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**The washback effect of a high-stakes exit test on students' motivation
in a Turkish pre-university EFL preparatory school**

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University of Reading

British Council ELT Master's Dissertation Awards: Commendation



**THE WASHBACK EFFECT OF A HIGH-STAKES EXIT TEST ON
STUDENTS' MOTIVATION IN A TURKISH PRE-UNIVERSITY
EFL PREPATORY SCHOOL**

by

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September, 2016

A dissertation submitted in partial fulfilment of the requirements for the degree of
MA in English Language Teaching,
School of Literature and Languages,
University of Reading

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TABLE OF CONTENTS

	Content	Page
i	List of Figures	6
ii	List of Tables	7
iii	Glossary of Abbreviations	8
iv	Abstract	9
v	Acknowledgements	10
1	Introduction	11
1.1.	Background of the Research	11
1.2.	Rationale for the Research	11
1.3.	Purpose of the Research	12
1.4.	Significance of the Research	12
1.5.	Organisation of the Dissertation	13
2.1.	Introduction	14
2.2.	Washback in Language Testing	14
2.2.1.	Definitions of Washback and Related Concepts	14
2.2.2.	Types of Washback	16
2.2.3.	Theoretical Models of Washback	16
2.3.	Research on Washback in Language Testing	18
2.3.1.	Washback on Course Content	18
2.3.2.	Washback on Teaching Methodology	18
2.3.3.	Washback on Learning	19
2.4.	The Concept of Language Learning Motivation	20
2.4.1.	Self-Determination Theory	20
2.5.	Washback on Language Learning Motivation	22
2.6.	Summary and Research Questions	24

	Content	Page
3.1.	Introduction	27
3.2.	Research Design	27
3.3.	Research Context	28
3.3.1.	The Preparatory School	28
3.3.2.	The Exit Test (FLAT)	29
3.3.3.	The Participants	29
3.4.	Data Collection Instruments	31
3.4.1.	The Questionnaire	31
3.4.2.	The Interview	32
3.5.	Piloting	32
3.6.	Data Collection	32
3.7.	Data Analysis	33
3.8.	Ethical Considerations	33
3.9.	Limitations of the Methodology	34
4.1.	Introduction	35
4.2.	Autonomous out-of-class learning activities	35
4.2.1.	Test-related autonomous out-of-class learning activities	35
4.2.1.1.	Questionnaire Data	35
4.2.1.2.	Interview Data	38
4.2.2.	Non-test-related autonomous out-of-class learning activities	39
4.2.2.1.	Questionnaire Data	39
4.2.2.2.	Interview Data	42
4.3.	Washback on development of language skills	43
4.3.1.	Questionnaire Data	43
4.3.2.	Interview Data	45

	Content	Page
4.4.	Washback on intrinsic and extrinsic motivation	46
4.4.1.	Intrinsic motivation	46
4.4.1.1.	Questionnaire Data	46
4.4.1.2.	Interview Data	50
4.4.2.	Extrinsic motivation	51
4.4.2.1.	Questionnaire Data	51
4.4.2.2.	Interview Data	54
4.5.	Additional Data from the Questionnaire	55
5.1.	Introduction	56
5.2.	Research Question 1	56
5.3.	Research Question 2	59
5.4.	Research Question 3	60
6.1.	Introduction	65
6.2.	Evaluation of the Research	65
6.3.	Implications for Further Research	65
6.4.	Implications for Teaching and Assessment	66
6.5.	Concluding Remarks	67
	Bibliography	69

	Content	Page
Appendix A	Alderson and Wall's (1993) Washback Hypotheses	76
Appendix B	Summary of Selected Washback Research in Chronological Order	77
Appendix C	Policy on Education and Examinations at the EPS	83
Appendix D	Teaching Philosophy of the EPS	87
Appendix E	Proficiency Scales at the EPS	88
Appendix F	Course Descriptions at the EPS	89
Appendix G	Learning Outcomes for each Proficiency Level at the EPS	94
Appendix H	A Sample Page of Syllabus for each Course at the EPS	96
Appendix I	Language Learning Strategies Familiarization Program	100
Appendix J	Specifications for the FLAT	103
Appendix K	A Sample FLAT	113
Appendix L	The Questionnaire	130
Appendix M	The Interview Schedule	138
Appendix N	Guidelines on the Administration of the Questionnaire	140
Appendix O	A Sample Coded Transcript	141
Appendix P	Information Sheet for Interview Respondents	145
Appendix Q	Consent form for Interview Respondents	147
Appendix R	Complete Results of Statistical Analyses for the LP group	149
Appendix S	Complete Results of Statistical Analyses for the HP group	165
Appendix T	Interview Schedule for Future Research	181

LIST OF FIGURES

	Page	
Figure 4.1.	Frequency of test-related learning activities across groups	35
Figure 4.2.	Significance test result for test-related learning activities	36
Figure 4.3.	Frequency of test-related learning activities done at least 2 times a month classified by test components across groups	37
Figure 4.4.	Frequency of non-test-related learning activities across groups	39
Figure 4.5.	Significance test result for non-test-related learning activities	40
Figure 4.6.	Frequency of non-test-related learning activities done at least 2 times per month classified by type of activities across groups	41
Figure 4.7.	Frequency of agreement to washback on development of language skills on a 5-point scale across groups	43
Figure 4.8.	Significance test result for development of language skills	44
Figure 4.9.	Frequency of agreement to washback on development of language skills classified by test components across groups	44
Figure 4.10.	Frequency of agreement to washback on intrinsic motivation on a 5-point scale across groups	47
Figure 4.11.	Significance test result for intrinsic motivation	48
Figure 4.12.	Frequency of agreement to washback on intrinsic motivation classified by contributing factors across groups	48
Figure 4.13.	Frequency of responses to washback on extrinsic motivation on a 5-point scale across groups	51
Figure 4.14.	Significance test result for extrinsic motivation	52
Figure 4.15.	Frequency of agreement to washback on extrinsic motivation classified by contributing factors across groups	53

LIST OF TABLES

		Page
Table 3.1.	Profile of participants in the quantitative phase	30
Table 3.2.	Profile of participants in the qualitative phase	31
Table 4.1.	Ranking of test components in order of frequency of practice within LP group	37
Table 4.2.	Ranking of test components in order of frequency of practice within HP group	38
Table 4.3.	Ranking of non-test-related activities in order of frequency within LP group	41
Table 4.4.	Ranking of non-test-related activities in order of frequency within HP group	42
Table 4.5.	Ranking of test components in order of development within LP group	45
Table 4.6.	Ranking of test components in order of development within HP group	45
Table 4.7.	Ranking of test-related contributing factors to intrinsic motivation in order of relevance within LP group	49
Table 4.8.	Ranking of test-related contributing factors to intrinsic motivation in order of relevance within HP group	49
Table 4.9.	Ranking of contributing factors to extrinsic motivation in order of relevance within LP group	53
Table 4.10.	Ranking of contributing factors to extrinsic motivation in order of relevance within HP group	54
Table 4.11.	Responses to open-format question	55

GLOSSARY OF ABBREVIATIONS

CET	Cognitive Evaluation Theory
ECFLUEE	English Component of the Foreign Language University Entrance Exam
EFL	English as a Foreign Language
EGP	English for General Purposes
ELT	English Language Teaching
EPS	English Preparatory School
FLAT	Foreign Language Achievement Test
GSLPA	Graduating Students' Language Proficiency Assessment
HKCEE	Hong Kong Certificate of Education Examination
HP	Higher Proficiency level
ILE	Inter-university Foreign Language Examination
LP	Lower Proficiency level
L2	Second/foreign language
MMR	Mixed Methods Research
OIT	Organismic Integration Theory
SDT	Self-determination Theory

ABSTRACT

The concept of ‘washback’ refers to the positive or negative influence that tests have on teaching and learning (Hughes, 2003). There is widespread agreement in the literature that washback is a multi-faceted phenomenon that needs to be explored through empirical research (Alderson and Wall, 1993). Despite an abundance of research into washback on teachers and teaching, there is a limited number of washback studies addressing the learning aspect (Wall, 2013). This study seeks to explain the effects of a high-stakes exit test on students’ motivation for learning in a Turkish pre-university EFL preparatory school. It also aims to determine whether there is any difference caused by participants’ proficiency levels in the amount and type of motivation as defined by Deci and Ryan’s self-determination theory (1985). A combination of quantitative and qualitative methodologies has been adopted to elicit learners’ views in the form of questionnaire responses (n=366) and interviews (n=6). The results of the study indicate that the test has no significant washback on students’ intrinsically motivated learning behaviours regardless of their language proficiency, whereas a considerable amount of washback is noted on students’ extrinsic motivation in both groups, to a greater degree on higher proficiency students. The implications of the findings for teaching and assessment are also discussed.

Keywords: *washback, intrinsic motivation, extrinsic motivation, exit test, EFL*

ACKNOWLEDGEMENTS

It is a pleasure to thank those who have made significant contributions to this work.

First of all, I would like to thank my supervisor, Professor Clare Furneaux. This dissertation would not have been possible without her. She has been my guiding spirit throughout the whole process.

I am also grateful to Engin Ayvaz, the director of the Preparatory School for his encouragement and support.

I would like to show my gratitude to Dr. Banu Özgürel for her guidance in the design of this research and for her great help with the statistical analyses.

I am indebted to Angie Woodmansee for her valuable feedback.

Many special thanks to Dr. Trevor J. Hope for his comments.

I would also like to thank Tuğba Polatcan, Evrim Işık, and Gülbeste Durgun for their help and moral support.

I owe my deepest gratitude to my sister, Aysegül Alkan, without whom this dissertation would have had a long way to be completed.

Finally, I must express my very profound gratitude to my family and to my husband for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this dissertation. This accomplishment would not have been possible without them. Thank you.

CHAPTER 1

INTRODUCTION

1.1. Background of the Research

In English language teaching, tests remain an unavoidable part of the process because there is a perceived need for a method to measure a person's language ability (Brown, 2004). Although measurement is their primary function, tests can be closely associated with pedagogical purposes (Bachman and Palmer, 1996). Thus, it is common in language testing literature to refer to the effects of tests on teaching and learning, which is known as the notion of 'washback' or 'backwash' (e.g. Hughes, 2003).

The need for such dependable measures of language ability makes it almost impossible to abolish formal testing practices in many educational settings. Therefore, teachers, test developers, and policy makers understandably seek ways to derive pedagogical benefits from this practice. The question is whether these stakeholders have a deep understanding of the nature of washback, as it is a highly complex issue (Watanabe, 2004).

The past thirty years have seen an increased interest in empirical research into washback on various aspects of teaching and learning. Before that, there was mainly anecdotal evidence that washback exists (Alderson and Wall, 1993). The main challenge faced by the researchers looking for empirical evidence, however, is that there might be numerous factors behind what seems to be evidence for washback. These factors are often characterised by the educational context where the research is conducted. The unavoidable reality of different contexts creates a need for a profound understanding of how tests operate within the immediate context rather than examining factors relevant to tests in isolation (Green, 2007).

1.2. Rationale for the Research

I have worked closely with students in a pre-university EFL preparatory school for many years and have come to realise that the high-stakes exit test may well have an influence on students' motivation. This idea occurred to me when I was teaching to a group of higher proficiency students just a few weeks before the test event. There were some students wishing to do test-related exercises on paper instead of being involved in the

classroom activities probably because they did not think these activities were oriented towards the test.

A subsequent search of the literature revealed that little is known about the relationship between the test and students' motivational learning behaviours in this particular context. There have been some inferences made by the teachers based on their years of experience and yet they cannot put forward conclusive arguments because of a lack of empirical evidence. Clearly there is a need for a systematic approach to collect data from a range of students with different viewpoints.

1.3. Purpose of the Research

This study therefore sets out to investigate the influence of a high-stakes exit test on students' motivation towards learning in a Turkish pre-university EFL preparatory school. It also aims to determine whether there is any difference caused by students' proficiency levels in the amount and type of motivation as defined by Deci and Ryan (1985). Through a mixed methods approach (Creswell and Plano Clark, 2011), learners are given a voice in both phases of the study.

1.4. Significance of the Research

There are several important areas where this study makes original contributions to the literature on washback. First, it provides insights into washback of a high-stakes exit test on the extent and type of motivation for learning English among students in this particular context. Second, it is one of the few studies that examines washback within the scope of a sound motivation theory (Deci and Ryan, 1985) as suggested by Alderson and Wall (1993). Finally, this study fills a gap in the literature by addressing learners' perspectives because previous published studies mostly examined washback on teachers and teaching (Wall, 2013).

The findings of the present study shed light on the consequences of the use of the test for students' learning. On a practical level, this understanding should bring benefits to stakeholders in two ways. First, it enables teachers to build a link between the test and teaching practices they are involved in. They may choose to act upon the realisation of their own weaknesses and seek new ways to address their students' needs in the learning process. Second, it provides an opportunity for test developers to evaluate the test in several aspects and explore ways of producing beneficial washback on students' learning.

1.5. Organisation of the Dissertation

The overall structure of the study takes the form of six chapters. Chapter 1 has introduced the study as a whole. In Chapter 2, the relevant literature is briefly reviewed and the research questions are introduced. Chapter 3 is concerned with the methodology used for this study. Chapter 4 presents the findings of the research. In Chapter 5, the research questions are answered in light of the findings and the relevant literature. Chapter 6 begins with an overall evaluation of the study. It then addresses implications for further research as well as for teaching and assessment before finishing with final concluding remarks.

CHAPTER 2

REVIEW OF THE LITERATURE

2.1. Introduction

This chapter presents some background on the complex nature of the ‘washback’ phenomenon through a discussion of its theoretical underpinnings and related empirical studies with specific research focuses. Placing emphasis on the focus of ‘washback on learning’, it aims to establish a more specific link between the concepts of washback and language learning motivation, with reference to Deci and Ryan’s (1985) Self Determination Theory (SDT henceforth). It is followed by a statement of the research questions arising from the gaps in the literature.

2.2. Washback in Language Testing

2.2.1. Definitions of Washback and Related Concepts

The concept of ‘washback’ or ‘backwash’ has been defined in a number of ways in language testing and applied linguistics. Simply put, it refers to the positive or negative influence that tests have on teaching and learning (Alderson and Wall, 1993; Bailey, 1996; Hughes, 2003). This influence is mainly associated with high-stakes tests, the consequences of which are used to make important decisions for test-takers and other people concerned (Wall, 2013). The influence of tests can be observed in the curriculum, classroom materials, teaching methods, participants’ feelings and attitudes towards the test and finally in the learning process (Spratt, 2005). Despite the wide range of ways washback has been theoretically portrayed in the literature, scholars fully acknowledge that washback is an extremely complex phenomenon (Alderson and Wall, 1993; Dickins and Scott, 2007; Green, 2006; Spratt, 2005; Watanabe, 2004). To address this complexity, scholars have approached the washback issue from various aspects, some of which will now be addressed.

One approach to theorising washback is based on the notion of direct or indirect influence of high-stakes tests on the curriculum. This notion manifests itself in the concept of ‘measurement-driven instruction’, the advocates of which (e.g. Popham, 1987; Pearson, 1988) point out that tests could benefit teaching and learning if they are created properly and implemented under certain conditions (Qi, 2005). In other words, what happens in

the classroom could be driven simultaneously by the goals of test designers and policy makers and thus produce positive effects on teaching and learning. However, the modified curriculum, which is referred to as ‘curriculum alignment’ (Shepard, 1990), does not necessarily result in improved teaching and learning (as cited in Cheng, 2004). In this respect, Madaus (1988) rightly criticises narrowing the curriculum, or what is referred to in washback literature as ‘cramming’, since it constrains “the creativity and spontaneity of teachers and students” (as cited in Wall, 2000, p.500).

