effects on their instructional planning and actual classroom practices. The personal, teacher and micro-context factors as mentioned in Watanabe (2004), Chen (2002) and Wang (2010) were investigated in the present study. More specifically, the intervening factors as school location, gender, the departments the participants graduated from, the academic degrees they have, both the total years of teaching and the years of teaching to the 8th grades and the quantity of class size were sought out to enlighten whether these factors affect the teachers' perception on the washback effects of the English language section of TEOG exam at a statistically significant level. Due to the non-

parametric data, Kruskal-Wallis and Mann-Whitney-U test analysis were performed to find out the statistical differences among the teachers' perceptions in relation to the factors. In general, statistically significant differences were not mainly detected on the teachers' perceptions regarding the TEOG exam in terms of their choice of teaching methods, content, syllabus, materials, time arrangement and activity and the classroom assessment practices. Just, a statistically significant difference (0,021, $p < 0.05$) was revealed between the school location and the teachers' choice of teaching methods. Respecting the mean ranks, the teachers working at rural areas seem to be affected more than the teachers at urban schools in terms of determining what teaching methods to employ. It may be inferred that where the teachers work will affect their use of methods. Besides, marginally significant differences were detected regarding the effects of class size on the teachers' use of activity and time arrangement (0,088, $p < 0.05$) and teaching methods (0,098, $p < 0.05$). The Mann-Whitney-U test was conducted to see which group the differences are in favour of. The analysis for the activity-time arrangement (0.041, $p < 0.05$) and teaching methods (0.027, $p < 0.05$) revealed that the difference stems from the third group which involves 31-40 students. Accordingly, it is possible to say that classes with 31-40 students may lead the teachers to conduct more test-based methods, activities and arrange the allotted class time for the test. Chen (2002), Onaiba and Mustafa (2013) and Pizarro (2010) also found out that while more exam-oriented activities were conducted in large classes with more practice of mock tests, less communicative activities were performed. Also, when the teachers were asked about what kinds of assessment they would like to apply but cannot, T4 stated that *"I'd like to assess listening skills and pronunciation but not speaking because there are 37-40 students. It is crowded."*, which indicates class size can be an important factor affecting teachers' perceptions on determining teaching methods, activities and time arrangement in the process of test preparation. Further, the class size may also be asserted as an important factor regarding the classroom observations. The classes where the teachers (TEr, TDu, TSe, TBu, TSo, TKi) applied more test-oriented activities consist of at least 35 students.

As for total years of teaching experience and just teaching experience at 8th grades, the variables did not create significant differences as supported in a few studies such as Shohamy, Donitsa-Schmidt and Ferman (1996) and Onaiba and Mustafa (2013).

In both studies, the researchers mentioned that novice teachers use more various methods, techniques and assessment practices compared to experienced teachers. In the present study, the participants in both interviews and classroom observations have 1-5 years of experience as seen in Table 39 and Table 47. In not only interviews but also classroom observations, the novice teachers implemented test-oriented activities as many as the experienced did (TBu, TDu, TBus, TSe). Accordingly, teaching experience regardless of the grade cannot be claimed as a major factor influencing teachers' perceptions and their actual instructional practices in the context of the present study. Gender also generated no statistical difference between the teachers' perceptions. That is, female and male teachers do not differ in applying their methods, contents and any other instructional dimension. Additionally, the educational background of the teachers regarding their academic degree and departments they have graduated from did not reveal any significant difference as personal teacher factors as considered by Watanabe (2004).

6.3 DISCUSSION ON THE FINDINGS OF THE THIRD RESEARCH QUESTION

R.Q3. Is there any significant relationship among the teachers' perceptions on their instructional planning and practices regarding time arrangement and activities, teaching methods, materials, content, and syllabus and classroom assessment?

The Spearman rho correlation analysis among the six dimensions of teaching which are time arrangement and activity, teaching methods, materials, content, syllabus and classroom assessment was explored in order to bring out to what extent the teachers' responses can be predicted regarding responses to other dimensions and how the dimensions can be correlated with each other. Positively-directed relationship was revealed among the dimensions. That is, while the scores in one dimension increases, the others rise, too. As seen in Table 38, the strongest correlation among all is revealed between the syllabus and the materials with 0.602 significance value at the 0.01 level. It can be said that if teachers focus on test-oriented study in their use of syllabus, they also choose their materials according to the test. Similarly, other medium correlations between teaching content and syllabus (0.600), methods and

syllabus (0.550), content and methods (0.528) plus content and materials (0.516) demonstrate that teachers responded in similar directions to the content, methods, materials and syllabus. As represented in the analysis of dimension means in Table 22, the majority of the teachers perceive the washback effects of the English language section of TEOG exam on these dimensions at significant levels. Moreover, the teachers interviewed and observed responded to all dimensions in line with each other expressing the effects of washback on their perception at all. For instance, none of the teachers stated that the exam had an effect on the content but not their use of teaching methods or materials. However, the correlation (0.189) between syllabus and activity and time arrangement dimensions were revealed to be low. That is, the teachers' responses differed between how they arranged their syllabus and how they managed the class time and decided on the activities. A number of washback studies also revealed that a change in any instructional dimension is also followed by other changes, in other words, washback may expand through many instructional dimensions. For instance, when teachers change their teaching content due to introduction of a new or revised test, they also change the teaching materials and time allotment to exam-oriented activities as seen in the majority of the washback studies (Chen, 2002; Pizarro, 2010; Tzagari, 2011; Kılıçkaya, 2016 among others).

6.4 CONCLUSION

The present study primarily aimed to find out how Turkish EFL teachers perceive the washback effects of the English language section of TEOG exam on their instructional planning and practices and what actual classroom practices they employ at 8th-grade level through methodological triangulation. Accordingly, the questionnaire, semi-structured interviews and classroom observations revealed both positive and negative washback of the exam on the teachers' instructional planning and practices. The framework of the positive and negative washback is attributed as a base in developing students' communicative competence as highlighted in the English Language Teaching curriculum by MoNE (2013).

As Alderson and Wall's (1993) washback hypothesis, the test has an influence on what and how teachers teach, the degree, depth and sequence of teaching. Negative

or harmful washback of the English language section of TEOG exam has been found on the instructional dimensions of teaching methods, techniques, content and materials, planning syllabus and time arrangement and activities. These unintended negative washback effects are based upon three main reasons argued in the literature: mismatch among the curriculum, course book and the English language section of TEOG exam, the narrow of the curriculum and lack of validity in the English language section of TEOG exam and the various factors intervening in the teaching process.

First of all, the curriculum and the exam syllabus sent by the Board of Education and Discipline involve the language objectives in enhancing communicative competence covering all language skills, and guide for the employment of the relevant methods, materials and assessment practices. Also, the course book sent by MoNE reflects the curriculum objectives and content. Nevertheless, the English language section of TEOG exam assesses only the reading skills and lexical knowledge of the 8th-grade students. It neglects the evaluation of listening, speaking and writing skills and it is not an authentic and direct test for assessing language skills as Hughes (1989) and Messick (1996) suggested. Taylor (2005) claims that if a test does not assess the language ability through authentic ways, the test will bear negative influences on teaching and learning practices and outcomes. Looking at the bright side, the English language section of TEOG does not include grammar-based but reading, dialogue and contextual questions as opposed to SBS. Yet, the teachers still mainly prefer teaching to the test. As Turner (2006) said, if a test format and content does not correspond to the curricular goals and content and also if the teacher just teaches toward the test, then the learners will not be able to gain the course objectives. As the findings indicated in the present study, teachers particularly used exam-like materials (e.g. worksheet, mock tests and supplementary test books), trained for test-taking skills and strategies, focused just on the reading skills and vocabulary practice, employed GTM method through memorization, translation and comprehension questions, used L1, dominated the classes with teacher talk and individual student work, arranged their syllabus and majority of class time allotment based on the skills assessed in the English language section of TEOG and also neglected the assessment and evaluation of the listening, speaking and writing skills.

Second, the English language section of TEOG content and the format bring about the narrowing of the curriculum to reading skills and lexical study respecting the choice of syllabus, methods and assessment practices and also inhibit teachers' creativity and spontaneity (Madaus, 1988 as cited in Wall, 2000; Alderson and Hamp-Lyons, 1996; Bailey, 1996; Brown, 1997; Pan, 2009; Green, 2013). The teachers in the present study reported that they mainly determine their content based upon the the English language section of TEOG objectives and the skills tested in TEOG. They just regularly conduct exam-like materials, follow the course book by reading and translating the texts, getting students to memorize the target lexis and expressions and train for as test-taking strategies. Such activities cause lost instructional time and superficial learning. As T6 said, the students cannot even introduce themselves despite at least four years of English education.