The argument about the close relationship between washback and validity has also caused a debate in the literature. Morrow (1986) introduced ‘washback validity’ as an isolated concept that suggests a test’s validity should be measured by the degree of its beneficial effects on teaching (as cited in Alderson and Wall, 1993). Similarly, Frederiksen and Collins (1989) proposed the term ‘systemic validity’ to refer to a new test that could be integrated into an educational system in such a way that “curricular and instructional changes...foster the development of the cognitive skills that the test is designed to measure” (as cited in Pan 2009, p. 258).

A serious weakness with these arguments, however, is that they remain theoretical since the authors fail to describe how these forms of validity should be established empirically. Another problem is related to the authors’ simplistic way of addressing the complex issue of test validity. In this regard, Alderson and Wall (1993) convincingly argue that “washback is...a complex phenomenon which cannot be related directly to a test’s validity” (p.116). A much stronger argument was presented by Messick (1996), who locates washback within the theoretical notion of ‘consequential validity’ as part of a broader, unified concept of test validity. It encompasses evidence regarding the intended and unintended long- and short-term consequences on society and individuals or institutions due to score interpretation and use (Messick, 1996). Therefore, Messick (1996) suggests investigating “validity as a likely basis for washback” rather than “seeking washback as a sign of test validity” (p. 252).

Although Messick’s (1996) standpoint has a sound rationale, researchers must be cautious while interpreting test consequences within the framework of consequential validity. Caution is necessary because it is easy to ignore the real possibility that a test might not provide beneficial washback. Therefore, it is important to remember that the more

evidence a test yields relevant to different aspects of unified validity, the more likely it is to generate positive washback.

2.2.2. Types of Washback

It was once a commonly-held belief that a good test will have beneficial washback and a bad test will have detrimental washback (Heaton, 1988). However, as more in-depth research into washback is conducted, the case is believed to be more complicated. “The quality of washback might be independent of the quality of the test” (Alderson and Wall, 1993, p.118) and there may well be “other forces operative on the educational scene” (Messick, 1996, p. 242). In other words, any test, whether considered *good* or *bad*, will have intended and unintended washback effects on educational practices (Hughes, 2003). These effects are generally grouped as intended positive and unintended negative washback in language testing literature (Bailey, 1996; Cheng, 2004; Cheng, 1997; Hughes, 2003; Messick, 1996; Wall and Alderson, 1993; Wall, 2013).

Positive washback could, for instance, be associated with tests that enhance motivation for learning, give participants a sense of accomplishment, and generate positive attitudes towards teaching and learning (Pan, 2009). Negative washback, on the other hand, might include cramming or ‘teaching to the test’ that would result in lack of motivation and lack of real-life knowledge, a situation further exacerbated by decision makers’ overuse of tests as ‘levers’ for change (Pan, 2009). However, there must be evidence that “can be linked to the introduction and use of the test” (Messick, 1996, p. 243) to be able to support a claim for any type of washback discussed above. It is important to have such evidence because these effects may well occur due to “other things that are done or not done in the education system” regardless of the test itself (Messick, 1996, p. 242).

2.2.3. Theoretical Models of Washback

There have been various deterministic assumptions made about the universal presence of washback in the literature. There is one point, however, many language testers have agreed upon: washback is a multi-faceted concept that needs to be explored through empirical research (e.g. Alderson and Wall, 1993; Bailey, 1996; Prodromou, 1995; Saif, 2006; Shih, 2009). To this end, a number of models and various instruments have been designed for investigating washback.

The catalyst of these theoretical models was Alderson and Wall's (1993) washback hypotheses which were developed to understand more deeply how washback works, rather than simply acknowledging the idea that washback exists. To emphasise the need for more increased specification of washback mechanisms in future research, the authors proposed fifteen washback hypotheses that ranged from the most general to the more specific (Appendix A). These hypotheses were aimed to clarify what is particularly influenced by a test or test's stakes: teaching, learning, content, methodology, rate, sequence, degree, depth, and attitudes. Each of these aspects can form the basis for a particular research study depending on the purpose, as well as the nature of the test and the educational context.

Hughes (1993, p.2) also proposed a model by which he explains how washback works:

The nature of a test may first affect the perceptions and attitudes of the *participants* towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (*process*), including practising the kind of items that are to be found in the test, which will affect the learning outcomes, the *product* of that work (as cited in Bailey, 1996, p. 262; italics added).

Building on Alderson and Wall's (1993) hypotheses and Hughes' (1993) trichotomy, Bailey (1996) produced a model of washback that distinguishes between 'washback to the learners' and 'washback to the programme' (p.264). The former relates to the direct influence of "test-derived information" on test-takers' actions such as "applying test-taking strategies, practising items...similar to those on the test", while the latter refers to "results of test-derived information provided to teachers, administrators, curriculum developers, counsellors, etc." (Bailey, 1996, p. 264).

It is the researchers' prerogative to choose the model on which they base their research studies. However, given the complex nature of washback, researchers must be aware of the interplay of numerous factors related to the school, the test, the teacher and the learner (Shih, 2009) that may have various consequences.

2.3. Research on Washback in Language Testing

Until the early 1990s, there was relatively little empirical research conducted on the exact nature of washback in language testing contexts (Bailey, 1996; Cheng, 2004). Alderson and Wall's (1993) article is now regarded as the stimulus for research into "the ongoing effects of established testing programmes" (Green, 2013, p. 42) and how new or revised tests affect educational practices in a given context.

Some studies explore the washback effect(s) of national, international, or high-stakes test(s) in a broader sense whereas others take a closer look into one aspect or type of washback. In either case, the aspects and types of washback discussed above become more of an issue when researchers need to specify a focus for their studies. These focuses mainly cover course content, teaching methodology, and learning. A selection of these studies is summarised chronologically in tabular form in Appendix B.

2.3.1. Washback on Course Content

There have been many studies that set out to examine washback on course content (e.g. Alderson and Hamp-Lyons, 1996; Cheng, 1997; Read and Hayes, 2004; Shohamy, Donitsa-Schmidt, and Ferman, 1996; Wall and Alderson, 1993). The most widely-reported finding from these studies was that teachers easily adopt focusing the course on exam-oriented classroom materials and thus help learners pass the test through 'teaching to the test'.

2.3.2. Washback on Teaching Methodology

The idea of washback on teaching methodology could be referred to as "the adjustment of teaching methods to suit the form of test questions" (Madaus, 1988, as cited in Wall, 2013, p.1). To date, there have been a series of attempts to investigate this effect in the language testing field (e.g. Alderson and Hamp-Lyons, 1996; Cheng, 1997; Shohamy et al., 1996; Wall and Alderson, 1993; Watanabe, 1996).

On the one hand, some of these studies revealed no changes in the way teachers teach (Wall and Alderson, 1993; Cheng, 1997). Yet it was acknowledged that this stasis might result from the fact that shifts in teaching methodology may occur over a longer period of time and are therefore more difficult to observe than changes in course content (Dickins and Scott, 2007). On the other hand, it was found that teachers employed specific teaching

methods in preparation for high-stakes tests (Alderson and Hamp-Lyons, 1996; Shohamy et al., 1996; Watanabe, 1996), albeit in varying degrees from teacher to teacher.

An obvious conclusion could be drawn given the results of the research investigating washback on course content and teaching methodology briefly discussed above. When contextual factors (e.g. the type and the duration of the course), or test-related factors (e.g. test stakes and the status of the language being tested), or teacher-related factors (e.g. their beliefs) come into play, the nature of washback varies considerably.

2.3.3. Washback on Learning

Interestingly, much of the washback literature deals with the effect of tests on teachers and teaching, with fewer studies addressing the reactions of learners or other test takers (Wall, 2013). This trend exists despite the fact that, as Kirkland (1971) states, test takers are the individuals “whose status in school and society is determined by test scores and ... whose self-image, motivation, and aspirations are influenced” (as cited in Scott, 2007, p.29).

Still, there have been some researchers who recognised the need for redressing this balance by placing learners at the core of their research. Studies vary but are mainly focused on washback on promotion of learning (Andrews, et al. 2002; Ferman, 2004; Hughes, 1988; Manjarrés, 2005; Read and Hayes, 2004; Saif, 2006), on learners’ adoption of specific learning strategies related to the test (Alderson and Hamp-Lyons, 1996; Cheng, 1998), and on learners’ motivation towards learning (Cheng, 1998; Lumley and Stoneman, 2000; Yıldırım, 2010; Özmen, 2011; Pan and Newfields, 2012, 2013; Pan, 2014).

It is beyond the scope of this paper to refer to each and every aspect of language learning that has formed the basis for these studies. Therefore, for purposes of this study, the research centred around the test’s effect on learners’ motivation to study English will be reviewed below. Before that, however, a brief overview of how the concept of motivation has been theorised in the language learning literature will be presented with a particular reference to Deci and Ryan’s (1985) SDT as it provides the theoretical framework for the current research (see 2.5).

2.4. The Concept of Language Learning Motivation

Although teachers and learners commonly use ‘motivation’ as a term to define the reason behind success or failure in learning, developing an exact definition of the concept has been a controversial issue among practitioners and researchers. What they seem to agree on is that motivation concerns three dimensions of human behaviour: “the *choice* of a particular action, the *effort* expended on it and the *persistence* with it” (Dörnyei, 2001, p. 8). However, there appears to be no straightforward answer to the question of how these three dimensions interact and create motivation.

When it comes to defining motivation to learn a second/foreign language (L2), things become much more complex due to the multi-faceted nature of language. The L2 learning process incorporates environmental and cognitive factors - normally manifested in learning in educational psychology - as well as social and cultural components (Dörnyei, 1998). For that reason, it is not surprising that the L2 motivation construct has a wide spectrum of representations from different psychological fields, hence the lack of an absolute and unequivocal definition. What is agreed on among various theorists (e.g. Nation, 1969; Oxford and Shearin, 1994; Tremblay and Gardner, 1995) is the idea that motivation has a profound effect on language learning success as it “provides the impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process” (Dörnyei, 2005, p.65).

2.4.1. Self-Determination Theory

Among the various theories put forward to conceptualise L2 motivation, Deci and Ryan’s (1985) SDT has been the one that elaborates on the most commonly observed distinction in motivation literature, that is, between intrinsic and extrinsic motivation. The nature of this distinction lies in the fact that learners’ motivational behaviours depend on the extent to which individuals ‘internalise’ the regulations found on the continuum of ‘self-determined’ or ‘controlled’ forms of motivation.

Intrinsic Motivation

Intrinsic motivation reflects behaviour performed “because it is inherently interesting or enjoyable” (Ryan and Deci, 2000a, p.55) and thus considered to have more benefits to the learners’ sustained interest and achievement in language learning (Dörnyei, 1998). For this reason, to highlight the factors and forces that both facilitate and undermine

intrinsic motivation, Ryan and Deci (2000a) developed the Cognitive Evaluation Theory (CET henceforth). A subtheory within SDT, CET attempts to specify the circumstances in social contexts that cause the variability in intrinsic motivation.

CET argues that “social-contextual events (e.g., feedback, communications, rewards)” that bring about the feelings of *competence* during action can enhance intrinsic motivation for that action (Ryan and Deci, 2000b, p. 70). Positive feedback and negative feedback are given as an example of this aspect as facilitating and diminishing intrinsic motivation, respectively. However, the theory further specifies that an enhanced feeling of competence cannot contribute to the development of intrinsic motivation unless it is accompanied by a sense of *autonomy or self-determination*, which leads to an internal “perceived locus of causality” (Deci and Ryan, 1985, p. 57). The extent to which this locus of causality is internalized depends partly on contextual factors and partly on individuals’ inner resources that support or thwart the need for feelings of competence and autonomy (Ryan and Deci, 2000a; 2000b).

Extrinsic Motivation

Extrinsic motivation describes behaviour performed “as a means to an end, that is, to receive some extrinsic reward or to avoid punishment” (Dörnyei, 2001, p. 27). In contrast to intrinsic motivation, extrinsic motivation had been widely regarded as non-autonomous, but SDT proposed that it could vary in its relative autonomy. For instance, a student doing his homework at his parents’ request is considered to have extrinsic motivation just because he obeys an external regulation, whereas another student doing his homework because he thinks it will be great practice for the exam is still extrinsically motivated, but his motivation entails “personal endorsement” (Ryan and Deci, 2000a, p.60). This perspective leads to identification of different forms of extrinsic motivation, which are explained within a second subtheory of SDT, called Organismic Integration Theory (OIT henceforth) (Deci and Ryan, 1985). This theory places extrinsic motivation somewhere between highly autonomous intrinsic motivation (see above) and amotivation, which is defined as a complete lack of “intention to act” (Ryan and Deci, 2000b, p. 72).

OIT defines the least autonomous extrinsically motivated behaviours as *externally regulated*, highly controlled behaviours performed solely to satisfy an external demand (Ryan and Deci, 2000b). Another type of extrinsic motivation is *introjected regulation*.

Individuals take in a regulation, but do not completely accept it as their own in introjection. They nonetheless perform the regulated behaviours to avoid feeling guilty, anxious, or to maintain feelings of their own importance and abilities, which boost their ego.

A more autonomous type of extrinsic motivation is *identified regulation*. Identification involves an individual's valuing or acceptance of a regulation or goal consciously, considering it as personally important. Lastly, the most autonomous form of extrinsic motivation within the self-determination continuum is *integrated regulation*. When individuals fully accept an identified regulation as their own and assimilate it to the self, integration occurs (Ryan and Deci, 2000b). This, however, does not mean that individuals act for their own enjoyment, which would be an intrinsically motivated behaviour.

Despite the myriad assertions about the different types of motivational behaviours, the intrinsic motivation and the more self-determined types of extrinsic motivation discussed above might not have clear-cut boundaries. It is primarily because "actions characterised by integrated motivation share many qualities with intrinsic motivation" (Ryan and Deci, 2000b, p.73).

2.5. Washback on Language Learning Motivation

As suggested by Alderson and Wall (1993), several washback studies have been conducted within frameworks built on the foundations of disciplines outside language testing, such as innovation and motivation theories. Those studies which centred on the interrelation between washback and language learning motivation are few in number and yet yield a valuable insight as to whether and how tests influence learners' behaviours towards learning English (see Appendix B).

A well-known example of a comparative washback study was undertaken by Cheng (1998). The findings of the survey revealed that the new public examination (HKCEE) in Hong Kong did not have serious washback on students' learning. Students reported no significant change in "their motivation to learn English" and "their learning strategies remain largely unchanged" (Cheng, 1998, p. 297). The researcher emphasised that these would be premature statements given the exam had been in effect for only one year at the time of the study.

In Turkey, Yıldırım (2010) and Özmen (2011) conducted two important research studies into washback of two high-stakes national exams (ILE and ECFLUEE respectively). They reported negative effects on participants' language learning experiences due to the nature and content of the exams. These effects primarily relate to certain L2 skills that remain weak, as well as a low level of motivation for learning the language.

Lumley and Stoneman (2000) presented similar results following their research, the findings of which were discussed with respect to Deci and Ryan's (1985) SDT. They examined students' perceptions of a *Learning Package* developed for another newly introduced exam (GSLPA) in Hong Kong. It was intended to encourage students to view the test as an opportunity for language learning, thereby attaching an intrinsic value to the test. Contrary to these expectations, students were reported to show extrinsically motivated behaviours towards learning as a consequence of being "narrowly focused on the test-taking procedure" (Lumley and Stoneman, 2000, p. 76).

Pan and Newfields (2013) also built their research on Deci and Ryan's (1985) model of motivation. The authors questioned how English proficiency graduation requirements in Taiwan universities tend to influence students' motivation to study English. The results were twofold. First, it appeared that test requirements only marginally pushed students to study English and this is less so with low proficiency students. The researchers concluded that the test had a marginal effect on students' extrinsically motivated learning behaviours, whereas no evidence was found relating to washback on students' intrinsic motivation. Second, graduation requirements seemed to encourage communication-oriented learning activities for test preparation to some extent, hence a slight enhancement of students' productive skills in contrast to their counterparts. However, there were no dramatic changes with regard to their preferred methods for learning as the "old habits of traditional, non-communicative study seemed to remain entrenched" (Pan and Newfields, 2013, p.28).

A virtually identical comparative research study, taking Deci and Ryan's (1985) theory as a foundation, was carried out by Pan (2014), also in Taiwan. The author aimed to further investigate the washback of exit requirements on students' test-related and non-test-related autonomous out-of-class learning activities. The results suggested that lower proficiency level students engaged themselves only in test-oriented practice, thereby

exhibiting extrinsically motivated behaviours since this is the only way they could graduate, continue their education, and apply for a job. Higher-proficiency level students, on the other hand, held the view that the test could develop their language skills and intrinsic motivation and thus performed a wider range of activities intended for both the test and language skill-building.

All the evidence presented in the studies above could indicate that a test may not always satisfy the expectations of teachers, test constructors, or policy-makers if the test has been intended to function as a ‘lever’ for change in learners’ behaviours towards learning. It may, instead, strengthen their motivation largely for extrinsic purposes. Even if it manages to activate more self-determined types of behaviour, it is likely to have an influence on *some* learners and to a *slight* degree.

2.6. Summary and Research Questions

This chapter started with a brief overview of the theoretical aspects of the washback phenomenon. Followed by empirical studies on washback of language tests, it described key areas investigated in the washback literature, which are course content, teaching methodology, and learning. Among these, the ‘learning’ focus was narrowed down and specific attention was devoted to language learning motivation in connection with Deci and Ryan’s (1985) motivation model. Finally, a link was established between washback and language learning motivation by reviewing the relevant research.

The preceding review of the literature demonstrated a number of key issues that pertain to the present study. First, there is a remarkably limited amount of research investigating washback on language learning motivation in an EFL context in Turkey. This is an important issue because it is the context relevant to that of the current research. In this respect, Yıldırım’s (2010) and Özmen’s (2011) studies are the only ones that could be found (see 2.5).

In addition, to my knowledge, there is no washback study on language learning motivation that was published in Turkey in the context of a pre-university EFL preparatory school, which is again specifically linked to the present research. This type of program is commonly found in countries such as China, Turkey, and the Gulf states, despite being called by different names, i.e. preparatory school, foundation course, or pre-sessional program. The program aims to ensure students meet the required level of general

language proficiency prior to commencing their undergraduate studies, where English is used as the medium of instruction (see West et. al, 2015 for an overview).

Finally, there are relatively few empirical studies that examine washback from learners' perspectives, although great emphasis is laid on the role of learners in the models designed for washback research (see 2.2.3). The findings reported by Pan and Newfields (2013) and Pan (2014) (see 2.5.) therefore merit specific consideration because they have provided the most recent information about the effects of a high-stakes exit test on learners' motivational behaviours based on a sound motivation model (Deci and Ryan's (1985) SDT). However, the authors acknowledge the limitations of their studies: 1) their research focus is limited to a particular context and more research is called for in different learning environments, and 2) the exit test in question has not been in existence for a long time.

In the light of the points made above, the gaps arising from the review can be summarised as:

- More research into washback is needed in different language learning contexts.
- There is a very limited amount of research into washback conducted in Turkey.
- There is no reported research into washback on language learning motivation in a pre-university EFL preparatory school.
- Research studies addressing learners' perspectives are few in the washback literature.
- The test subject to investigation needs to be in use for a long time.

The present study aims to help fill these gaps, by investigating a high-stakes exit test, which has been in use for 5 years in a Turkish pre-university EFL preparatory school. The research focuses on the washback effect of the test on learners' motivation, grounded in Deci and Ryan's (1985) SDT. Consequently, three overarching and related specific research questions have been formulated as follows to address the aspects of these gaps:

- What influence do students in a pre-university EFL preparatory school report the exit test has on their autonomous out-of-class learning activities?
 - Do students of different proficiency levels in this context report different viewpoints about the influence of the test on their autonomous out-of-class learning activities?

- What influence do students in a pre-university EFL preparatory school report the exit test has on development of their language skills?
 - Do students of different proficiency levels in this context report different viewpoints about the influence of the test on development of their language skills?
- What influence do students in a pre-university EFL preparatory school report the exit test has on their intrinsic/extrinsic motivation as defined by Deci and Ryan (1985)?
 - Do students of different proficiency levels in this context report different viewpoints about the influence of the test on their intrinsic/extrinsic motivation?

As the research questions have been specified, the methodology used in this study will be described in the next chapter.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter provides an overview of the methodology employed in the study to address the research questions introduced in Chapter 2. It first discusses the rationale behind the research design. It then gives a description of the research context, along with the test in question and the participants. It is followed by a statement of the data collection instruments as well as the procedures for collecting and analysing the data. Finally, there will be a reference to ethical considerations and limitations of the research design.

3.2. Research Design

The study was conducted within the framework of a mixed methods research (MMR), which aims to “draw from the strengths and minimise the weaknesses” of both quantitative and qualitative data (Johnson and Onwuegbuzie, 2004, p.15). The review of the literature showed (see 2.2.3.) that washback is a multi-faceted concept that must be investigated systematically. MMR seems to be the best approach to address this complexity because it aims to provide an enriched understanding of the research problem (Ivankova, Creswell, and Stick, 2006).

Among various mixed methods designs, the convergent parallel design was selected (Creswell and Plano Clark, 2011). The main strengths of the design lie in the fact that it allows for an emergence of “new explanations, questions, and even hypotheses” (Wolff, Knodel, and Sittitrai, 1993 as cited in Luyt, 2012, p.297) and it may “validate or corroborate the quantitative scales” (Creswell and Plano Clark, 2011, p.73). Both the quantitative and qualitative data were collected at roughly the same time during a single phase of the research. Each strand was given equal priority and kept independent during analysis. Then the results obtained separately from the two data sets were merged, compared, and interpreted together.

3.3. Research Context

3.3.1. The Preparatory School

The research was conducted at a compulsory English preparatory school (EPS henceforth) within a Turkish university. The school offers eight months of intensive English instruction for students that are already qualified to study in an undergraduate program through the national university exam (see Higher Education System in Turkey, 2014 for an overview). These undergraduate programs are divided into three categories in terms of their language of instruction as determined by the respective faculty executive boards: 1) 100% English medium, 2) 30% English medium, and 3) Turkish medium. Students have a chance to directly continue to their programs provided that they gain exemption from EPS (see Appendix C/ Article 4). Students that do not have exemption are required to enrol in the EPS.

The purpose of the EPS is to equip students, mostly aged 18 to 24, with general language skills to be used in their future educational life. It aims to offer instruction in a learner-centred environment in order that students develop both their linguistic and communicative competence (see Appendix D). Prior to the commencement of instruction, students are placed into a group represented by a proficiency level, namely starter/elementary, pre-intermediate and intermediate (see Appendix E) depending on their scores in the placement test (see Appendix C/ Article 5).

Students then attend three consecutive levels/tracks in an academic year, each of which lasts a minimum of ten weeks with twenty-four hours of lessons per week. The curriculum is mainly English for general purposes (EGP). There are four courses offered, i.e. integrated skills, reading, writing, and listening & speaking (see Appendix F). These courses are specifically designed to meet learning outcomes for each proficiency level (see Appendix G). A sample of the syllabus for each course is presented in Appendix H.

The philosophy of testing and assessment in the EPS is to determine the extent to which the intended learning outcomes set by the curriculum are being achieved. Therefore, in each track various assessment tools are used mostly for summative purposes. Each of these tools has a different purpose with varying degrees of contribution towards the overall level grade (see Appendix C/ Article 7). The complete details of the graduation requirements can be found in Appendix C/ Article 8.

At the beginning of each academic year, students undergo a short period of training on basic learning strategies to be used in the language classroom (see Appendix I). Regarding learning outside the classroom, however, no formal training is provided. In principle, the school encourages teachers to guide their students effectively both inside and outside the classroom. Yet, this does not mean that there is a standard way of addressing out-of-class learning activities. It is solely the teacher's decision whether or not to assign homework, to give advice on useful learning tools, or to make an effort to raise student awareness.

3.3.2. The Exit Test (FLAT)

The Foreign Language Achievement Test (FLAT) is administered four times a year with different purposes. This research focuses mainly on its specific use as an exit test at the end of the fall semester (see Appendix C/ Article 4). FLAT is an intermediate level test that aims to create a measure of all four skills, as well as grammar and vocabulary knowledge in English, in order to determine whether test takers are entitled to graduate from the preparatory school (see Appendix J). It has a 100% contribution to this decision and is thus considered a high-stakes test. Students are given a chance to graduate in the middle of the academic year because there may be some students who, after a few months of instruction, have already achieved the learning outcomes of the exit level. The achieving students can choose to continue their studies in their respective undergraduate programs, request a suspension for one semester, or keep studying in the preparatory school. A sample test, along with the marking criteria, is presented in Appendix K.

3.3.3. The Participants

At the time of this research there were 1465 students enrolled in the EPS. Having completed the first track and started studying on the second, they had 16 weeks of English instruction. As it was not practicable to access all of them, a sampling method was used. With the purpose of selecting two representative samples of the wider population, each being relatively homogeneous in terms of language proficiency, the stratified sampling method (Cohen, Manion, and Morrison, 2007) was opted for. The selection of these groups was made according to students' average pass marks in the first track. The higher-proficiency (HP henceforth) students were chosen from the top group of the intermediate level, those who achieved a score of 80 and above. The lower-proficiency (LP henceforth)

group, on the other hand, included the bottom group of the pre-intermediate level students with a score of 76 and below.

243 LP students out of a total of 345 and 123 HP students out of a total of 192 participated in the quantitative phase of the study. Although the return rates were not high, i.e. 68% for LP and 64% for HP, the sample sizes were enough for a probability sample to achieve at least a 90% of confidence level with a confidence interval of 5% (Cohen, Manion, and Morrison, 2007, p.104). The profile of the informants in each group is presented in Table 3.1. below.

Table 3.1. Profile of participants in the quantitative phase

	<i>LP Group (n=243)</i>			<i>HP Group (n=123)</i>		
Gender	<i>Female</i>	<i>Male</i>		<i>Female</i>	<i>Male</i>	
	47.7%	52.3%		61.5%	38.5%	
Nationality	<i>Turkish</i>	<i>Non-Turkish</i>		<i>Turkish</i>	<i>Non-Turkish</i>	
	99.6%	0.4%		98.4%	1.6%	
Year of Study	<i>1st</i>	<i>2nd</i>		<i>1st</i>	<i>2nd</i>	
	92.5%	7.5%		98.3%	1.7%	
Age	<i>18-20</i>	<i>21-25</i>	<i>25+</i>	<i>18-20</i>	<i>21-25</i>	<i>25+</i>
	74.9%	22.2%	2.9%	95.9%	4.1%	0%
Medium of Instruction	<i>100% English</i>	<i>30% English</i>	<i>100% Turkish</i>	<i>100% English</i>	<i>30% English</i>	<i>100% Turkish</i>
	51.5%	47.7%	0.8%	79.5%	20.5%	0%

In the qualitative phase of the study, there were fewer participants. For each group, 3 students were selected randomly from the ones who previously responded to the questionnaire. Table 3.2. shows the profile of these informants. Because it is possible to interview only a small number of people (Bell, 2005) and it is done on a voluntary basis (see 3.8.), the range of subject profiles is rather limited (e.g. no female subjects).

Table 3.2. Profile of participants in the qualitative phase

	<i>LP Group (n=3)</i>			<i>HP Group (n=3)</i>		
	Gender	<i>Female</i>	<i>Male</i>		<i>Female</i>	<i>Male</i>
	0%	100%		0%	100%	
Nationality	<i>Turkish</i>	<i>Non-Turkish</i>		<i>Turkish</i>	<i>Non-Turkish</i>	
	100%	0%		100%	0%	
Year of Study	<i>1st</i>	<i>2nd</i>		<i>1st</i>	<i>2nd</i>	
	100%	0%		100%	0%	
Age	<i>18-20</i>	<i>21-25</i>	<i>25+</i>	<i>18-20</i>	<i>21-25</i>	<i>25+</i>
	100%	0%	0%	100%	0%	0%
Medium of Instruction	<i>100% English</i>	<i>30% English</i>	<i>100% Turkish</i>	<i>100% English</i>	<i>30% English</i>	<i>100% Turkish</i>
	66.7%	33.3%	0%	100%	0%	0%

3.4. Data Collection Instruments

For the purpose of this study, quantitative and qualitative data were collected through a structured questionnaire and standardised open-ended face-to-face interviews. Both instruments were also developed in Turkish and checked for accuracy by a native speaker of Turkish. Detailed information is presented below.

3.4.1. The questionnaire

Based on the research by Pan and Newfields (2013) and Pan (2014) (see 2.5.), along with washback theories and washback models (see 2.2.), a questionnaire (see Appendix L) was designed especially for this study. Several sources were consulted (e.g. Bell, 2005; Fanning, 2005; Cohen et al., 2007) in the process of formulating the items. The aim of the instrument was to determine the extent to which the test in question influences students' motivational behaviours for learning English.

The questionnaire comprised 36 items structured in four parts. Part I was designed to get personal information about the participants. Part II asked about the frequency of test-related (items 6-11) and non-test-related (items 12-21) autonomous out-of-class learning activities. Part III aimed to gain an insight into students' understanding of the test's influence on development of their language skills (items 22-26), on their intrinsic

motivation (items 27-31), and extrinsic motivation (items 32-36). Both Part II and III used a 5-point Likert scale. Part IV was an open part where students could write about anything relevant to the test's influence on their learning. In order to test the reliability of the questionnaire, *Cronbach's alpha* was calculated and it was found $\alpha=.86.9$, which is above the standard reliability measure (Bryman and Cramer, 2005, p.77).

3.4.2. The interview

As one purpose of the study was to gain comparable data across the two proficiency levels, a standardised open-ended interview was regarded the best option (Cohen et al., 2007). The exact wording and sequence of questions were determined in advance through an interview schedule (see Appendix M). The schedule included a majority of "open-ended items" with only a few "fixed-alternative items" (Cohen et al., 2007, p.357). This means that interviewees had a considerable degree of latitude in their responses. The selected type of interview brings certain advantages: 1) recording and analysis of the data are simpler (Bell, 2005) and 2) data is complete for each participant (Cohen et al., 2007).

3.5. Piloting

In order to achieve a high degree of validity and reliability (Dörnyei, 2007), both instruments were piloted with non-research participants, representing the research sample as much as possible. The questionnaire was administered to 2 HP and 2 LP students together in one session. They were asked to give feedback on the layout, clarity of the instructions, as well as the wording of each questionnaire item and of the Likert scale. There were some minor changes made in the wording in order to eliminate ambiguities. The participants also identified a few redundant and irrelevant items and the questionnaire was revised accordingly. In addition, the time taken to complete the whole questionnaire was checked and was found to be appropriate. Similarly, the interview was piloted with 1 HP and 1 LP student. It revealed that the participants had no difficulty understanding the questions and giving answers consistent with them. The length of the interview was also measured and found within the expected limit.

3.6. Data Collection

The Turkish version of the questionnaire was administered simultaneously by EFL instructors during the class hour. They were strictly informed about the procedures to follow (see Appendix N) and assisted by the floor monitors in charge. The interviews

were held in the participants' native language (Turkish) at a pre-determined time (other than the class hours) and in an appropriate room at school. Each session was audio recorded and lasted no more than 8 minutes.