Another reason may be a teacher factor that Cheng (1997, 1999, 2004) induced in his longitudinal research that the teachers are likely to change their methods reluctantly and very slowly. Since the English language section of TEOG is not a grammar-test, teachers are supposed to abandon teaching grammar but focus on developing communicative competence through contextual activities. Yet, in both observed classes and through the interviews, communicative methods, techniques and assessment were not really detected. Most of the teachers revealed to make explicit grammar explanations and practices and involve grammar questions in their in-class exams. Just a few teachers assigned writing and speaking parts in the course book. All the teachers admitted using test-taking strategies and focusing on reading skills and vocabulary practices. They also stated that their instruction is not grammar-based the same as the test content, they could not demonstrate clear and certain ideas on changing their syllabus from grammar to communication orientation. They also performed teacher-centred instruction in the classroom.

At that point, it is seen that teachers are not really aware of the underlying principles of the exam and curriculum (Alderson and Wall, 1993; Turner, 2006; Tsagari, 2007). Teachers lack in adopting necessary changes in their syllabus and instruction. The 2013 curriculum was revised at the same year when first TEOG exam was administrated. Thus, the communicative competence emphasis and the suggested ways of teaching in the 2013 curriculum and the 2017 curriculum are expected to be employed by the Turkish EFL teachers in time. Yet, teachers should be guided

through in-service training to refresh their curricular and methodological knowledge and practices. As Turner (2006), Tzagari (2007) and Munoz and Alvarez (2010) pointed, teacher training, guiding and informing teachers before or during the test preparation have great importance to familiarise teachers with basic underlying principles of the exam as the communicative language teaching requires.

Some positive washback can be claimed for the English language section of TEOG to generate on developing reading skills and lexical knowledge in the present study. All teachers pay attention to these aspects of language competence in their instruction and assessment since TEOG and their content match at that point. Yet, the reading texts were not mostly conducted communicatively or integrated to other skills but performed through translation and answering comprehension questions. Nevertheless, the exam is favoured to develop students' study skills and value English as a course. At that point, teachers' awareness on the basic principles of the English language section of TEOG test and the curriculum has importance. Some teachers are consent to the existence of an exam as T8 says "*...Although TEOG doesn't help students develop productive skills; I don't think it could be better without TEOG*". Yet, some oppose the current application of the English language section of TEOG as T13 sums up, "*I do not know what to suggest, but all I know is this is not the right way to assess students' foreign language skills.*" That is, the exam causes anxiety among students, it is tiring, the questions are not related to real life, catching up with the syllabus on time is difficult and stressful, listening and other productive skills are neglected.

Although the teachers differ in their attitudes towards the exam, most of them are aware of the harmful effects of the English language section of TEOG exam. They generally suggest for improvements in the exam format and content. They wish for practising four language skills in their instruction and assessment practices through communicative activities. At that point, to develop and assess the students' communicative competence which was the major aim of the curriculum, authentic and direct testing of four language skills should be adopted instead of traditional assessment. As Hughes (2003) said, students can find the correct answers through test-taking strategies in multiple-choice tests and traditional assessment does not give reliable and valid evidence of the students' actual competence but just may help make a little inference. Teachers should not teach about communication but also how

to communicate, how to use English and negotiate meaning; however, teachers could achieve that only on the point of a direct test of performance, that is skills-based testing (Messick, 1996; Canale and Swain, 1983; Morrow, 2012). The classroom practices and test content should match in terms of educational goals. The new English Language Teaching Curriculum (2017) also suggests ideas on testing practices for the assessment of four language skills under the scope of communicative language testing and some other alternative assessment ways. Thus, the new curriculum can be more explicatory and helpful in guiding teachers for the communicative assessment practices.

Negative washback cannot be related to bad teaching but the factors playing role in teachers' curricular planning and instructional practices in achieving objectives as stated by many researchers (Messick, 1996; Watanabe, 2004; Spratt, 2005; Pan, 2014). A number of factors have been reported by the teachers intervening in their perceptions on the TEOG exam regarding their curricular planning and instructional practices. The teacher and school context-related factors as the gender, school location, class size, teaching experience, educational background as the departments they graduated from and their academic degree were not found statistically significant. Yet, only the class size and the school location had marginally significant effects on the teachers' choice of methods and planning syllabus. Since the class size is one of the differences between rural and urban schools, the main factor may be attributed to the class size. As also revealed in the interviews, the large classes seem to limit their choice and practice of different activities. As T4 and T10 pointed, even if the class time is increased, the crowded classes will hinder the applications of oral practices. Teacher personality and belief factors as the fear of losing prestige, feeling responsible for their future career and motivation, time limitation as for the weekly class hours, pressure by the administrators and parents, large class size, discipline problems, level of the class and prejudice towards the the English language section of TEOG and English and traditional way for teaching and assessment itself are the factors generating negative washback on their planning and practices causing more focus on test-taking skills. Possible reasons should be discussed and put into practice to reveal more variety of factors and how to eliminate them.

A certain amount of suggestions can be put forward to eliminate the negative washback of the English language section of TEOG. As Bailey (1996) says, positive

washback is a key difference between the communicative language testing and traditional testing. For positive washback, first, the English language section of TEOG exam should be redesigned to directly assess four language skills. The Cambridge or Oxford Young Learners Exams or TOEFL can be held up as an example. Second, congruence among the exam content and actual classroom practices should be accomplished. Narrow of curriculum and test-oriented teaching should be avoided. Third, teachers from different context (e.g. years of experience and school location) should be trained in the underlying principles of the curriculum and the exam through sampling in choice of methods, materials and classroom assessment on regular basis. The intervening factors such as weekly class hours and large class size should be explored and analysed in depth and accordingly, they should be ameliorated or eliminated. Otherwise, the Ministry of Education seems to encourage just reading skills and vocabulary knowledge rather than raising citizens with communicative competence and develop international rankings on socio-economic, political, technological and scientific areas. If so, the English teachers should not be blamed to fail in raising students with communicative competence in four language skills as long as the intervening factors are not treated.

Washback effects of high-stakes tests have generally been explored at high school and university level but not much about middle school level. Much as TEOG has been implemented for four years, there is just one research (Kılıçkaya, 2016) on the washback of the English language section of TEOG regarding the English language teaching. The present study will contribute to our understanding of the English language section of TEOG washback effects on teachers' curricular planning and instructional practices as positive or negative at middle school level in Turkish context through methodological triangulation. The qualitative and quantitative findings, especially on the factors can guide the design of a questionnaire to make a more comprehensive study on washback of the English language section of TEOG exam and help create public awareness on the negative effects of the exam. It will also indicate again that factors revealed to intervene in teaching may vary from context to context but also have some variables in common. The results will also enrich the literature on advancing teaching and learning EFL in Turkey revealing that test factors among others (e.g. teacher and school context) should be blamed for the failure in improving students' communicative competence especially in oral skills.

6.5 IMPLICATIONS OF THE STUDY

The findings draw implications concerning both the EFL teachers and test designers and MoNE. Teachers should be aware of the underlying principles of the curriculum and what the English language section of TEOG demands. As Cheng (2000: 21) said, “In the end, the change is in the teachers’ hands”. The intervening factors cannot be disregarded. Yet, they should follow the curriculum and they can demand for elective classes and create more time in order to involve communicative activities in their classes. Teachers should try to integrate speaking and listening skills into classroom activities and assessment practices. Moreover, the MoNE should provide materials (e.g. websites, applications, documents) to promote communicative-based mythology and assessment. MoNE also must take the factors revealed in the present study into consideration and take actions to minimise or eliminate the intervening factors such as increasing class time or reducing the number of units as content and objectives, the classes should be lessened in number and the teachers should be assisted through in-service training in preparation for TEOG within the framework of communicative teaching. Test designers should design the English language section of TEOG as providing evidence for the achievement of communicative competence in using four language skills through direct and authentic testing. At least, they can start to redesign the exam assessing listening skills in the test. Or, TEOG can be divided into a knowledge-based and skills-based testing. These changes will definitely force or trigger teachers to innovate their instructional planning and practices.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

The results cannot be generalized definitely across Turkey, and different contexts. Future research is needed to reveal what further number of factors exist that play role in teachers’ curricular planning and practices regarding the English language section of TEOG. In addition, research is warranted to explore the different stakeholders’ perceptions (e.g. learners, administrators and parents) and compare and make better inferences about the generalizability of the results and prove the need for renewal of TEOG. Besides, teacher as the participants can be explored again. For example,

comparative observations of teachers at different class levels (5th and 8th grades) can be conducted to find out how teachers or in fact, whether they adjust their teaching based upon the English language section of TEOG at the 8th-grade level or they extend the washback effects to lower grades or traditional way of teaching is just a habit in their instruction. As suggested by many researchers, more washback research is necessary to understand the washback of language tests in different contexts to comprehend the nature of washback effects of the English language section of TEOG (Alderson and Wall, 1993; Wall, 2005; Green, 2007).



REFERENCES

- Acar, K. (2004). Globalization and Language: English in Turkey. *Sosyal Bilimler*, 2(1), 1-10.
- Akinci, T. (2010). *Opinions of English Teachers in State Primary Schools on the Tests They Apply; The Effect of SBS on Their Tests and the Problems Faced*. Master's thesis. Pamukkale University. Institute of Social Sciences.
- Akpinar, K. D. & Cakildere, B. (2013). Washback Effects of High-Stakes Language Tests of Turkey (Kpds and Üds) on Productive and Receptive Skills of Academic Personnel. *Journal of Language and Linguistic Studies*, 9(2), 81-94. Retrieved September 5, 2016, from <http://www.jlls.org/vol9no2/81-94.pdf>.
- Alderson, J. C. & L. Hamp-Lyons (1996). TOEFL Preparation Courses: A Study of Washback. *Language Testing* 13(3): 280-297. DOI: 10.1177/026553229601300304
- Alderson, J. C., & Hughes, A. (1981). Issues in Language Testing. *ELT Documents*, 111.
- Alderson, J. C., & Wall, D. (1993). Does Washback Exist?. *Applied Linguistics*, 14(2), 115-129.
- Alsagoff, L. (2012). Another Book on EIL?, Heralding the Need for New Ways of Thinking, Doing and Being. In L. Alsagoff, S. L. McKay, G. Hu & W. A. Renandya, (Eds.) (pp. 3-6). *Principles and Practices for Teaching English as an International Language*. Retrieved May 10, 2017, from <https://books.google.com.tr/books?id=9eerAgAAQBAJ>
- Amengual-Pizarro, M. (2009). Does the English Test in the Spanish University Entrance Examination Influence the Teaching of English?. *English Studies*, 90(5), 582-598.
- Andrews, S. (2004). Washback and Curriculum Innovation. *Washback in Language Testing: Research Context and Methods*. L. Cheng, Y. Watanabe and A. Curtis (pp. 37-52). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Andrews, S., Fullilove, J., & Wong, Y. (2002). Targeting Washback—A Case-Study. *System*, 30(2), 207-223.

- Ayele, S. K. (2014). *Washback Effect of the Ethiopian University Entrance English Examination on Students' and Teachers' Attitude and Behavior towards Teaching–Learning English: The Case of Grawa Preparatory School*. Doctoral Dissertation. Haramaya University.
- Bachman, L. F., & Palmer, A. S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press.
- Backwash. (2016). In *ldoceonline.com*. Retrieved September 26, 2016, from <http://www.ldoceonline.com/dictionary/backwash>
- Backwash. (2016). In *en.oxforddictionaries.com*. Retrieved September 26, 2016, from <https://en.oxforddictionaries.com/definition/backwash>
- Backwash. (2016). In *Merriam-Webster.com*. Retrieved September 26, 2016, from <https://www.merriam-webster.com/dictionary/backwash>
- Bailey, K. M. (1996). Working for Washback: A Review of the Washback Concept in Language Testing. *Language Testing*, 13, 257–279. DOI: 10.1177/026553229601300303
- Bailey, K. M. (1999). *Washback in Language Testing*. Princeton, NJ: Educational Testing Service.
- Bakker, M. E. J. (2008). *Design and Evaluation of Video Portfolios: Reliability, Generalizability, and Validity of an Authentic Performance Assessment for Teachers*. Leiden University Graduate School of Teaching (ICLON). Retrieved October 24, 2016, from https://openaccess.leidenuniv.nl/bitstream/handle/1887/13353/proefschrift_mirjambakker.pdf;sequence=1
- Baş, G. (2013). İlköğretim İngilizce Dersi Akademik Ortalamaları İle Seviye Belirleme Sınavı İngilizce Alt Testi Sonuçları Arasındaki İlişkinin Yapısal Eşitlik Modeli İle İncelenmesi. *Ondokuzmayıs University Journal of Education*, 32(2), 55-76.
- Başıbek, N., Dolmacı, M., Cengiz, B. C., Bür, B., Dilek, Y., & Kara, B. (2014). Lecturers' Perceptions of English Medium Instruction at Engineering Departments of Higher Education: A Study on Partial English Medium

- Instruction at Some State Universities in Turkey. *Procedia-Social and Behavioral Sciences*, 116, 1819-1825. DOI: 10.1016/j.sbspro.2014.01.477
- Bond, L. A. (1996). Norm and Criterion-referenced Testing. *Practical Assessment, Research & Evaluation*, 5(2), 120-125.
- Boyacıoğlu, F. (2015). The Historical Development of the Foreign Language Education in Ottoman Empire. *Procedia-Social and Behavioral Sciences*, 174, 651-657.
- Braine, G. (Ed.). (2014). *Teaching English to the World: History, Curriculum, and Practice*. London: Routledge.
- Brown, J. D. (1997). The Washback Effect of Language Tests. *University of Hawai'i Working Papers in English as a Second Language* 16(1), 27-45.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Boston: Allyn & Bacon.
- Bullock, D. (2010). Learner Self-assessment: An Investigation into Teachers' Beliefs. *ELT Journal*, 65(2), 114-125.
- Caine, N. A. (2005). *EFL Examination Washback in Japan: Investigating the Effects of Oral Assessment on Teaching and Learning*. Doctoral Dissertation. The University of Manchester. Retrieved August 3, 2016, from http://www.asian-efl-journal.com/Thesis_Washback_in_Japan_Caine.pdf
- Can, A. (2013). *SPSS ile Bilimsel Araştırma Sürecinde Nicel Veri Analizi*. Ankara: Pegem Akademi.
- Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. Richards, J. C., & Schmidt, R. W. (2014). *Language and Communication*. London: Routledge.
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1).
- Chapman, D. W. & Snyder, C. W. J. (2000). Can High-Stakes National Testing Improve Instruction: Re-Examining Conventional Wisdom. *International Journal of Educational Development*, 20, 457-474.

- Chen, L. M. D. (2002). *Taiwanese Junior High School English Teachers' Perceptions of the Washback Effect of the Basic Competence Test in English*. Doctoral Dissertation. Miller College. Retrieved August 2, 2016, from <https://etd.ohiolink.edu/>
- Cheng, L. (1997). How does Washback Influence Teaching? Implications for Hong Kong. *Language and Education*, 11(1), 38-54. DOI: 10.1080/09500789708666717
- Cheng, L. (1998). Impact of a Public English Examination Change on Students' Perceptions and Attitudes toward Their English Learning. *Studies in Educational Evaluation*, 24(3), 279-301.
- Cheng, L. (1999). Changing Assessment: Washback on Teacher Perspectives and Actions. *Teaching and Teacher Education*, 15(3), 253-271.
- Cheng, L. (2000). Washback or Backwash. A Review of the Impact of Testing on Teaching and Learning. ERIC Digest. Retrieved November 6, 2016, from <http://files.eric.ed.gov/fulltext/ED442280.pdf>
- Cheng, L. (2004). The Washback Effect of a Public Examination Change on Teachers' Perceptions toward Their Classroom Teaching. *Washback in Language Testing: Research Contexts and Methods*, 147-170. Retrieved August 12, 2016, from <http://faculty.mu.edu.sa/public/uploads/1347487499.950171132987-Washback-in-Language-Testing.pdf>
- Cheng, L. (2005). *Changing Language Teaching through Language Testing: A Washback Study*, 21. Cambridge: Cambridge University Press.
- Cheng, L. (2008). Washback, Impact and Consequences. In *Encyclopedia of language and Education* (pp. 2479-2494). DOI: 10.1007/978-0-387-30424-3_186
- Cheng, L., & Curtis, A. (2004). Washback or Backwash: A review of the Impact of Testing on Teaching and Learning. *Washback in Language Testing: Research Contexts and Methods*, 3-17. Retrieved August 12, 2016, from <http://faculty.mu.edu.sa/public/uploads/1347487499.950171132987-Washback-in-Language-Testing.pdf>