3.7. Data Analysis

The quantitative data from the questionnaire were processed by an Optical Mark Recognition software and the results were transferred to a Microsoft Excel 2013 file. After the completion of checks for any errors, the results were analysed separately for the two response groups through SPSS 22.0. First, basic descriptive analyses were performed to find the frequency of responses for each item. Next, the items were grouped into 5 by their focus, as in the questionnaire (see 3.5.1. above), and the median values of responses for each group were found. Finally, a test of statistical significance (Mann-Whitney U test) was run to determine differences between the two groups.

The qualitative data from the interview were first fully transcribed in the original language. Next, the relevant parts were translated into English and cross-checked with a Turkish colleague for any inconsistencies. The transcriptions were coded through the method of constant comparison (LeCompte and Preissle, 1993). The codes were modified repeatedly by comparing the existing and the newly-acquired codes. This process continued until all the data were processed and a full understanding of the categories was achieved. For intra-coder reliability purposes, after completion of the coding procedure, two transcripts were recoded fifteen days later and no discrepancies were found. A sample of a coded transcript is presented in Appendix O.

3.8. Ethical Considerations

The research received official permission from the ethics committee of the University of Reading. Prior to data collection, participants were informed in their native language about the purpose and the nature of the research as well as their ethical rights through the header of the questionnaire (see Appendix L) and information sheets (see Appendix P). All participants were selected on a voluntary basis and the interview respondents were asked to sign a separate consent form (see Appendix Q).

3.9. Limitations of the Methodology

- In this research, the collected data was based on what participants say they do rather than direct observation. The lack of observational data is often denounced in the washback literature (e.g. Alderson and Wall, 1993). Therefore, it would have been more reliable to merge two types of data.
- In washback studies it is best to collect data when the test date is approaching because the effects are likely to be greatest then (Green, 2013). To achieve this goal, the data was collected just before the test event in this study. Therefore, in such a limited time it was not practicable to analyse the results of the quantitative strand and feed them into the following phase of collecting the qualitative data. Otherwise, the explanatory sequential design (Creswell and Plano Clark, 2011) would be adopted because this would allow for richer data obtained from the interviews.
- Due to a lack of sources, it was not possible to check inter-rater reliability in the coding of interview responses. This is a serious limitation as this type of a reliability measure would reduce the possibility of bias in report of the results (Cohen et al., 2007).

The next chapter will present the results of the data collected, analysed, and interpreted in light of the methodology discussed in this chapter.

CHAPTER 4

RESULTS

4.1. Introduction

This chapter provides the results of the data analysis. The quantitative data gathered from the questionnaire is depicted in charts and graphs, whereas the qualitative interview data is inserted verbatim where relevant. To keep the content more structured and easier to follow, the results are presented under three main headings in relation to the focus of each research question. It is followed by additional data collected from the open-format part of the questionnaire.

4.2. Autonomous out-of-class learning activities

Autonomous out-of-class learning activities are categorised into two as 1) test-related and 2) non-test-related, each of which will now be presented individually.

4.2.1. Test-related autonomous out-of-class learning activities

4.2.1.1. Questionnaire Data

The items 6-11 on the questionnaire (see Appendix L) are designed to understand how often students do specific test-related activities outside the classroom. The full results can be found in tabular form in Appendices R/S. Figure 4.1. shows the frequency of the responses comparatively.

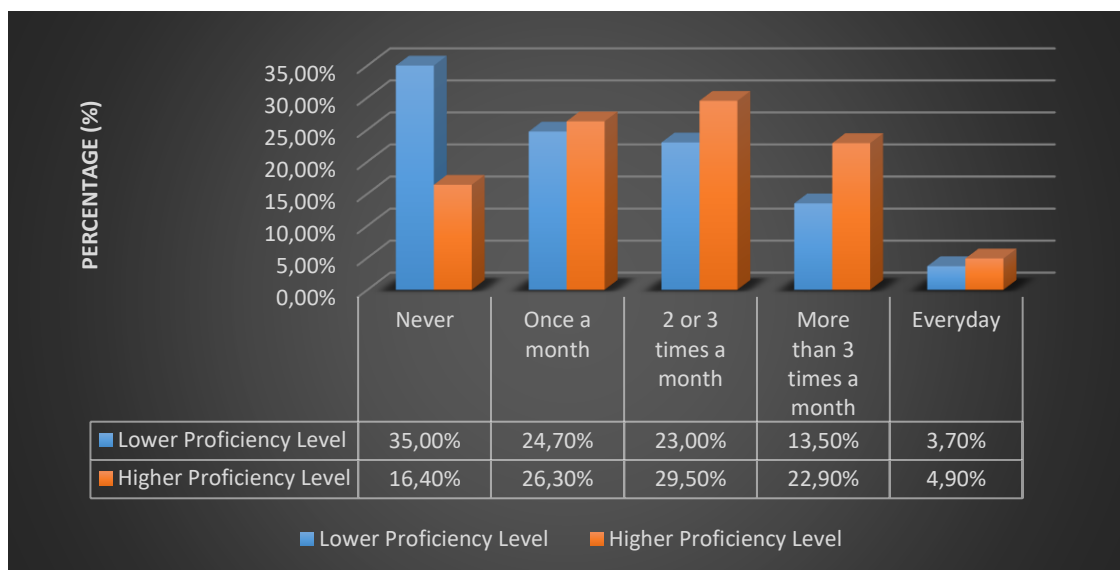


Figure 4.1. Frequency of test-related learning activities across groups

The self-report data showed that a very small number of students in each group study for the test every day. As for doing test-related activities more than 3 times per month, there is again a relatively low rate of responses given by each group of students. Over a third (35%) of LP students never do an activity relevant to the test and this forms the highest rate of responses. Conversely, the most frequent response given by HP students reveals that 29.5% of them study for the test 2 or 3 times per month. However, the numbers also suggest that over a third (40.2%) of LP students and nearly two thirds of (57.3%) of HP students do test-oriented practice at least 2 times per month.

A test of statistical significance indicated that the observed difference between the two groups is statistically significant ($p < 0.05$). That is, HP students definitely do test-related exercise more often than the LP students. Figure 4.2. depicts the details of the test in full.

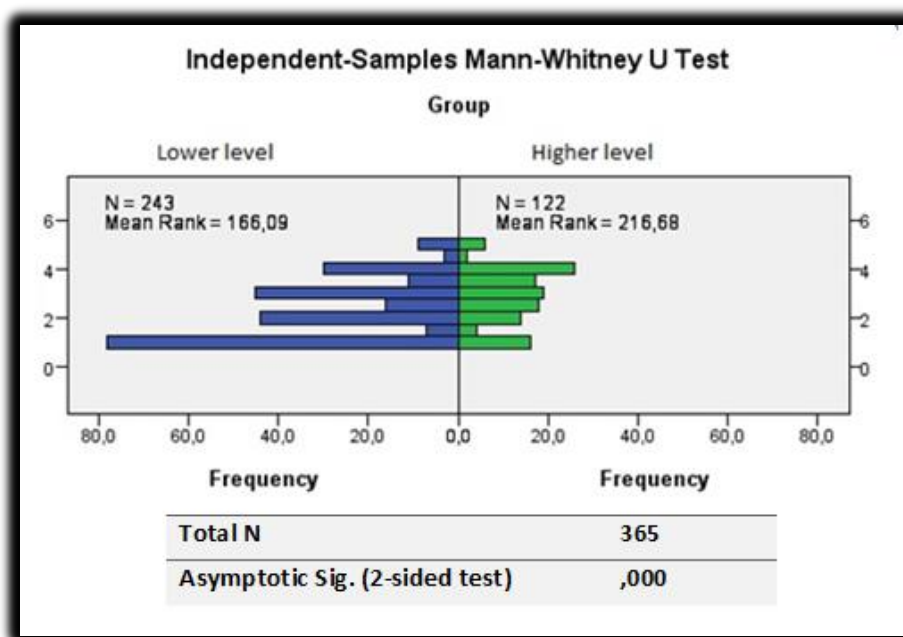


Figure 4.2. Significance test result for test-related learning activities

Further analysis of the responses given to the items 6-11 also revealed which test component is given more importance by each respondent group (see Appendices R/S). Figure 4.3. compares the rates of LP and HP students doing activities for each test component at least 2 times per month.

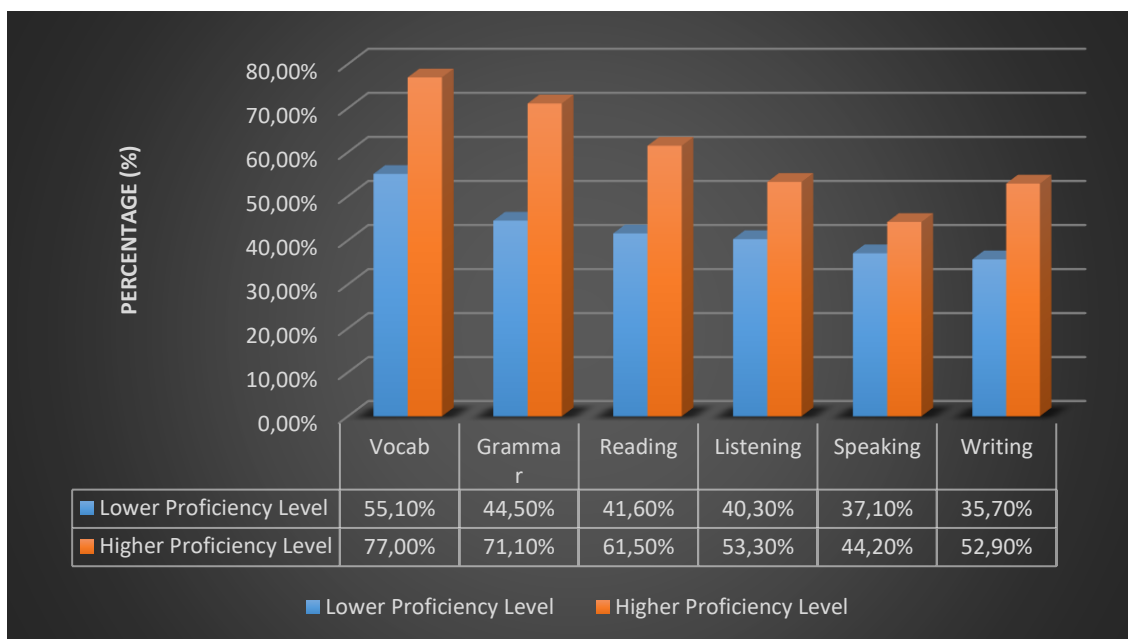


Figure 4.3. Frequency of test-related learning activities done at least 2 times a month classified by test components across groups

Although the percentages vary, it is evident from the students' report that vocabulary is exercised most frequently outside the class by both groups. It is followed by grammar exercise. Interestingly, the productive skills, speaking and writing, are those least frequently practised autonomously. There is only a slight difference between the rates noted for the LP group (speaking: 37.1%; writing: 35.7). Within the HP group, however, the difference is bigger and students ranked writing higher than speaking in terms of frequency of practice (speaking: 44.2%; writing: 52.9). Tables 4.1. and 4.2. provide ranking of the test components in order of frequency of practice within the groups of LP and HP respectively.

Table 4.1. Ranking of test components in order of frequency of practice within LP group

Ranking	Test component
1	Vocabulary
2	Grammar
3	Reading
4	Listening
5	Speaking
6	Writing

* 1= the most frequent; 6= the least frequent

Table 4.2. Ranking of test components in order of frequency of practice within HP group

Ranking	Test component
1	Vocabulary
2	Grammar
3	Reading
4	Listening
5	Writing
6	Speaking

* 1= the most frequent; 6= the least frequent

4.2.1.2. Interview Data

During the interviews, participants were asked a question regarding what specific test-related activities they do (see Appendix M). The self-report data revealed that all HP students and one LP student study for the test. There was also a frequent mention of vocabulary and grammar studies, while writing and speaking practice were mentioned in fewer cases. In this sense, the interview data confirms the questionnaire results.

The typical response from HP students regarding the issue was as follows:

“I have done the published test samples. I do vocabulary and grammar-based exercises.”

The responses given by LP students were not as consistent as those from HP students but still in line with the questionnaire results. These students gave the message that they do not prepare for the test much:

“I do not do any extra practice for the test.”

“I am not doing extra grammar and vocabulary exercise.”

One interviewee, however, said:

“I have been taking 3 hours of private lessons per week for 2 months. We are revising the grammar points on the published test sample.”

Interestingly, two participants within each proficiency level referred to writing practice typically saying:

“I practise writing an essay and a statistical data paragraph.”

One LP student also mentioned test-oriented speaking practice:

“I do test-related speaking practice with a native speaker of English.”

4.2.2. Non-test-related autonomous out-of-class learning activities

4.2.2.1. Questionnaire Data

The items 12-21 on the questionnaire (see Appendix L) are aimed to address learning activities independent of the test autonomously done outside the classroom. The results are given in full in tabular form in Appendices R/S. Figure 4.4. shows the overview of the responses comparatively.

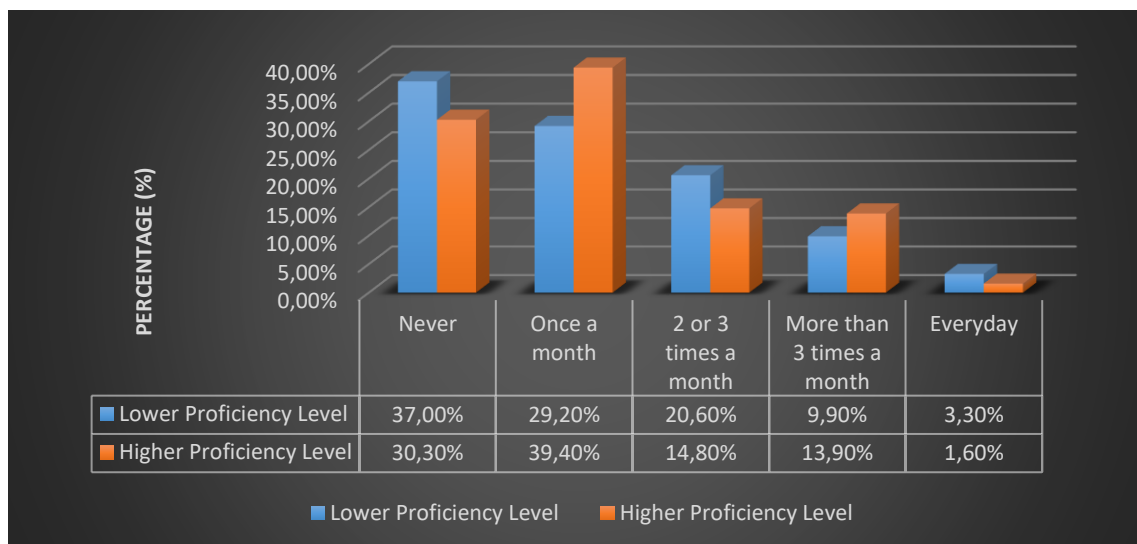


Figure 4.4. Frequency of non-test-related learning activities across groups

It can be clearly seen that students who report to be involved in a non-test-related learning activity every day or at least 4 times a month are few in number in each group (13.2% of LP; 15.5% of HP students). The most frequent response given by LP students shows that over a third of them never engage in a non-test-related activity. Similarly, there is a considerable number of HP students who do not do any language activity independent of the test. The most surprising aspect of the data manifests itself in the fact that LP students

(33.8%) outnumber HP students (30.2%) in terms of doing these activities at least twice a month.

However, caution must be applied, as these numbers suggest only a marginal difference between the two respondent groups. This is also supported by the test of statistical significance that yielded the result of $p > 0.05$, confirming the hypothesis that the distribution of these activities is the same across the two groups (see Figure 4.5.).