- Cheng, L., & Curtis, A. (2012). Test Impact and Washback: Implications for Teaching and Learning. In C. Coombe, B. O'Sullivan, P. Davidson, & S. Stoyhoff (Eds.). *Cambridge Guide to Second Language Assessment* (pp. 89-95). Cambridge: Cambridge University Press.
- Cheng, L., Sun, Y., & Ma, J. (2015). Review of Washback Research Literature within Kane's Argument-based Validation Framework. *Language Teaching*, 48(4), 436-470. DOI: <https://doi.org/10.1017/S0261444815000233>.
- Cheng, L., Watanabe, Y., & Curtis, A. (2004). *Washback in Language Testing: Research Contexts and Methods*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved August 12, 2016, from <http://faculty.mu.edu.sa/public/uploads/1347487499.950171132987-Washback-in-Language-Testing.pdf>.
- Coskun, A. (2011). Investigation of the Application of Communicative Language Teaching in the English Language Classroom--A Case Study on Teachers' Attitudes in Turkey. *Journal of Linguistics & Language Teaching*, 21, 85 - 109. Retrieved October 2, 2016, from <http://files.eric.ed.gov/fulltext/ED513910.pdf>
- Council of Europe (CoE). (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge, England: Cambridge University Press.
- Council, B. and TEPAV (2013). *Turkey National Needs Assessment of State School English Language Teaching*. Ankara: Yorum Basım Yayın. Retrieved October 5, 2016, from <http://files.ctctcdn.com/a56cdcda001/16a7608e-d9bb-4f85-b50b-1cfcc11193c2.pdf>
- Council, B. and TEPAV (2015). *Türkiye'de Yükseköğretim Kurumlarındaki İngilizce Eğitimi*. Ankara: Yorum Basım Yayın. Retrieved November 22, 2016, from http://www.yok.gov.tr/documents/10279/20071587/British_Council_Turkiye_Yuksekogretimde_%C4%B0ngilizce_E%C4%9Fitimi_Raporu_Tum.pdf
- Crystal, D. (2012). *English as a Global Language*. Cambridge: Cambridge University Press.

- Çelebi, O. D. M. D. (2006). Türkiye’de Anadili Eğitimi ve Yabancı Dil Öğretimi. *Sosyal Bilimler Enstitüsü Dergisi*, 21(2), 285-307.
- Çetin, B. (2016, April, 26). TEOG Soruları 10 Bin Soruluk Havuzdan Seçildi. TRT Haber. Retrieved November 25, 2016, from <http://www.trthaber.com/haber/egitim/teog-sorulari-10-bin-soruluk-havuzdan-secildi-247017.html>
- Demirpolat, B. C. (2015, July). Türkiye’nin Yabancı Dil Öğretimiyle İmtihanı: Sorunlar ve Çözüm Önerileri. SETA. Retrieved December 29, 2016, from http://file.setav.org/Files/Pdf/20150707131308_131_yabancidil_web.pdf
- Denkci-Akkas, F., & Coker, B. (2016). The Use of Communicative Approach in 9th Grade EFL Classes. *Eurasian Journal of Educational Research*, 65, 71-90. DOI:10.14689
- Doğan, N., & Sevindik, H. (2011). İlköğretim 6. sınıflar İçin Uygulanan Seviye Belirleme Sınavı’nın Uygunluk Geçerliliği. *Eğitim ve Bilim*, 36(160).
- Dogancay-Aktuna, S. (1998). The Spread of English in Turkey and Its Current Sociolinguistic Profile. *Journal of Multilingual and Multicultural Development*, 19(1), 24-39. DOI: 10.1080/01434639808666340
- Dönmez, Ö. (2010). *Implementation of the New Eighth Grade English Language Curriculum from the Perspectives of Teachers and Students*. Doctoral Dissertation. Middle East Technical University.
- Ef.edu. (2016). EF English Proficiency Index – A Comprehensive Ranking of Countries by English Skills. Retrieved October 10, 2016, from <http://www.ef.com.tr/epi/>
- Eveyik-Aydin, E. (2003). EFL Teachers' Voice on Communicative Language Teaching. Paper Presented at the Annual Meeting of Teachers of English to Speakers of Other Language. Baltimore: Maryland.
- Ferman, I. (2004). The Washback of an EFL National Oral Matriculation Test to Teaching and Learning. *Washback in Language Testing: Research Context and Methods*. In L. Cheng, Y. Watanabe and A. Curtis (Eds.). (pp. 191-210). Mahwah, New Jersey: Lawrence Erlbaum Associates. Retrieved August 12, 2016, from <http://faculty.mu.edu.sa/public/uploads/1347487499.950171132987-Washback-in-Language-Testing.pdf>

- Flick, U. (2004). Triangulation in Qualitative Research. *A Companion to Qualitative Research*. In Flick, U., von Kardoff, E., & Steinke, I. (Eds.). (pp. 178-183). *A Companion to Qualitative Research*. London: Sage.
- Gardner, D. (2000). Self-assessment for Autonomous Language Learners. *Links & Letters*, 7, 49-60.
- Glover, P. (2014). Do Language Examinations Influence How Teachers Teach? *International Online Journal of Education and Teaching (IOJET)*, 1(3), 197-214. Retrieved August 21, 2016, from <http://iojet.org/index.php/IOJET/article/view/48>
- González, J. Á. (2009). Promoting Student Autonomy through the Use of the European Language Portfolio. *ELT Journal*, 63(4), 373-382.
- Green, A. (2006). Watching for Washback: Observing the Influence of the International English Language Testing System Academic Writing Test in the Classroom. *Language Assessment Quarterly*, 3(4), 333-368.
- Green, A. (2007). *IELTS Washback in Context: Preparation for Academic Writing in Higher Education*, 25. Cambridge: Cambridge University Press.
- Green, A. (2013). Washback in Language Assessment. *International Journal of English Studies*, 13(2), 39-51.
- Gronlund, N. E. (1998). *Assessment of Student Achievement*. Boston: Allyn and Bacon.
- Hamp-Lyons, L. (1997). Washback, Impact and Validity: Ethical Concerns. *Language Testing*, 14(3), 295-303. Retrieved August 17, 2016, from <http://journals.sagepub.com/doi/pdf/10.1177/026553229701400306>
- Hamp-Lyons, L. (1998). Ethical Test Preparation Practice: The Case of the TOEFL. *TESOL Quarterly*, 32(2), 329-337. Retrieved August 10, 2016, from <http://links.jstor.org/sici?sici=0039-8322%28199822%2932%3A2%3C329%3AETPPTC%3E2.0.CO%3B2-5>
- Harris, M. (1997). Self-assessment of Language Learning in Formal Settings. *ELT Journal*, 51(1), 12-20.

- Hawkey, R. (2006). Impact Theory and Practice Studies of the IELTS Test and Progetto Lingue 2000. *Studies in Language Testing*, 24.
- Hayes, B., & Read, J. (2004). IELTS Test Preparation in New Zealand: Preparing Students for the IELTS Academic Module. *Washback in Language Testing: Research Contexts and Methods*, 97-111.
- Hsu, H. F. (2009). *The Impact of Implementing English Proficiency Tests as a Graduation Requirement at Taiwanese Universities of Technology*. Doctoral Dissertation. University of York.
- Hu, G. (2012). Assessing English as an International Language. In L. Alsagoff, S. L. McKay, G. Hu & W. A. Renandya, (Eds.) (pp. 3-6). *Principles and Practices for Teaching English as an International Language*. London: Routledge. Retrieved May 10, 2017, from <https://books.google.com.tr/books?id=9eerAgAAQBAJ>
- Hughes, A. (1989). *Testing for Language Teachers (1st ed.)*. Cambridge: Cambridge University Press.
- Hughes, A. (2003). *Testing for Language Teachers (2nd ed.)*. Cambridge: Cambridge University Press.
- Hwang, H. J. (2003). *The Impact of High-Stakes Exams on Teachers and Students: A Washback Study of the University Entrance Exam at the Secondary School Level in South Korea*.
- Inceçay, G. (2012). Turkey's Foreign Language Policy at Primary Level: Challenges in Practice. *ELT Research Journal*, 1(1), 53-62.
- Jenkins, J. (2009). English as a Lingua Franca: Interpretations and Attitudes. *World Englishes*, 28(2), 200-207.
- Jick, T. D. (1979). Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly*, 24(4), 602-611.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33(7), 14-26.
- Kachru, B. B. (2006). The English Language in the Outer Circle. *World Englishes*, 3, 241-255.

- Karabulut, A. (2007). *Micro Level Impacts of Foreign Language Test (University Entrance Examination) in Turkey: A Washback Study*. Unpublished Master's thesis. Iowa State University, Ames, Iowa. Retrieved December 9, 2016, from <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=15883&context=rtd>
- Karakaş, A. (2013). Is Communicative Language Teaching a Panacea in ELT?- Student and Teacher Perspectives. *Journal of Second and Multiple Language Acquisition-JSMULA*, 1(1), 1-20.
- Kılıçkaya, F. (2006). Instructors' Attitudes towards English-Medium Instruction in Turkey. *Humanising Language Teaching Journal*, 8(6).
- Kılıçkaya, F. (2016). Washback Effects of a High-Stakes Exam on Lower Secondary School English Teachers' Practices in the Classroom. *Lublin Studies in Modern Languages and Literature*, 40(1), 116-134. DOI: <http://dx.doi.org/10.17951/lsmll.2016.40.1.116>
- Kırkgöz, Y. (2007a). English Language Teaching in Turkey: Policy Changes and Their Implementations. *RELC Journal*, 38(2), 216-228.
- Kırkgöz, Y. (2007b). Language Planning and Implementation in Turkish Primary Schools, Current Issues in Language Planning, 8(2) 174-191. DOI: 10.2167/cilp114.0
- Kırkgöz, Y. (2009). Globalization and English Language Policy in Turkey. *Educational Policy*, 23(5), 663-684. DOI: <https://doi.org/10.1177/0895904808316319>
- Kırkgöz, Y. (2014). Students' Perceptions of English Language versus Turkish Language Used as the Medium of Instruction in Higher Education in Turkey. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 9(12), 443-459.
- Kırkgöz, Y., Çelik, S., & Arıkan, A. (2016). Laying the Theoretical and Practical Foundations for a New Elementary English Curriculum in Turkey: A Procedural Analysis. *Kastamonu Education Journal*, 24(3), 1199-1212.
- Kirkpatrick, R., & Gyem, K. (2012). Washback Effects of the New English Assessment System on Secondary Schools in Bhutan. *Language Testing in Asia*, 2(4), 5.

- Kocaman, O. (2015). Effects of Computer Assisted Vocabulary Instruction on Vocabulary Learning and Vocabulary Learning Strategies. Doctoral Dissertation. Yeditepe University. Retrieved March 12, 2017, from https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=sY7m19PfcL6F1NUw-cr80GnINY6Xz8Rajhis9PRp8d16uK1r_9XhZs9AN7jKrwul
- Kumar, R. (1999). *Research Methodology: A Step-by-Step Guide for Beginners*. London: Sage.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (2nd ed.). London, England: Oxford University Press.
- Leung, C. Y., & Andrews, S. (2012). The Mediating Role of Textbooks in High-Stakes Assessment Reform. *ELT Journal*, 66(3), 356-365. DOI:<https://doi.org/10.1093/elt/ccs018>
- Li, H. (2009). Are Teachers Teaching to the Test? A Case Study of the College English Test (CET) in China. *International Journal of Pedagogies and Learning*, 5(1), 25-36.
- Little, D. (2007). The Common European Framework of Reference for Languages: Perspectives on the Making of Supranational Language Education Policy. *The Modern Language Journal*, 91(4), 645-655. DOI: 10.1111/j.1540-4781.2007.00627_2.x
- Mackey, A., & Gass, S. M. (2015). *Second Language Research: Methodology and Design*. London: Routledge.
- Madaus, G.F. (1988). The Influence of Testing on the Curriculum. In L.N. Tanner (ed.) *Critical Issues in Curriculum: Eighty-Seventh Yearbook of the National Society for the Study of Education* (pp. 83-121). Chicago: University of Chicago Press. Retrieved September 25, 2016, <http://www.jstor.org/stable/1492818>.
- Manjarrés, N. B. (2005). Washback of the Foreign Language Test of the State Examinations in Colombia: A Case Study. *Arizona Working Papers in SLAT*, 12, 1-19.
- Matsuda, A. (Ed.). (2012). *Principles and Practices of Teaching English as an International Language*, 25. Multilingual Matters.

- Messick, S. (1996). Validity and Washback in Language Testing. *ETS Research Report Series, 1996(1)*.
- Milli Eğitim Bakanlığı Merkezi Sistem Sınav Yönergesi (2006). Merkezî Sistem Sınavlarının Esasları. Madde 6(b). Retrieved January 11, 2017, from http://mevzuat.meb.gov.tr/html/25822_0.html
- Milli Eğitim Bakanlığı Mevzuatı (2009). İkinci Bölüm. Yabancı Dil Eğitimi ve Öğretiminin Amacı ve Programlar, Yabancı Dil Eğitimi ve Öğretiminin Amacı, Madde 5 (1). Retrieved January 15, 2017, from http://mevzuat.meb.gov.tr/html/26184_1.html
- Milli Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü, İlköğretim Kurumları İngilizce Dersi Öğretim Programı (2013). Ankara: T.C. Milli Eğitim Bakanlığı
- Milli Eğitim Bakanlığı (2013). Temel Eğitimden Ortaöğretime Geçiş Sistemi ile İlgili Sıkça Sorulan Sorular. Retrieved October 10, 2016, from http://www.meb.gov.tr/duyurular/duyurular2013/bigb/tegitimdenoogretimegecis/MEB_SSS_20_09_2013.pdf
- Milli Eğitim Bakanlığı (2014). Temel Eğitimden Ortaöğretime Geçiş. Amaçlar. Retrieved October 14, 2016, from <http://oges.meb.gov.tr/docs2104/sunum.pdf>
- Milli Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü, İlkokul ve Ortaokul İngilizce Dersi Öğretim Programı (2017). Ankara: T.C. Milli Eğitim Bakanlığı.
- Morrow, K. (2012) in Morrow, K., Coombe, C., Davidson, P., O'Sullivan, B., & Stoyhoff, S. (2012). Communicative Language Testing. *The Cambridge Guide to Second Language Assessment*, 140.
- Morse, J. M. (1991). Approaches to Qualitative-Quantitative Methodological Triangulation. *Nursing Research, 40(2)*, 120-123.
- Muñoz, A. P., & Álvarez, M. E. (2010). Washback of an Oral Assessment System in the EFL Classroom. *Language Testing, 27(1)*, 33-49.
- Nergis, A. (2011). Foreign Language Teacher Education in Turkey: A Historical Overview. *Procedia-Social and Behavioral Sciences, 15*, 181-185.