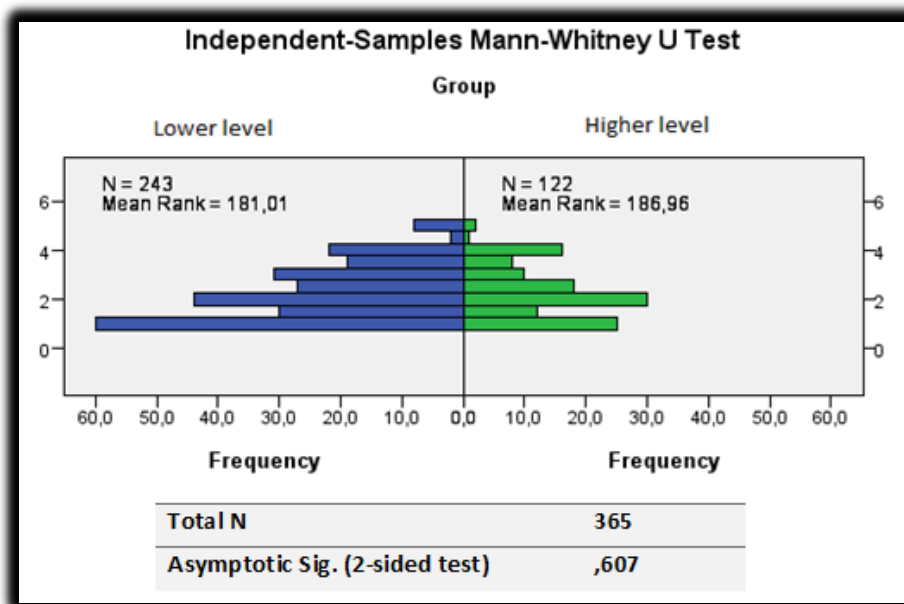


Figure 4.5. Significance test result for non-test-related learning activities

The detailed examination of the responses given to the items within the category also revealed what specific non-test-related activities are performed more frequently (see Appendices R/S). Figure 4.6. illustrates the rates of these activities for each group together for ease of comparison.

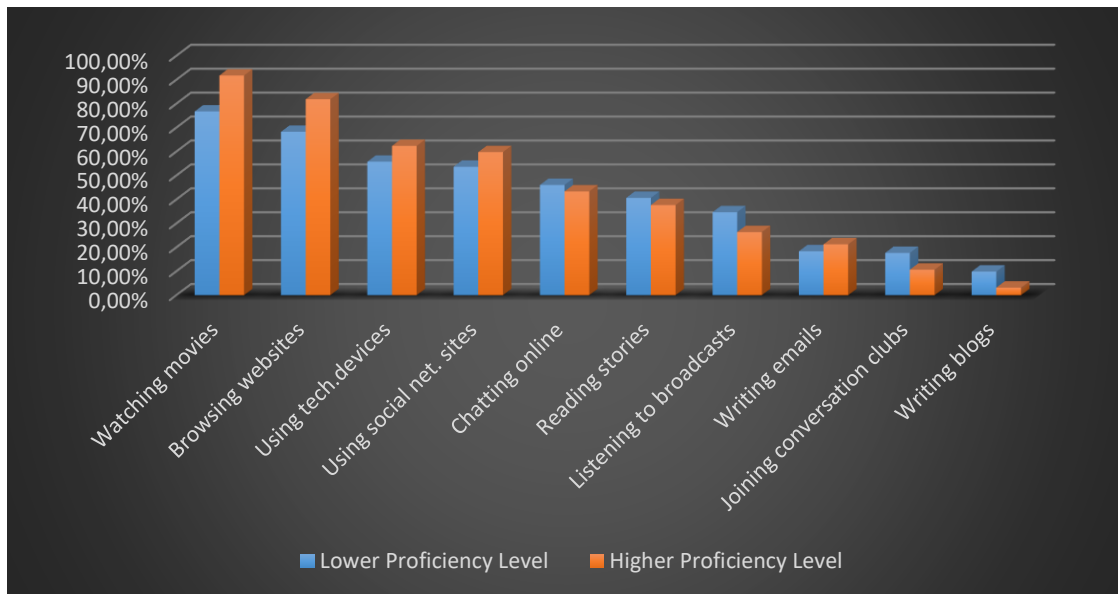


Figure 4.6. Frequency of non-test-related learning activities done at least 2 times a month classified by type of activities across groups

Obviously, there is a remarkable degree of consistency in responses across the groups. In other words, the order of activities ranging from the most to the least frequent is identical for each group of students. For example, while most LP and HP students showed a preference for watching movies in English, few students selected writing blogs in English, joining conversation clubs, and writing emails in English. Interestingly, however, the self-report data showed that there are certain activities in which LP students are more frequently involved than HP students, albeit with small differences in their rates. The ranking of these activities in order of frequency within the groups of LP and HP is displayed in Tables 4.3. and 4.4. respectively.

Table 4.3. Ranking of non-test-related activities in order of frequency within LP group

Ranking	Type Of Activity	Ranking	Type Of Activity
1	Watching movies	6	Reading stories
2	Browsing websites	7	Listening to broadcasts
3	Using technological devices	8	Writing emails
4	Using social networking sites	9	Joining conversation clubs
5	Chatting online	10	Writing blogs

Table 4.4. Ranking of non-test-related activities in order of frequency within HP group

Ranking	Type Of Activity	Ranking	Type Of Activity
1	Watching movies	6	Reading stories
2	Browsing websites	7	Listening to broadcasts
3	Using technological devices	8	Writing emails
4	Using social networking sites	9	Joining conversation clubs
5	Chatting online	10	Writing blogs

4.2.2.2. Interview Data

Students were asked during the interviews to indicate whether they do any non-test-related learning activities outside the classroom (see Appendix M). The data revealed similar results to those obtained through the questionnaire. Students referred to the same activities and there was not a clear-cut distinction between the responses of the two groups. Contrary to expectations, however, students did not mention activities that ranked second, third, and fourth according to the questionnaire results (see Tables 4.3 and 4.4.). There was also a reference to a few different activities.

The most frequent activities that were mentioned by both LP and HP students were watching movies and series with/without English subtitles, doing speaking practice, and reading graded books, as in the following examples:

“I watch movies/series in English when I get a chance.”

“I have a foreign friend; I sometimes chat to him online.”

“I read 2 or 3 graded stories a month.”

In addition to these activities, one LP student referred to playing English games online and its positive effect as follows:

“I play English games online and I think it improves my vocabulary.”

Two HP students also added one activity that was not addressed in the questionnaire:

“I listen to English songs a lot and study the lyrics.”

There was one criticism about test-oriented practice made by a HP student:

“I don’t do these [activities] just to pass the FLAT. My main purpose is to learn the language.”

4.3. Washback on development of language skills

4.3.1. Questionnaire Data

Items 22-26 on the questionnaire (see Appendix L) measured the extent to which students think the test preparation process has an effect on the development of their language skills and knowledge. The results are fully presented in tabular form in Appendices R/S. Figure 4.7. illustrates the frequency of responses given on a 5-point agreement scale.

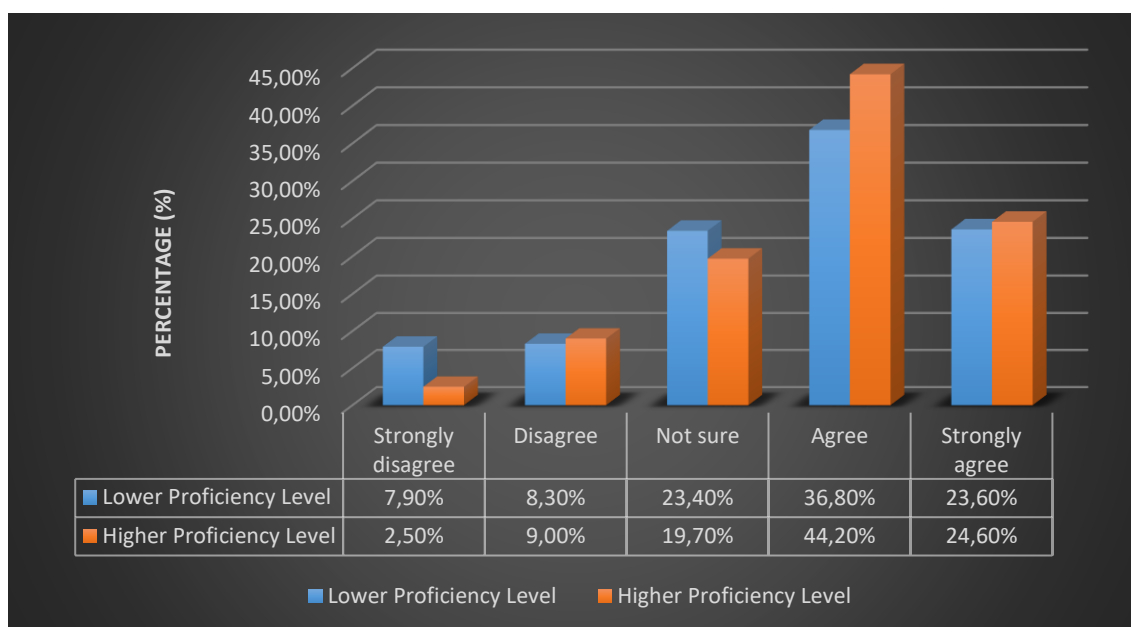


Figure 4.7. Frequency of agreement to washback on development of language skills on a 5-point scale across groups

It is evident that over half of LP (60.4%) and two thirds of HP (68.8%) students agreed that preparing for the test has a positive influence on their language skills. The highest rate is within the agreement scale in each group. Only a minority of students (16.2% of LP; 11.5% of HP students) expressed disagreement over the relationship between the test preparation and enhancement of their language abilities. Despite this similar trend observed in each group, it is also apparent that the viewpoints of HP students are more favourable than those of LP students. This result is significant at the $p = 0.05$ level (see Figure 4.8.).

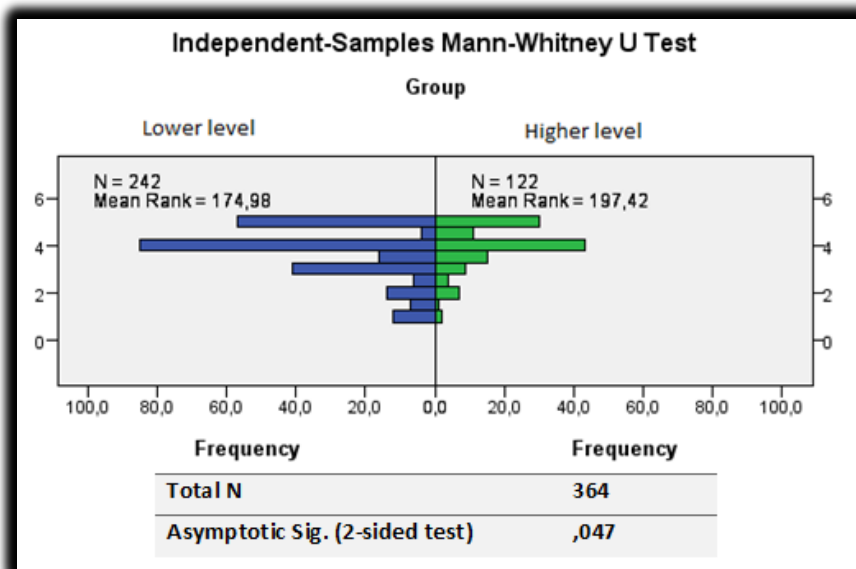


Figure 4.8. Significance test result for development of language skills

Further analysis of the data showed which test component(s) students think can be improved upon by preparing for the test (see Appendices R/S). The results obtained from this basic statistical analysis are compared in Figure 4.9. below.

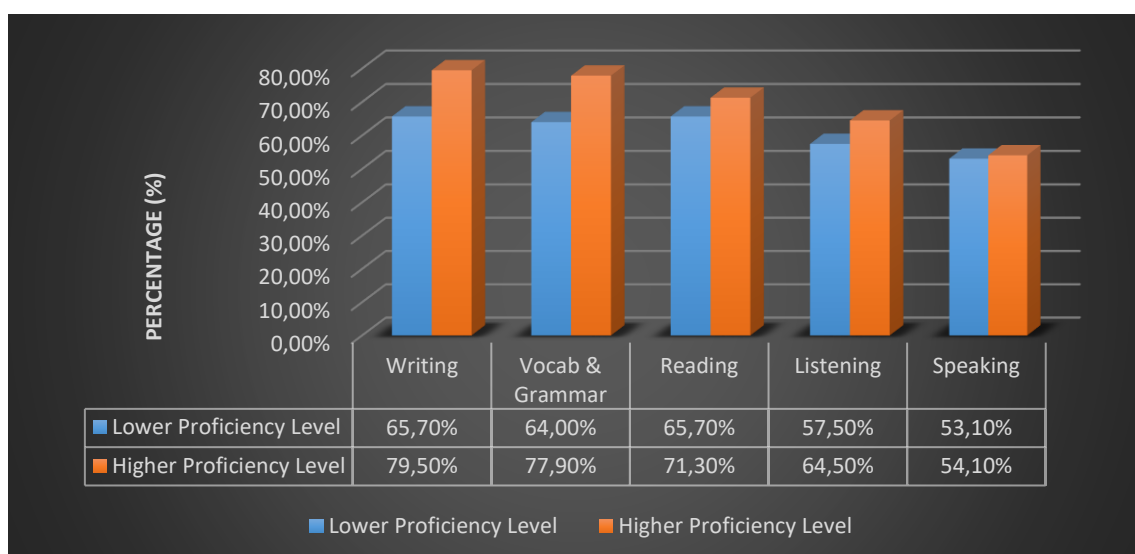


Figure 4.9. Frequency of agreement to washback on development of language skills classified by test components across groups

The most striking observation to emerge from the data comparison is that listening and speaking skills are ranked lowest by both respondent groups. Regarding the other components, only a minor difference is noted. LP students reported that reading and

writing skills are more likely to be developed through test-oriented studies. For HP students, it is still the writing skill that has the most potential to develop when it is practised in similar tasks to those in the test but they ranked the reading skill third. Nonetheless, as can be seen from the Tables 4.5. and 4.6. below, the ranking of test components in order of development within each group is very similar to each other.

Table 4.5. Ranking of test components in order of development within LP group

Ranking	Test component
1	Reading / Writing
2	Vocabulary + Grammar
3	Listening
4	Speaking

* 1=most developed; 4=least developed

Table 4.6. Ranking of test components in order of development within HP group

Ranking	Test component
1	Writing
2	Vocabulary + Grammar
3	Reading
4	Listening
5	Speaking

* 1=most developed; 5=least developed

4.3.2. Interview Data

In response to the question of whether preparing for the test can develop language skills (see Appendix M), the majority of those surveyed in each group gave positive responses. One student in each group indicated that the test mainly develops their vocabulary and grammar knowledge. These findings are consistent with the questionnaire results. There were, however, two HP students that referred to potential negative effects of the test content on their learning. One LP student also gave a negative response due to a lack of study skills in relation to the test.

The typical positive responses were as follows:

“Absolutely. The test preparation process helps students learn many things better.”

“Yes. I think it develops my grammar and vocabulary knowledge.”

One HP student made a negative comment about the effect of the test content on their learning.

“I don’t think we can develop English when we only study the language in theory. If we can put theory into practice in the test preparation process like speaking, listening, and writing, we will be able to improve them better. But FLAT is not oriented towards these skills.”

Another HP interviewee raised the same issue about the test content but had a more positive attitude.

“Of course. Although the test is grammar- and vocabulary-based, I do extra practice on skills so it is not a problem for me.”

Only one LP participant expressed a completely negative opinion of the washback effect on their language skills.

“I don’t think preparing for the test only is enough to develop the language because students need to learn how to study first.”

4.4. Washback on intrinsic and extrinsic motivation

The two aspects of motivation will be addressed separately under two headings:

4.4.1. Intrinsic motivation

4.4.1.1. Questionnaire Data

The items 27-31 on the questionnaire (see Appendix L) asked the informants about any influence of the test on their intrinsic motivation with regard to its specific aspects as defined by Deci and Ryan (1985). Appendices R/S fully provide the analysis results in tabular form. The frequency of responses to the whole set of items is shown comparatively in Figure 4.10.

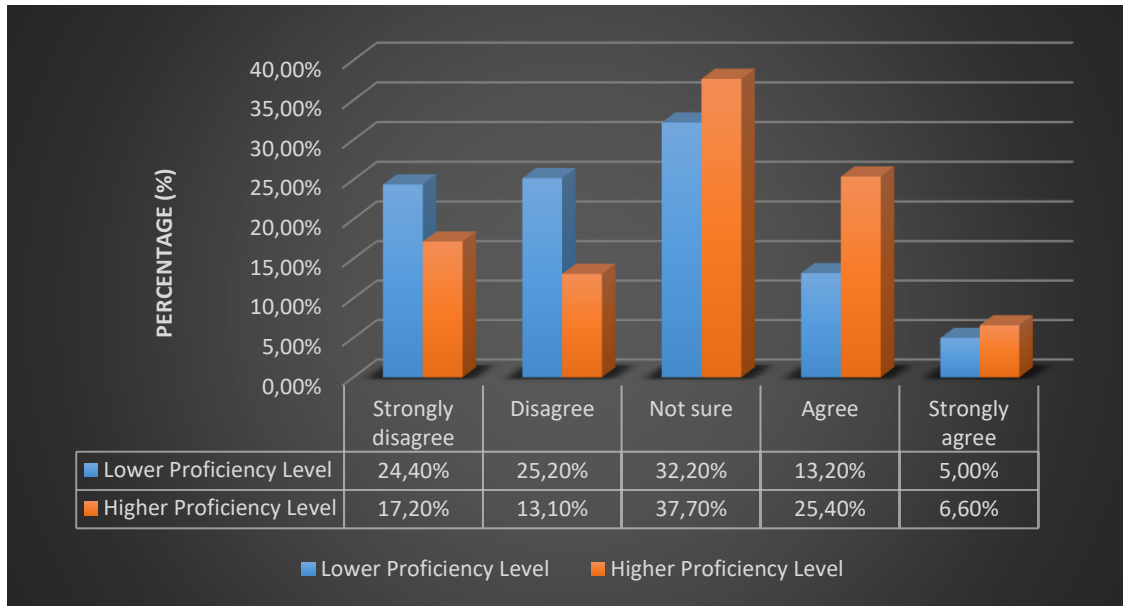


Figure 4.10. Frequency of agreement to washback on intrinsic motivation on a 5-point scale across groups

From this data, it is clearly seen that there is a gap between the two response groups. Almost half of LP (49.6%) students reported that the test has no positive effect on their intrinsically motivated behaviours and only a minority (18.2%) agreed that it does. In contrast, the responses received from those HP students produced much more divergent results. While over a quarter of HP (30.3%) students did not agree that the test increases their intrinsic motivation towards learning, nearly the same number of them (32%) reported the opposite. There was also a high rate of ‘not sure’ responses in each group (32.2% of LP; 37.7% of HP students).

The gap discussed above between the two informant groups was also confirmed by the test of statistical significance that resulted in $p < 0.05$ (see Figure 4.11.). In other words, although the number of responses in the agreement scale is not high, HP students certainly have more positive views than LP students about the test influence on their intrinsic motivation.

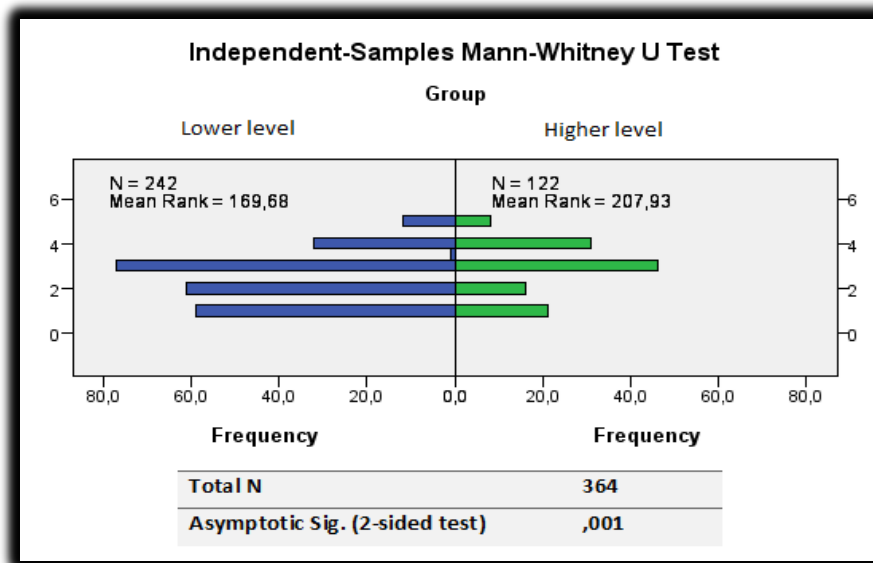


Figure 4.11. Significance test result for intrinsic motivation

The details of which factors contributing to intrinsic motivation are fostered by the test are obtained through further analysis of the data (see Appendices R/S). As can be clearly seen in Figure 4.12, feeling competent by studying for the test has the highest rate in each group (43.4% of LP; 55.8% of HP students), whereas getting enjoyment out of the test preparation process forms the lowest rate of responses given by both LP (12.1%) and HP (11.5%) students.



Figure 4.12. Frequency of agreement to washback on intrinsic motivation classified by contributing factors across groups

The remaining items yielded interesting results within each individual group. 28.6% of LP students reported that the test makes them aware of the value of learning English. This is a bigger number than that of the same group of students who positively responded to the test influence on their willingness to study and interest in studying English (21.1% and 20.3% respectively). As for HP students, nearly the same number of them reported that the test contributes to their interest in studying and awareness of the value of learning English (36.9% and 36.1% respectively). There is, however, a higher number of students in this group (39.4%) who agreed that the test increases their willingness to study English. Nevertheless, these data must be interpreted with caution because only minor differences are noted between the numbers. Tables 4.7. and 4.8. below illustrate the ranking of test-related factors that contribute to intrinsic motivation in each group separately.

Table 4.7. Ranking of test-related contributing factors to intrinsic motivation in order of relevance within LP group

Ranking	Contributing factors
1	Competency
2	Value of learning
3	Willingness to study
4	Interest in studying
5	Enjoyment

* 1= the most relevant; 5= the least relevant

Table 4.8. Ranking of test-related contributing factors to intrinsic motivation in order of relevance within HP group

Ranking	Contributing factors
1	Competency
2	Willingness to study
3	Interest in studying
4	Value of learning
5	Enjoyment

* 1= the most relevant; 5= the least relevant

4.4.1.2. Interview Data

To collect further data relevant to the research question, respondents were asked to indicate whether the test preparation process raised their awareness of any aspect related to learning English (see Appendix M). One LP and two HP students responded positively. Not surprisingly, the students that do not study much (2 LP students; 1 HP student) gave negative responses simply replying ‘No’.

The positive comment elicited from a LP interviewee was as follows:

“In this process, I noticed my aptitude for learning English.”

The two remaining HP students referred to their increased feeling of competence and self-awareness as a result of studying for the test:

“Yes. As I do the exercises on ‘workbook’, I feel more self-confident.”

“As I study more, I realise that my language improves. I become aware of my mistakes and try to correct them.”

In response to the question of whether studying for the test increased or decreased their interest in learning English, there appeared a common view among all respondents irrespective of their proficiency level (see Appendix M). They commented that the test itself had no significant effect. However, their explanations for this lack of washback varied across the groups.

LP students referred to their language level and medium of instruction:

“I don’t think the test has an effect on me because I don’t study much but if I had a higher language level than I have now, it’d have different effects.”

“Because I don’t study much, the test doesn’t have an effect on me but if the medium of instruction was 100% English, it’d have different effects.”

Another interviewee from LP mentioned his willingness to learn English independent of the test:

“I can’t say that the test has increased or decreased my willingness to learn English. In fact, it’s had no effect on me because I’ve always wanted to learn English a lot.”

Similarly, all HP informants showed an awareness of the value of learning English, aiming not to pass the test only but to learn the language better. One typical response was as follows:

“It was not the test preparation process but the education given by the prep school that made me aware of the importance of learning English for my future career. And this in return increased my interest in studying and learning the language.”

4.4.2. Extrinsic motivation

4.4.2.1. Questionnaire Data

The items 32-36 on the questionnaire (see Appendix L) required respondents to give information regarding washback on students’ extrinsically motivated learning behaviours (Deci and Ryan, 1985). Appendices R/S fully provide the analysis results in tabular form. The results obtained from the frequency analysis are compared in Figure 4.13.

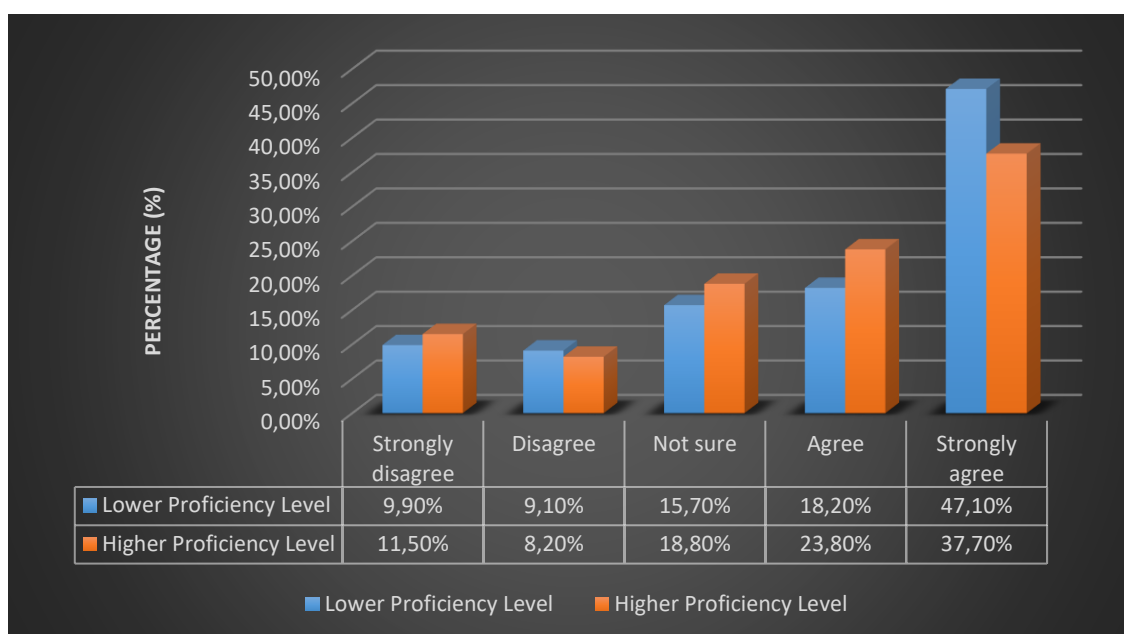


Figure 4.13. Frequency of responses to washback on extrinsic motivation on a 5-point scale across groups

Most of the informants (65.3% of LP; 61.5% of HP students) agreed that there are test-related factors that enhance their extrinsic motivation. In contrast, a minority in each group (19% of LP; 19.7% of HP) reported the opposite. Surprisingly, throughout the whole process of data analysis this is the only section where a higher rate of agreement is observed among LP students than their HP counterparts. However, further statistical

analysis revealed that this observed difference is not statistically significant. As can be seen in Figure 4.14, p was found as 0.195 at the $p = 0.05$ level.

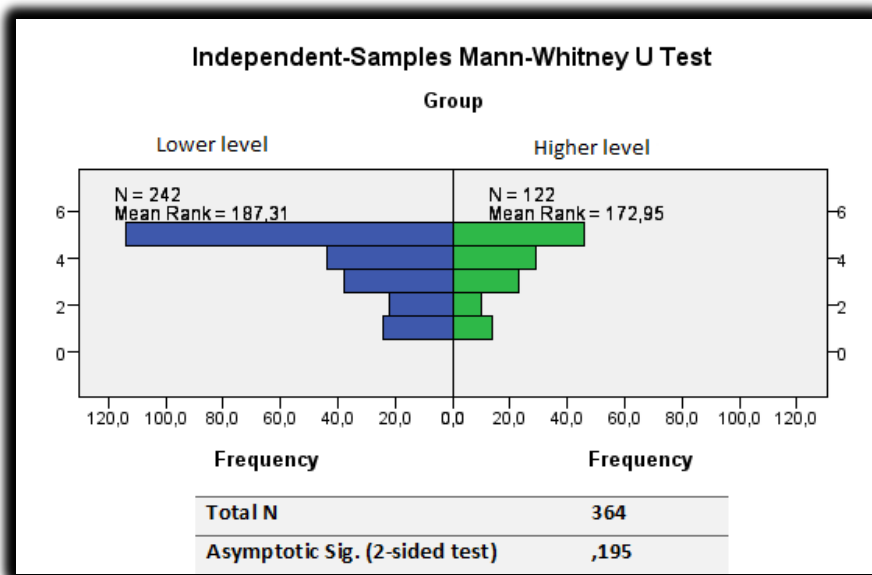


Figure 4.14. Significance test result for extrinsic motivation

When the positive responses given to each item are examined (see Figure 4.15), it becomes apparent that the possibility of graduating from the EPS earlier is the strongest driving force behind students' acts of learning in each group (71.9% of LP; 75.2% of HP students). It is followed by the possibility of paying less for the program with a very close rate to the top contributing factor (71% of LP; 70.5% of HP students). The least influential factor among HP students seems to be 'pleasing teachers' (31.1%). Interestingly, 'studying abroad' received the same number of positive responses as 'pleasing teachers' from the LP group (44.2%). It must be noted, however, that although these factors form the lowest rate of responses, a considerable number of students in each group marked them as reasons for their learning behaviours.

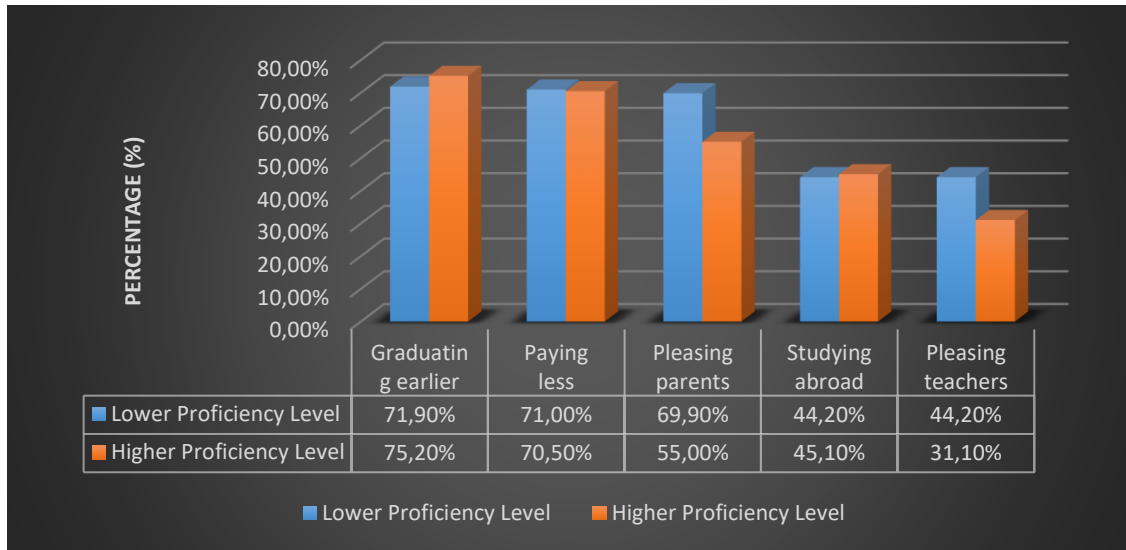


Figure 4.15. Frequency of agreement to washback on extrinsic motivation classified by contributing factors across groups

Despite these slight differences in percentages, Tables 4.9. and 4.10. below show that the order of contributing factors to students' extrinsic motivation are very similar in each response group.