- Okday, A. (2015). Foreign Language Teaching: A Problem in Turkish Education. *Procedia-Social and Behavioral Sciences*, 174, 584-593. DOI: 10.1016/j.sbspro.2015.01.587
- Onaiba, E. M., & Mustafa, A. (2014). *Investigating the Washback Effect of a Revised EFL Public Examination on Teachers' Instructional Practices, Materials and Curriculum*. Doctoral Dissertation. University of Leicester.
- Özkan, M., & Özdemir, B. E. (2014). Ortaokul 8. Sınıf Öğrencilerinin ve öğretmenlerinin Ortaöğretime Geçişte Uygulanan Merkezi Ortak Sınavlara İlişkin Görüşleri. *Tarih Okulu Dergisi*, 20, 441-453. DOI: <http://dx.doi.org/10.14225/Joh641>
- Özsevik, Z. (2010). *The Use Of Communicative Language Teaching (CLT): Turkish EFL Teachers' Perceived Difficulties in Implementing CLT in Turkey*. Doctoral Dissertation. University of Illinois at Urbana-Champaign. Retrieved October 1, 2016, from <http://hdl.handle.net/2142/16211>
- Öztaban , A. & Satıcı, A. (2015). Bilişim Teknolojileri Alanında Eğitim Gören Ortaöğretim Öğrencileri Doyum Ölçeği: Geçerlilik ve Güvenirlik Çalışmaları. *Mesleki Bilimler Dergisi*. 4(1), 1-7. Retrieved from May 26, 2017, from [http://meslekibilimler.com/temp/makale/mbd4\(1\)11.pdf](http://meslekibilimler.com/temp/makale/mbd4(1)11.pdf)
- Öztürk, F. & Aksoy, H. (2014). Temel Eğitimden Ortaöğretime Geçiş Modelinin 8. Sınıf Öğrenci Görüşlerine göre Değerlendirilmesi (Ordu İli Örneği), Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 33(2), 439-454. DOI: 10.7822/omuefd.33.2.8
- Pan, Y. C. (2008). A Critical Review of Five Language Washback Studies from 1995-2007: Methodological Considerations. *JALT Testing & Evaluation SIG Newsletter*, 12(2), 2-16.
- Pan, Y. C. (2009). A Review of Washback and Its Pedagogical Implications. *VNU Journal of Science, Foreign Languages*, 25, 257-263.
- Pan, Y. C. (2013). Does Teaching to the Test Exist? A Case Study of Teacher Washback in Taiwan. *The Journal of AsiaTEFL*, 10(4), 185-213.

- Pan, Y. C. (2014). Learner Washback Variability in Standardized Exit Tests. *TESL-EJ*, 18(2), 1-30. Retrieved September 20, 2016, from <http://tesl-ej.org/pdf/ej70/a2.pdf>
- Pan, Y., & Newfields, T. (2011). Teacher and Student Washback on Test Preparation Evidenced from Taiwan's English Certification Exit Requirements. *International Journal of Pedagogies and Learning*, 6(3), 260-272.
- Pan, Y., & Newfields, T. (2012). Tertiary EFL Proficiency Graduation Requirements in Taiwan: A Study of Washback on Learning. *Electronic Journal of Foreign Language Teaching*, 9(1), 108-122.
- Perera, C. (2016). Challenges in Implementing a Multilingual JATS Publishing Workflow.
- Pimentel, J. L. (2010). A Note on the Usage of Likert Scaling for Research Data Analysis. *USM R&D Journal*, 18(2), 109-112.
- Qi, L. (2004). *The Intended Washback Effect of the National Matriculation English Test in China: Intentions and Reality*. Beijing: Foreign Language Teaching and Research Press.
- Qi, L. (2005). Stakeholders' Conflicting Aims Undermine the Washback Function of a High-Stakes Test. *Language Testing* 22(2), 142-173.
- Ramezany, M. (2014). The Washack Effects of University Entrance Exam on Iranian EFL Teachers' Curricular Planning and Instruction Techniques. *Procedia-Social and Behavioral Sciences*, 98, 1508-1517. DOI: 10.1016/j.sbspro.2014.03.572
- Read, J., & Hayes, B. (2003). The Impact of IELTS on Preparation for Academic Study in New Zealand. *IELTS International English Language Testing System Research Reports*, 4, 153-206.
- Ren, Y. (2011). A Study of the Washback Effects of the College English Test (band 4) on Teaching and Learning English at Tertiary Level in China. *International Journal of Pedagogies and Learning*, 6(3), 243-259.

- Reynolds, J. (2010). *An Exploratory Study of TOEFL Students as Evaluators of Washback to the Learners*. Unpublished Master's Thesis. The University of Queensland, Australia.
- Şad, S. N., & Şahiner, Y. K. (2016). Temel Eğitimden Ortaöğretime Geçiş (TEOG) Sistemine İlişkin Öğrenci, Öğretmen ve Veli Görüşleri. *İlköğretim Online*, 15(1). DOI: <http://dx.doi.org/10.17051/io.2016.78720>
- Şahin, S., Uzbaş, A., Sucuoğlu, H., & Fırat, N. Ş. (2012). Middle School Teachers' and Students' View about the Secondary School Entrance Examinations (OKS and SBS). *Journal of Human Sciences*, 9(2), 847-878.
- Saif, S. (2006). Aiming for Positive Washback: A Case Study of International Teaching Assistants. *Language Testing* 23(1): 1-34.
- Sarıçoban, G. & Sarıçoban, A. (2012). Atatürk and the History of Foreign Language Education. *The Journal of Language and Linguistic Studies*, 8(1), 24-49.
- Sarıçoban, G. (2012). Foreign Language Education Policies in Turkey. *Procedia-Social and Behavioral Sciences*, 46, 2643-2648.
- Savignon, S. J. (1976). Communicative Competence: Theory and Classroom Practice. Paper presented at the Central States Conference on the Teaching of Foreign Languages. Detroit, Michigan. Retrieved December 12, 2016, from <https://eric.ed.gov/?id=ED135245>
- Saville, N., & Hawkey, R. (2004). The IELTS Impact Study: Investigating Washback on Teaching Materials. In L. Cheng, Y. Watanabe & A. Curtis (Eds.), *Washback in Language Testing: Research Context and Methods* (pp. 73-96). Mahwah, New Jersey: Lawrence Erlbaum Associates. Retrieved August 12, 2016, from <http://faculty.mu.edu.sa/public/uploads/1347487499.950171132987-Washback-in-Language-Testing.pdf>.
- Sayin, B. A., & Aslan, M. M. (2016). The Negative Effects of Undergraduate Placement Examination of English (LYS-5) on ELT Students in Turkey. *Participatory Educational Research (PER)*, 3(1), 30-39. DOI: 10.17275/per.16.02.3.1
- Seidlhofer, B. (2013). *Oxford Applied Linguistics: Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

- Sharifian, F. (Ed.). (2009). *English as an International Language: Perspectives and Pedagogical Issues*, 11. Multilingual Matters.
- Shepard, L. (1988). Should Instruction Be Measurement Driven? A Debate. Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans. Retrieved October 12, 2016, from http://nepc.colorado.edu/files/Shepard_ShouldInstructionBeMeasurement-Driven.pdf
- Shih, C. M. (2007). A new washback model of students' learning. *Canadian Modern Language Review*, 64(1), 135-162. DOI: <https://doi.org/10.3138/cmlr.64.1.135>
- Shih, C. M. (2009). How Tests Change Teaching: A Model for Reference. *English Teaching: Practice and Critique*, 8(2), 188. Retrieved December 17, 2016, from <http://education.waikato.ac.nz/research/files/etpc/files/2009v8n2dial1.pdf>
- Shohamy, E. (1992). Beyond Proficiency Testing: A Diagnostic Feedback Testing Model for Assessing Foreign Language Learning. *The Modern Language Journal*, 76(4), 513-521.
- Shohamy, E. (1993). The Power of Tests: The Impact of Language Tests on Teaching and Learning. NFLC Occasional Papers.
- Shohamy, E. (2001). *The Power of Tests: A Critical Perspective on the Uses of Language Tests*. London: Routledge.
- Shohamy, E., Donitsa-Schmidt, S., & Ferman, I. (1996). Test Impact revisited: Washback Effect over Time. *Language Testing*, 13, 298-317. DOI: <https://doi.org/10.1177/026553229601300305>
- Solak, E., & Bayar, A. (2015). Current Challenges in English Language Learning in Turkish EFL Context. *Participatory Educational Research*, 2(1), 106-115. Retrieved September 15, 2016, from <http://dx.doi.org/10.17275/per.15.09.2.1>
- Soydan, A. (2003). Darüşşafaka Tarihinden Kesitler. *Yakın Dönem Türkiye Araştırmaları Dergisi*. İstanbul: İstanbul Üniversitesi Yayınları, 3, 249-268.
- Spratt, M. (2005). Washback and the Classroom: the Implications for Teaching and Learning of Studies of Washback from Exams. *Language Teaching Research* 9(1): 5-29. DOI: <https://doi.org/10.1191/1362168805lr152oa>

- Statsoft.com. (2016). The Most Spoken Languages Worldwide (Speakers and Native Speaker in Millions). Retrieved March 9, 2017, from <https://www.statistica.com/statistics/266808/the-most-spoken-languages-worldwide/>
- Stobart, G. (2003). The Impact of Assessment: Intended and Unintended Consequences. *Assessment in Education*, 16(2), 139-140. DOI: 10.1080/0969594032000121243
- Sukyadi, D., & Mardiani, R. (2011). The Washback Effect of the English National Examination (ENE) on English Teachers' Classroom Teaching and Students' Learning. *K@ ta*, 13(1), 96. DOI: 10.9744/kata.13.1.96-111
- Taylor, L. (2005). Washback and Impact. *ELT Journal*, 59(2), 154-155.
- Taylor, L. (2006). The Changing Landscape of English: Implications for Language Assessment. *ELT Journal*, 60(1), 51-60.
- TOEFL Programs and Services (2015). Test and Score Data Summary for *TOEFL iBT®* Tests. Princeton, N.J: Educational Testing Service. Retrieved March 10, 2017, from <https://tr.scribd.com/document/310066325/94227-unlweb>
- TOEFL Programs and Services (2017). Test and Score Data Summary for *TOEFL iBT®* Tests. Princeton, N.J: Educational Testing Service. Retrieved April 18, 2017, from https://www.ets.org/s/toefl/pdf/94227_unlweb.pdf
- Tok, H., & Arıbaş, S. (2008). Avrupa Birliğine Uyum Sürecinde Yabancı Dil Öğretimi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 9(15), 205-227
- Topkaya, E. Z., & Küçük, Ö. (2010). An Evaluation of 4th and 5th Grade English Language Teaching Program. *Elementary Education Online*, 9(1), 52-65.
- Tsagari, D. (2007). Review of Washback in Language Testing: What Has Been Done? What More Needs Doing?. *Online submission*. Lancaster University. Retrieved August 19, 2016, from <https://eric.ed.gov/?id=ED497709>
- Tsagari, D. (2011). Washback of a High-stakes English Exam on Teachers' Perceptions and Practices. *Selected Papers from the 19th ISTAL*, 431-445.
- Turner, C. (2001) The Need for Impact Studies of L2 Performance Testing and Rating: Identifying Areas of Potential Consequences at All Levels of the

Testing Cycle. In Elder, C., Brown, A., Iwashita, N., Grove, E., Hill, K. and Lumley, T. editors, *Experimenting with Uncertainty: Essays in Honour of Alan Davies*, Cambridge: Cambridge University Press, University of Cambridge Local Examinations Syndicate.

Turner, C. E. (2006). Professionalism and High-stakes tests: Teachers' Perspectives When Dealing with Educational Change Introduced through Provincial Exams. *TESL Canada Journal*, 23(2), 54-76. DOI: <https://doi.org/10.18806/tesl.v23i2.55>

Turner, C. E. (2009). Examining Washback in Second Language Education Contexts: A High stakes Provincial Exam and the Teacher Factor in Classroom Practice in Quebec Secondary Schools. *International Journal of Pedagogies and Learning*, 5(1), 103-123. DOI: 10.5172/ijpl.5.1.103

Türk Eğitim Derneği Ankara Koleji (n.d.). Tarihçe, Okulumuzun Tarihçesi. Retrieved February 29, 2017, from <https://www.tedankara.k12.tr/index.php/hakk-mzda/tarihce>.

“Türkiye IELTS’te 23’üncü Sırada,” January, 2016. Milliyet.com.tr. Retrieved February 21, 2017, from <http://www.milliyet.com.tr/turkiye-ielts-te-23-uncu-sirada/ekonomi/detay/2181747/default.htm>.

Uztosun, M. S. (2013). An Interpretive Study into Elementary School English Teachers' Beliefs and Practices in Turkey. *Turkish Online Journal of Qualitative Inquiry*, 4(1), 20-33.

Wall, D. (1997) Impact and Washback in Language Testing. In Clapham, C. and Corson, D. (eds) *Encyclopedia of Language and Education*, vol. 7: *Language Testing and Assessment*. Dordrecht: Kluwer Academic Publishers, 291–302.

Wall, D. (1999). *The Impact of High-stakes Examinations on Classroom Teaching: A Case Study Using Insights from Testing and Innovation Theory*. Unpublished PhD Thesis. Department of Linguistics and Modern English Language, Lancaster University.

Wall, D. (2000). The Impact of High-stakes Testing on Teaching and Learning: Can This Be Predicted or Controlled?. *System*, 28(4), 499-509.

- Wall, D. (2005). *The Impact of High-stakes Examinations on Classroom Teaching*. Cambridge: Cambridge University Press.
- Wall, D., & Alderson, J. C. (1993). Examining Washback: The Sri Lankan Impact Study. *Language Testing* 10(1), 41-69. DOI: 10.1177/026553229301000103
- Wall, D., and C. Alderson. (1992) Examining Washback: The Sri Lankan Impact Study. Paper Presented at the Fourteenth Language Testing Research Colloquium, Vancouver.
- Wang, J. (2010). *A Study of Role of the 'Teacher Factor' in Washback*. Unpublished Doctoral Dissertation. McGill University.
- Watanabe, Y. (2004). Methodology in Washback Studies. In L. Cheng, Y. Watanabe and A. Curtis (eds.) (pp. 3- 18). New Jersey: Laurence Earle Brown Associates. Retrieved August 12, 2016, from <http://faculty.mu.edu.sa/public/uploads/1347487499.950171132987-Washback-in-Language-Testing.pdf>
- Wiggins, G. (1990). The Case for Authentic Assessment. ERIC Digest. Retrieved January 9, 2017, from <https://eric.ed.gov/?is=ed328611>.
- Yanık, A. E. (2008). Primary School English Teachers' Perceptions of the English Language Curriculum of 6th, 7th and 8th Grades. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 35(35). Retrieved November 10, 2016, from <http://www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/547-published.pdf>
- Yıldırım, O. (2010). Washback Effects of a High-stakes University Entrance Exam: Effects of the English Section of the University Entrance Exam on Future English Language Teachers in Turkey. *The Asian EFL Journal Quarterly*, 12(2), 92-116.
- Yüksek Öğretim Kurumu, Yüksek Öğretim Kurumları Dil Sınavı Bilgi Notu (2017). Ankara. Retrieved February 27, 2017, from <http://www.yok.gov.tr/documents/10279/30886084/yokdil-sinavi-bilgi-notu.pdf/>

CURRICULUM VITAE

The researcher was born in İstanbul. She completed secondary education at Maltepe Super High School in İstanbul. She graduated from English Language Teaching Department, Atatürk Faculty of Education, Marmara University in 2008. She started M.A. program at English Language Teaching Program, Department of Foreign Languages, Sakarya University in 2015. She works as an EFL teacher at a public middle school in Sakarya.

E-mail: celik_ozlem90@hotmail.com



APPENDICES

Appendix A

THE WASHBACK EFFECTS OF THE ENGLISH LANGUAGE SECTION OF TEOG EXAM ON LOW SECONDARY SCHOOL ENGLISH TEACHERS' INSTRUCTIONAL PLANNING AND INSTRUCTIONAL PRACTICES

Dear colleagues, the purpose of this research is to collect information concerning your perceptions of the effects of the English Section of Transition from Primary to Secondary Education Exam (TEOG) on your curricular planning and instruction. The questionnaire consists of two parts. The results of this study will be used for scholarly purposes only. Thank you very much for your participation and contribution.

Özlem ÇELİK
MEB Teacher

PART I. Personal Information and School/Context Characteristics

1. Location of the school where you are currently teaching:

1) Rural 2) Urban

2. Your school type:

1) Public 2) Private

3. Your gender:

1) Male 2) Female

4. The department you graduated from:

1) English Language Teaching 2) English Language and Literature 3) Other: _____

5. Highest degree you have obtained:

1) Bachelor degree 2) Master degree 3) Other: _____

6. Years you have been teaching in junior high school (including this year):

1) 5 or under 5 2) 6-10 3) 11-15 4) over 16

7. Years you have been teaching Grade 8 in junior high school (including this year):

1) 5 or under 5 2) 6-10 3) 11-15 4) over 16

8. On the average, the number of students you have in your class in junior high school:

1) under 20 2) 20-30 3) 31-40 4) over 40

B) Please read the following items carefully and cross (x) the one that suits you best.