Table 4.9. Ranking of contributing factors to extrinsic motivation in order of relevance within LP group

Ranking	Contributing factors
1	Graduating earlier
2	Paying less
3	Pleasing parents
4	Studying abroad/Pleasing teachers

* 1= the most relevant; 4= the least relevant

Table 4.10. Ranking of contributing factors to extrinsic motivation in order of relevance within HP group

Ranking	Contributing factors
1	Graduating earlier
2	Paying less
3	Pleasing parents
4	Studying abroad
5	Pleasing teachers

* 1= the most relevant; 5= the least relevant

4.4.2.2. Interview Data

To gain deeper insights into what factors related to the test extrinsically motivate students' learning behaviours, the informants were asked to comment on the most important reasons for their wish to pass the test (see Appendix M). The results were fairly consistent with those obtained from the questionnaire data. All students stated that it would be to their benefit to graduate earlier. They are, however, undecided about how to turn it to an advantage. This is typically exemplified as follows:

“I might go abroad to learn English better or start studying in my department in the second term.”

Two students (1 LP; 1 HP) mentioned possible financial gain if they are able to pass the test:

“If I can graduate earlier, I will save some money.”

Two HP students further commented that they would like to improve themselves in different areas if they can graduate earlier:

“In the second term I want to improve myself more by taking different opportunities.”

4.5. Additional data from the questionnaire

The final part of the questionnaire consisting of an open-format question aimed to identify any issues not addressed by the previous closed format questions (see Appendix L). However, it did not produce any results relevant to washback on students' learning. Some students made general complaints about the test difficulty and absenteeism. Table 4.11 shows a summary of these responses.

Table 4.11. Responses to open-format question

Response	Frequency (N)	Percentage (%)
FLAT should be easier.	41	11.2%
Absenteeism should not be a problem to graduate.	27	7.3%
The pass mark should be lower.	14	3.8%

All these results will be discussed at greater length in the next chapter.

CHAPTER 5

DISCUSSION OF RESULTS

5.1. Introduction

This chapter presents the interpretation of the results obtained from the quantitative and qualitative analyses described in Chapter 4. These results will be discussed within the scope of each research question separately in light of the literature previously reviewed. There may, however, be some overlaps as the questions are inter-related in some respects. It is important to remember that the discussion of reasons behind the results is limited in particular points. It was not possible to explore issues further during the interviews due to a limitation of the research design (see 3.9).

5.2. Research Question 1:

What influence do students in a pre-university EFL preparatory school report the exit test has on their autonomous out-of-class learning activities?

Sub-question: Do students of different proficiency levels in this context report different viewpoints about the influence of the test on their autonomous out-of-class learning activities?

The first research question addressed autonomous out-of-class learning activities in two respects: 1) test-related and 2) non-test-related.

In terms of test-related learning activities, the results (see 4.2.1.) indicated washback to a certain extent. That is, the test pushes a moderate number of students to do test-related language practice at least twice per month (see Figure 4.1.). However, it was found that HP students do these activities significantly more often than their LP peers (see Figure 4.2.), which supports earlier research conducted by Pan (2014) (see 2.5.). This finding might relate to student motivation, an issue to be discussed further in 5.4. below. Conversely, one finding common to both student groups was that they studied vocabulary and grammar more frequently than the others (see Figure 4.3.). This may point to two key factors: 1) the test itself and 2) students' educational background.

The first factor is relevant to the test itself in that the vocabulary and grammar section has a 50% contribution towards the total score (see Appendix J). As raised during the interviews (see 4.3.2.), the weight of different sections of the test may have an effect on

students' choices about what language areas to focus on. Some students may naturally give more importance to the areas which highly impact their score and thus choose to focus less on productive skills. The effect this test-related factor brings about on students' development of language skills is another point that will be discussed in 5.3. below. Yet, it must be noted here that the exercise of weighting is denounced in the language testing literature because, to achieve beneficial washback, certain abilities "should be given sufficient weight in relation to other abilities" (Hughes, 2003, p.54). It is also a threat to test quality because "differential weighting of items very rarely leads to improved reliability or validity" (Alderson, Clapham, and Wall, 1995, p.149).

The second factor behind students' preference for more frequent test-related vocabulary and grammar exercise might be connected with students' educational background in Turkey, where it is typical to be guided towards rote learning (Özkan and Kesen, 2008). In other words, it is possible that students study vocabulary and grammar more often because words and language structures readily lend themselves to memorisation and mechanical exercise and students are likely to be already familiar with this kind of learning method.

The high emphasis placed on vocabulary and grammar may not be helping students supplement their traditional learning methods with more communicative ones. This result seems to be consistent with Özmen's (2011) research (see 2.5.), which revealed that a national exam in Turkey causes test-takers to adopt "a behaviourist or mechanical approach to foreign language learning" (p. 224). However, a note of caution is due here since it seems that the learners themselves have a major role in determining the type of washback: As explored during the interviews (see 4.3.2.), while one student refuses to focus on the skills and mostly studies vocabulary and grammar, another chooses to practice all skills irrespective of the test content.

Regarding test-oriented practice of productive skills, the study found (see 4.2.1.) that writing is more frequently practised than speaking by the HP group of students (see Figure 4.3.). This finding may provide further support for the hypothesis above that there is a link between students' preferences for studying particular language areas and their educational background. That is, students opt to study writing more often probably because they can individually practise it in a systematic way in accordance with the test

tasks (see Appendix J), which require producing texts within a pre-set framework. Students are presumably familiar with highly structured frameworks because in the Turkish education system there is great focus on “the surface-level grammatical, lexical and mechanical features of writing” instead of the creative expression of “oneself in line with rhetorical norms” (Alptekin and Tatar, 2011, p. 340).

Given that test-related activities are mostly directed towards vocabulary and grammar, it might not be wrong to make a distinction between test-related and non-test-related activities as non-communicative and communicative, respectively. With regard to the latter, the study did not detect any evidence for significant washback (see 4.2.2.). Stated differently, the number of students who reported doing non-test-related activities autonomously at least twice per month is not high (see Figure 4.4). Still, it is evident that although the test is traditional in the sense that linguistic competence has higher weighting, some students show a marked tendency to participate in communicative activities.

The data analysis also showed that proficiency levels did not create a significant level of difference in the frequency of non-test-related activities (see Figure 4.5), which is again in line with Pan’s (2014) research (see 2.5.). However, Figure 4.6. shows that there are certain activities that LP students are more frequently engaged in than their HP peers. This finding was unexpected and may point to an important aspect of students’ motivation, which will be discussed in 5.4. below.

A possible explanation for limited washback on non-test-related activities might be students’ unawareness of the potential gains these activities will bring in their language competence, and therefore their test scores. In this regard, the test seems to fail to create an awareness of the value of communicative activities. This is likely to exert a negative influence on students’ learning in that there needs to be an even balance of grammatical and pragmatic competence for efficient L2 learning (Cook, 2001). However, it might be wrong to rely entirely on the test in the expectation that it will promote communicative language activities because tests are not a panacea (Pan and Newfields, 2013). The program may also have a part in shaping students’ autonomous learning activities because it provides students with minimal training to use specific learner strategies mainly in the classroom but not outside the classroom (see Appendix I).

Another important finding was that the most frequent non-test-related activities are directed at receptive skills, while the least frequent ones require language production. There might be two reasons for this in relation to the test. First, it appears that the test does not push students beyond their comfort zone to produce the language. In other words, students may not feel the urge to improve their writing and speaking skills because of the lower contribution of those sections towards the total score (20%) compared to that of the receptive skills (30%). Second, the test tasks are not quite representative of the language students experience in the real world because they study in an EFL context. Some students stated during the interviews (see 4.2.2.2.) that they intentionally speak English with foreigners with the purpose of improving the language. Apart from that, it seems that they do not need to speak or write English outside the classroom and this may cause them to overlook the importance of productive skills. On the other hand, they are relatively more often exposed to the language receptively because in the interviews there was a frequent mention of preference for watching movies, listening to songs, and playing computer games in English for enjoyment (see 4.2.2.2.).

Considering all the findings above, it could conceivably be summarised that there is a certain amount of washback associated with students' learning and study habits. An implication of this is that the test would be more likely to promote students' learning if it was more communicative. However, caution must be applied here because previous studies on washback (Cheng, 1998; Pan and Newfields, 2013) revealed resistance among students to communication-based learning activities in place of their traditional non-communicative study methods (see 2.5.). As mentioned in 2.2.3., any effect considered to be arising from the test cannot be attributed solely to the test since there is an interplay of various factors simultaneously operating (Shih, 2009).

5.3. Research Question 2:

What influence do students in a pre-university EFL preparatory school report the exit test has on development of their language skills?

Sub-question: Do students of different proficiency levels in this context report different viewpoints about the influence of the test on development of their language skills?

The results of the study (see 4.3) revealed that a majority of students think that they can attain a higher language level as they study for the test (see Figure 4.7.). This result

slightly contradicts with the earlier findings of the study (see 5.2.). If the students are aware that test preparation helps their learning, the question remains why they, especially LP students, do not do test-oriented exercise more frequently. This inconsistency could be attributed to their failure to take action for reasons of motivation (see 5.4.).

As for the sub-question, the data analysis showed that HP students have more positive views of the test influence on their language abilities than the LP ones (see Figure 4.8.). This is a consistent result given that HP students report doing test-related activities significantly more often. There is, however, one finding that showed no difference between the groups: A majority of students hold the view that vocabulary and grammar knowledge and even reading and writing skills can be developed more than listening and speaking skills through test-oriented practice (see Figure 4.9.). The factors that may explain these results are similar to the ones discussed at length in 5.2. above. That is, test-related factors (weighting, test tasks), learner factors (educational backgrounds), and contextual factors (learning environment as an EFL context) all seem to play a part in students' views of the relationship between the test and their language competence.

It is possible, therefore, to conclude that the findings are twofold. On the one hand, most students report that the test has positive washback on their knowledge of vocabulary and grammar (see 4.3.). On the other hand, because of the heavy emphasis placed on grammatical and lexical forms, some feel that it produces negative washback on their language skills (see 4.3.2.). This finding supports some published research in Turkey (Yıldırım, 2010; Özmen, 2011), which indicated negative washback resulting in candidates' weak and undeveloped L2 skills. All in all, the test does not seem to help students adopt an eclectic approach to learning as opposed to the teaching philosophy of the program (see Appendix D), despite students' report of its beneficial effect on their linguistic competence.

5.4. Research Question 3:

What influence do students in a pre-university EFL preparatory school report the exit test has on their intrinsic/extrinsic motivation as defined by Deci and Ryan (1985)?

Sub-question: Do students of different proficiency levels in this context report different viewpoints about the influence of the test on their intrinsic/extrinsic motivation?

The third question in this research was based on the premise that a new behavioural regulation can be adopted at any point along the continuum of motivation depending upon various factors (Deci and Ryan, 1985). It therefore sought to determine whether the test in question could be one of these factors influential in shaping students' learning behaviours.

The results (see 4.4.1.) showed that regarding intrinsic motivation, the test has limited washback (see Figure 4.10). Differences, however, are noted between the two groups. HP students reported significantly more washback on their level of intrinsic motivation in comparison with LP students (see Figure 4.11.). On the contrary, self-report data indicated (see 4.4.2.) that the test produces a considerable amount of washback on students' extrinsic motivation (Figure 4.13.) with no significant gaps between the two proficiency levels (see Figure 4.14.). These findings match those observed in earlier studies (Lumley and Stoneman, 2000; Pan and Newfields, 2013) (see 2.5.), which found evidence of washback on extrinsically motivated learning behaviours but almost no washback on the intrinsic value placed on learning.

As mentioned in the literature review (see 2.4.1.), SDT suggests that intrinsic motivation can be related to an activity that is fun and engaging. Language learning is an activity that has such potential. The current study, however, found (see 4.4.1.) that the test has a serious negative effect on the enjoyment students derive from the learning process (see Figure 4.12.). This is an expected result because the word 'test' often connotes anxiety and stress. Nonetheless, it is still possible to internalise and integrate an uninteresting behaviour provided there is a meaningful rationale along with satisfaction of the basic psychological needs (Ryan and Deci, 2000b).

One of these psychological needs relates to feeling of competence. The results of the study showed (see 4.4.1.) that the most influential factor contributing to students' intrinsic motivation is their increased feeling of competence through test preparation (see Figure 4.12.). This contribution is more among HP students (see Figure 4.12.), probably because they are more likely to gain a sense of achievement due to their better command of the language. As a result, they hold more positive views of washback on their willingness to study than their LP counterparts (see Figure 4.12.), which is consistent with the finding on their greater frequency of test-related exercise (see 5.2).

LP students, on the other hand, reported (see 4.4.1.) that the test preparation process does not significantly increase their willingness to study (see Figure 4.12.). This is probably because they view passing the test beyond their capacity, as raised during the interviews (see 4.4.1.2.). It is possible that when they attempt to study for the test, they may feel less competent and less secure. For such students, high-stakes tests may be demotivating (Stiggins, 2001) and this demotivation manifests itself in their report of how frequently they do test-related exercise (see 4.2.1.).

Another psychological need associated with intrinsic motivation concerns autonomy. People must have free choice to control their own behaviours and feel self-determined in order to fully internalise a regulation. In this regard, it is hard to refer to the test in question as completely supportive of autonomy because it is a high-stakes test with standardised tasks. It is therefore possible that students may perceive it as a controller of their behaviour (Ryan and Deci, 2000a). In addition, the results unsurprisingly indicated (see 4.4.2.) that both HP and LP students readily welcome the rewards that passing the test will bring in their lives: they might be able to graduate earlier, pay less, study abroad, and please their parents and teachers (see Figure 4.15.). These tangible rewards made contingent on students' performance "do reliably undermine intrinsic motivation" (Ryan and Deci, 2000b, p.70).

In consideration of these findings, it would be reasonable to simply conclude that students show extrinsically motivated behaviours. However, what makes SDT different is the proposition that extrinsic motivation can vary greatly in its relative autonomy (see 2.4.1.). In other words, the extent to which an action is autonomous or self-determined depends on the degree of inner acceptance of its value and utility (Ryan and Deci, 2000a, p.55). The critical question here is about whether it is the test that contributes to students' conscious acceptance or determination of learning English and thus supports their autonomy. Considering autonomy from this point of view, similar types of motivation in relation to the test are observed among the two respondent groups, which will now be addressed.

Both HP and LP students tend to display behaviours closely associated with a less autonomous type of extrinsic motivation on the continuum (see 2.4.1.), for two reasons. First, the data shows (see Figure 4.15.) that most of their learning activities are controlled

by external demands and thus do not emanate from their 'self' (Ryan and Deci, 2000b). Second, they stated during the interviews (see 4.4.1.2.) that the test does not have any significant effect on their internalisation of learning English. In sum, it can be suggested that their level of autonomy is not high enough to make them value and self-regulate their out-of-class learning activities (see 4.2.) and this shows no significant difference between the two groups.