KEY

1 = Strongly Disagree 2 = Disagree 3 = No opinion/Neutral 4 = Agree 5 = Strongly Agree

Part II: Effects of the English Section of TEOG exam on Teachers' Curricular Planning and Instruction		1	2	3	4	5
1	The TEOG motivates me to implement activities to promote my students' test-taking skills.					
2	My time allotment in class would be different if the TEOG were cancelled.					
3	I arrange my classroom activities to meet the requirements for the TEOG.					
4	I spend more time instructing grammar other than communication skills because I think grammar is more likely to be tested on the TEOG.					
5	I rarely use specific teaching activities to promote my students' language skills just for the TEOG.					
6	I teach test-taking strategies, especially as the TEOG testing date gets closer.					
7	I arrange my classroom activities based upon different factors but not just based upon the objectives of the TEOG.					
8	I change my teaching methods to help students to succeed on the TEOG.					
9	I would select teaching methods to help develop my students' skills that are more likely to be tested on the TEOG.					
10	I neglect some teaching methods that are not able to prepare my students for the TEOG.					
11	The TEOG has little impact on how I teach.					
12	I rarely change my teaching methods to help my students succeed on the TEOG.					
13	I usually use the materials specified by the Ministry of Education because they cover the topics on the TEOG.					
14	I use materials not the textbooks if they will help my students succeed on the TEOG.					
15	I give students worksheets to review content expected to be on the TEOG.					
16	I have my students do the Ministry of Education mock tests to familiarize students with the TEOG.					
17	The TEOG influences which supplementary materials I use.					
18	I look for relevant materials for syllabus to cover the subject matter on the TEOG objectives.					
19	The TEOG affects my syllabus, including practicing the kind of items that are to be tested.					
20	I pay little attention to the TEOG while constructing my teaching syllabus.					
21	The TEOG influences my decision about which language skill is more important to be taught.					
22	I have changed my syllabus focus from grammar to communication.					
23	I emphasize the skills which are more likely to be tested on the TEOG while planning for my syllabus.					
24	I use Teachers' Manuals as a guideline for my curricular planning and instruction.					
25	I skip over certain sections in the textbook because they are less likely to be tested on the TEOG.					
26	I adjust the sequence of my teaching objectives based on the TEOG.					
27	I focus on certain sections in the textbook because they are more likely to be tested on the TEOG.					
28	I include some relevant content to help my students perform well on the TEOG (e.g. extra reading activities based on the unit objectives).					
29	My course content is established to reflect the objectives of the TEOG.					
30	The TEOG has little impact on what I teach.					
31	I cover every section in the textbook although some sections are unlikely to be tested on the TEOG.					
32	I include different techniques to evaluate my students.					
33	I evaluate my students' works by using the criteria used in the evaluation of the TEOG (e.g. based on the objectives, multiple-choice exam).					
34	I adapt test items from the Ministry of Education mock tests in my classroom quizzes.					
35	I evaluate my students mostly based upon their written works.					
36	I include listening tests in my classroom quizzes.					
37	I include speaking tests in my classroom quizzes.					
38	My assessment has been changed for the TEOG.					

Appendix B

Interview Questions

1. Location of the school where you are currently teaching:

- 1) Rural 2) Urban

2. Your school type:

- 1) Public 2) Private

3. Your gender:

- 1) Male 2) Female

4. The department you graduated from:

- 1) English Language Teaching 2) English Language and Literature 3) Other: _____

5. Highest degree you have obtained:

- 1) Bachelor degree 2) Master degree 3) Other: _____

6. Years you have been teaching in junior high school (including this year):

- 1) 5 or under 5 2) 6-10 3) 11-15 4) over 16

7. Years you have been teaching Grade 8 in junior high school (including this year):

- 1) 5 or under 5 2) 6-10 3) 11-15 4) over 16

8. On the average, the number of students you have in your class in junior high school:

- 1) under 20 2) 20-30 3) 31-40 4) over 40

9. Which city you work in (TEOG):

1. How long have you been teaching English and the 8th-grade students?

2. Does the English language section in TEOG affect your choice of methods, techniques and materials you use in the classroom? In what ways?

3. Which language skills do you focus on in your lessons within the framework of TEOG exam? In what ways?

4. What kind of assessment practices do you carry out in your lessons? Are there any kinds of assessment practices that you would like to apply but you cannot? Can you explain?

5. What are your perceptions about the factors influencing your instructional planning and practices regarding TEOG exam? Can you give some examples?

6. How do you think the students' language learning abilities are affected by the TEOG exam? Is it beneficial or harmful? Why do you think so?

7. Do you have any other comments and suggestions regarding the effects of TEOG on your instructional planning and practices?

Appendix C

Classroom Observation Checklist

School type: Public Urban

Date: _____

Total time observed: -----

Teacher (code): _____

Class size: _____

		Yes	No
Teaching materials	Student's textbook		
	Teacher's note		
	Exam papers and mock exams		
	Worksheet		
	Other supplementary/commercial books		
	Visual materials: video, presentations, posters, flashcards, etc.		
	Audial materials: songs, video, etc.		
	Technological tools (Smartboard, EBA, Morpa Kampüs, British council, Hot potato, etc.)		
Other:			

		Yes	No
Methods and techniques	GTM: Translation, Reading comprehension questions, Memorization, Deductive application of rules, Antonyms-Synonym, Cognates, Fill-in-the-blanks, Use of words in sentences, Composition		
	ALM: Dialogue memorization, Complete the dialogue, Expansion drill, Chain drill, Single-slot substitution drill, Multiple-slot substitution drill, Transformation drill, Question and answer drill, Use of minimal pairs, Grammar games		
	TPR: Use of commands to direct behaviour, Role reversal, Action sequence		
	DM: Read aloud, question-answer exercise, Getting students to self-correct, Conversation Practice, Fill-in-the-blank exercise, Dictation, Map drawing, Paragraph writing		
	CLT: Authentic materials, Scrambled sentences, Picture-strip story, role-play, Language games, Information gap, Opinion sharing, Discussion, Debates, Simulations, Jigsaw activities		
	TBLT: Task types as Consciousness raising, Jigsaw tasks, Comparing, Ordering & sorting, Listing, Sharing personal experiences, Information gap, Problem-solving, Decision-making, Opinion exchange, Creative tasks (Projects)		
	-Test-taking strategies: How to eliminate distracters, reading the question first and some other techniques regarding grammar tips		
	Other:		

		Yes	No
Organizational and discursive patterns	Teacher lecture-teacher talk (monologic)		
	Student talk		
	Individual seat work		
	Pair work		
	Group work		
	Whole class discussion		
	Use of L1		
	Other:		

		Yes	No
Content (Reading)	Skimming		
	Scanning		
	Vocabulary (contextual meaning)		
	Making notes		
	Collating information to tables/charts		
	Ordering/ ranking information		
	Writing /speaking exercise		
	Answering comprehension questions		

	Translation		
	Other:		

		Yes	No
Content (Speaking)	Using a range of structures		
	Asking for and expressing opinion		
	Expressing agreement/disagreement		
	Expressing advantage/disadvantage		
	Summarizing information		
	Other:		

		Yes	No
Content (Listening)	Taking notes		
	Filling in tables/charts		
	Matching information		
	Answering questions (open/true/false)		
	Ordering/ranking information		
	Sequencing events		
	Other:		

		Yes	No
Content (Writing)	Summarizing a text		
	Writing a report, an invitation, a letter, poem, etc.		
	Filling in application/letter		
	Interpreting statistics		
	Elaborating/justifying arguments/opinions in essays		
	Writing short sentences		
	Other:		

		Yes	No
Content Language focus/ Grammar (all types)	Word completion		
	Multiple choice		
	Matching		
	Making sentences		
	Drilling		
	Transforming		
	Other:		

		Yes	No
Content Separate vocabulary practice	Matching (synonym-antonym, Turkish or English meaning, etc.)		
	Multiple choice		
	Completion		
	Substitution		
	Memorizing meaning		
	Topical relation		
	Grouping according to meaning		
	Illustration		
	Use of dictionary		
Other:			

		Yes	No
Classroom	Portfolio and project evaluation (preparing a poster, writing an invitation, etc.)		
	Teacher-made Pen and paper tests		
	Mock exams		
	Participation points as incentives and grading		
	Self and/or peer evaluation		

Assessment	Speaking-based Quiz		
	Listening-based Quiz		
	Writing-based Quiz		
	Reading-based Quiz		
	Grammar-based Quiz		
	Vocabulary-based Quiz		
	Other:		