Interestingly, however, LP students seem to keep up with HP students regarding non-test-related activities and they report even more frequent involvement in certain activities despite their limited language competence (see 4.2.2.). This finding may indicate that HP students are more extrinsically motivated. The argument is further supported by their report of infrequent non-test-related learning activities and the interview data (see 4.2.2. / 4.4.1.2.). That is, if the test had washback on HP students' intrinsic motivation (as reported by a third of them through the questionnaire), then they would be involved in non-test-related activities more frequently and would mention this effect during the interviews. Instead, the comparison of Figures 4.1. and 4.4. shows that their learning behaviours are driven by external forces more than their counterparts'. The only test-related aspect that may foster HP students' intrinsic motivation is that they have more enhanced feelings of competence than their LP peers due to the test (see 4.4.1.2. / Figure 4.12.). This, however, cannot solely contribute to intrinsic motivation unless it is accompanied by a sense of autonomy (see 2.4.1.). In this respect, the present study slightly differs from Pan's (2014) research, who reported a considerable degree of washback on HP students' intrinsic motivation that manifested itself in their frequent engagement in autonomous language skill-building activities (see 2.5.).

Taken together, there arise some interesting conclusions. It can be argued that the test motivates both HP and LP students to some extent. Yet, there are two aspects where differences are seen. The first difference relates to the amount of motivation. HP students are significantly more motivated to study for the test than LP students. The second difference concerns the type of motivation. It appears that the test creates no significant washback on students' intrinsic motivation, irrespective of their proficiency levels. When it comes to extrinsic motivation, however, what students describe gives the impression that the test definitely has washback on both groups, to a greater degree on HP students.

Now that the research questions have been answered, implications of the findings will be discussed in the next chapter. There will also be an evaluation of the research.

CHAPTER 6

CONCLUSION

6.1. Introduction

This chapter begins with an overall evaluation of the research. It is followed by implications for further research as well as for teaching and assessment. Then there will be some final concluding remarks.

6.2. Evaluation of the Research

The key strengths of the present study lie in certain areas relevant to its methodology. First, the phases of the MMR were carefully planned considering the resources available in the current context. Second, the design and administration of the data collection instruments were highly controlled and systematic. The sample size determined for each group was also large enough to represent the population being targeted. Finally, the methodology employed in this study can be easily replicated in similar research contexts.

Still, there were a few limitations with respect to methodological issues (see 3.9. for details). It is unfortunate that there was a lack of observational data and a check on inter-coder reliability. The main weakness of the study, however, was the absence of analysis of the quantitative data before collecting the qualitative data. With the benefit of hindsight, the interview respondents would be asked a list of questions that were apt and to the point.

In addition, the research may be limited in terms of its generalizability. It is not certain whether the findings can be applied to other educational settings where there is an exit test with a similar nature and purpose but the respondents have different educational backgrounds and different foreign language learning experiences.

6.3. Implications for Further Research

It is possible to make a number of recommendations for further research arising from the limitations of the present study discussed in 3.9. and 6.2. above.

- In order to minimise the weaknesses of self-report data, further research with a similar population might be carried out. The participants could be asked to keep

a written record of their autonomous out-of-class learning activities on a daily basis for a specified period of time.

- It would be informative to conduct further interviews with a similar group of students in order to explore inconclusive results obtained during the quantitative phase. They could be asked more specific questions (see Appendix T) to gain a deeper insight into the findings.
- The same dataset can be used to investigate the effect of the medium of instruction in undergraduate programs on students' viewpoints about the influence of the test on their learning.
- Future studies in similar pre-university EFL preparatory school contexts could usefully explore the extent to which the findings from this study are generalizable.

6.4. Implications for Teaching and Assessment

The findings of this study have a number of important implications for teaching and assessment in the research context.

- Prior to the commencement of the instruction, there should be several courses of action for teachers:
 - They should inform their students about the future use of English skills in their programs (based on the results of needs analysis conducted earlier) in order that students will be aware of the target language use.
 - They should raise students' consciousness that out-of-class strategies in language learning have a significant role in the development of language skills.
 - They should introduce the concept of 'learner autonomy' and suggest ways to promote it. A higher level of autonomy is expected to improve the chances of internalisation of the learning behaviour.
 - They should help students identify their learning styles and train them to use specific learning strategies both inside and outside the classroom accordingly.

- They should encourage students to do out-of-class activities that can enable more frequent exposure to the target language in the existing non-English speaking environment.
- They should request in-service training on learner autonomy, learner styles, learning strategies, and practical out-of-class learning activities if they feel a need.
- Test developers should also revisit the test design:
 - Weighting applied in the test should be consistent with the curriculum. In other words, the test components should definitely be weighted equally. In this way, students would be expected to attach equal importance to each component.
 - The test should be more communicative in its nature. This would be possible by redesigning the test content. It would be a good idea to assess linguistic competence through production of language skills rather than discrete vocabulary and grammar items. Then the emphasis would shift from linguistic accuracy to communicative competence, hence a possibility of change in students' learning methods.

6.5. Concluding Remarks

Despite its limitations, this research should prove to be particularly valuable in several respects. As far as is known, it is the first attempt to investigate washback on motivation in a Turkish pre-university EFL preparatory school. It is also one of the few studies that achieves an integration of a sound motivation theory into a washback study. Moreover, it makes a contribution to the washback literature, in which it is not common to focus on learners' perspectives.

The results indicate that the test has no significant washback on students' intrinsically motivated learning behaviours regardless of their language proficiency. Regarding extrinsic motivation, however, a considerable amount of washback is noted on students in each group, to a greater degree on HP students. These findings serve a useful purpose for the stakeholders in the particular context. On a theoretical level, teachers, test developers, and policy makers are provided with an important opportunity to gain a deeper understanding of the link between the exit test and students' motivation. On a

practical level, this increased awareness can raise further questions about the existing principles of assessment and their pedagogical implications. It can then be possible to act upon this realisation in the interest of students' learning.

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APPENDIX A- Alderson and Wall's (1993) Washback Hypotheses

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

APPENDIX B- Summary of Selected Washback Research in Chronological Order

TABLE 1. SELECTED RESEARCH STUDIES ON WASHBACK

STUDY BY	METHODOLOGY	RESEARCH CONTEXT	TEST	RESULTS
Hughes, 1988	-Analysis of test scores -Anecdotal	-Turkey -A public English-medium university	- English proficiency exam (produced in-house) required for tertiary study	-Beneficial washback on teaching practices (teaching towards objectives rather than teaching to the test) -Increase in pass rates
Wall and Alderson, 1993	-Classroom observations before and after the introduction of the exam	-Sri Lanka -Grade 11	-National (<i>O-level</i>) English examination required for admission into higher education	-Washback on course content -No washback on teaching methods
Alderson and Hamp-Lyons, 1996	-Interviews with students/teachers -Classroom observations	-USA -TOEFL Preparation classes and Non-TOEFL classes	International proficiency test (<i>TOEFL</i>)	-Teaching to the test in TOEFL classes -Teachers' and learners' conflicting views of best method for test preparation in TOEFL classes
Shohamy, Donitsa-Schmidt and Ferman, 1996	-Questionnaires to students -Interviews with teachers/inspectors -Analysis of test documents	-Israel -Grades 7,8,9, and 12	-National Arabic as a second language test (ASL) for grades 7,8,and 9 -National English foreign language oral test (EFL) for grade 12	-No washback on course content and teaching methods from ASL -Washback on course content and teaching methods from EFL
Watanabe, 1996	-Interviews with teachers -Classroom observations	-Japan -Preparation courses for the English section of university examinations	-University entrance examinations produced in-house by each university	-Washback on teaching methods for one teacher but none for the other

TABLE 1. SELECTED RESEARCH STUDIES ON WASHBACK (CONT.)

STUDY BY	METHODOLOGY	RESEARCH CONTEXT	TEST	RESULTS
Cheng, 1997	<ul style="list-style-type: none"> -Questionnaires to students/teachers -Interviews with teachers/students -Classroom observations 	<ul style="list-style-type: none"> -Hong Kong -5th level of secondary schools 	<ul style="list-style-type: none"> -Revised national <i>Hong Kong Certificate of Education Examination (HKCEE)</i> 	<ul style="list-style-type: none"> -Intense washback on course content -No washback on teaching methods despite teachers' positive attitudes towards the test
Cheng, 1998	<ul style="list-style-type: none"> -Questionnaires to students 	<ul style="list-style-type: none"> -Hong Kong -5th level of secondary schools (one cohort under the old examination; another under the new examination) 	<ul style="list-style-type: none"> -Revised national <i>Hong Kong Certificate of Education Examination (HKCEE)</i> 	<ul style="list-style-type: none"> -No significant washback on learners' motivation towards learning and learning strategies adopted
Lumley and Stoneman, 2000	<ul style="list-style-type: none"> -Questionnaires to students -Interviews with teachers/students -Informal focus group discussions with students 	<ul style="list-style-type: none"> -Hong Kong -Degree and sub-degree students at a university 	<ul style="list-style-type: none"> -National <i>Graduating Students' Language Proficiency Assessment (GSLPA)</i> required for university graduation 	<ul style="list-style-type: none"> -Washback on students' extrinsic motivation towards learning -No positive washback on students' intrinsic motivation towards learning
Andrews, Fullilove, and Wong, 2002	<ul style="list-style-type: none"> -Mock test of UE Oral administered to different cohorts of students (presentation/group discussion) 	<ul style="list-style-type: none"> -Hong Kong -Cohorts of Secondary 7 drawn from similar schools (One cohort not prepared for the exam; two others prepared for the exam) 	<ul style="list-style-type: none"> -National <i>Hong Kong Advanced Supplementary (AS) 'Use of English' (UE) oral examination</i> required for admission into university 	<ul style="list-style-type: none"> -Positive washback on some students' spoken output (in phase 1) -Superficial level of improved learning outcomes for some students (in phase 2)

TABLE 1. SELECTED RESEARCH STUDIES ON WASHBACK (CONT.)

STUDY BY	METHODOLOGY	RESEARCH CONTEXT	TEST	RESULTS
Cheng, 2004	<ul style="list-style-type: none"> -Questionnaires to students/teachers -Interviews with members of the HKEA (Hong Kong Examinations Authority) English Subject Committee -Interviews with school principals/panel chairs/teachers/students/ -Regular school visits 	<ul style="list-style-type: none"> -Hong Kong -5th level of English-medium secondary schools (one cohort under the old examination; another under the new examination) 	<ul style="list-style-type: none"> -Revised national <i>Hong Kong Certificate of Education Examination (HKCEE)</i> 	<ul style="list-style-type: none"> -Presence of intended washback on teachers' positive perceptions of the examination -Washback on course content -No washback on teaching methods
Ferman, 2004	<ul style="list-style-type: none"> -Interviews with teachers/inspectors -Questionnaires to students -Analysis of official test documents 	<ul style="list-style-type: none"> -Israel -Grade 12 cohorts drawn from three different high schools 	<ul style="list-style-type: none"> -Revised <i>English Foreign Language (EFL) Oral Matriculation Test</i> as part of the national matriculation examination 	<ul style="list-style-type: none"> -Positive washback as focusing the attention of participants, promotion of learning oral skills, and upgrading of oral skills -Negative washback as narrowing of the curriculum, high level of anxiety, and fear of test results
Read and Hayes, 2004	<ul style="list-style-type: none"> -Interviews with teachers -Questionnaires to teachers/students -Classroom observations -Test scores 	<ul style="list-style-type: none"> -New Zealand -IELTS Preparation Courses (School A offering a 32-hour intensive test-focused course; School B offering a 320-hour General English course) 	<ul style="list-style-type: none"> -International proficiency test (<i>IELTS</i>) for tertiary study 	<ul style="list-style-type: none"> - Washback on course content for School A but none for School B -Improved test performance

TABLE 1. SELECTED RESEARCH STUDIES ON WASHBACK (CONT.)

STUDY BY	METHODOLOGY	RESEARCH CONTEXT	TEST	RESULTS
Watanabe, 2004	-Interviews with teachers -Classroom observations	-Japan -Exam preparatory classes in senior high schools	-University entrance examinations produced in-house by each university	-Teacher factors (concerns about students' proficiency levels, bias against the examination, and familiarity with a range of teaching methods) hindering beneficial washback
Manjarrés, 2005	-Interviews with students/teacher/ -Classroom observations -Analysis of official test documents	-Colombia -Grade 10	-National <i>Foreign Language Test</i> as part of the State Examination for the Admission into Higher Education	-Positive washback on learners' awareness of the importance of learning English -Better test scores on textual competence but no sign of development of overall communicative competence
Qi, 2005	-Interviews with students/teachers/ inspectors/test constructors -Questionnaires to teachers/students	-China -English courses at Senior III middle schools (students aged 18-19)	- <i>National Matriculation English test (NMET)</i> as part of university entrance test battery	-No presence of intended washback (teaching of language use instead of linguistic knowledge) -Teaching to the test
Green, 2006	-Questionnaires to teachers -Questionnaires to students on course entry and course exit -IELTS academic writing test administered on course entry and course exit	-China -IELTS Preparation courses and Non-IELTS courses (L1 speakers of Chinese preparing for university study in the UK)	-International proficiency test (<i>IELTS</i>) academic writing for tertiary study	-Washback on course content

TABLE 1. SELECTED RESEARCH STUDIES ON WASHBACK (CONT.)

STUDY BY	METHODOLOGY	RESEARCH CONTEXT	TEST	RESULTS
Saif, 2006	<ul style="list-style-type: none"> -Interviews with teachers before and after the introduction of the exam -Classroom observations before and after the introduction of the exam -Analysis of test scores 	<ul style="list-style-type: none"> -Canada -An English-speaking university 	<ul style="list-style-type: none"> -Test of spoken language proficiency produced in-house for international teaching assistants 	<ul style="list-style-type: none"> -Washback on course content -Washback on teaching methods -Improved learning outcomes -No washback on educational policies
Scott, 2007	<ul style="list-style-type: none"> -Interviews with students and parents/teachers 	<ul style="list-style-type: none"> -UK - Primary school for English as an Additional Language (EAL) learners (Year 2; aged 7 and Year 6; aged 11) 	<ul style="list-style-type: none"> -National statutory testing (involving a shift from formative to summative assessment) 	<ul style="list-style-type: none"> -No negative washback on learners -Increase in teachers' perceptions of tests' value
Shih, 2009	<ul style="list-style-type: none"> -Interviews with students/teachers/ department chairs -Classroom observations 	<ul style="list-style-type: none"> -Taiwan -One university with GEPT requirement; another with no GEPT requirement 	<ul style="list-style-type: none"> -National English proficiency test (<i>GEPT</i>) 	<ul style="list-style-type: none"> -Limited and teacher-specific washback on teaching practices in the context with GEPT requirement
Yıldırım, 2010	<ul style="list-style-type: none"> -Questionnaires to students/ teachers -Interviews with students/teachers 	<ul style="list-style-type: none"> -Turkey - 1st year students of EFL teacher education program at university -Instructors from the ELT department of a public university 	<ul style="list-style-type: none"> -National English Component of the Foreign Language University Entrance Exam (<i>ECFLUEE</i>) 	<ul style="list-style-type: none"> -Negative washback on students' L2 competence and their performance in their 1st year at university
Özmen, 2011	<ul style="list-style-type: none"> -Interviews with candidate academics 	<ul style="list-style-type: none"> -Turkey -Candidate academics (aged 24-37) 	<ul style="list-style-type: none"> -National <i>Inter-university Foreign Language Examination (ILE)</i> required for post-graduate study or a position in academy 	<ul style="list-style-type: none"> -Negative washback on test takers' L2 competence and motivation for learning

TABLE 1. SELECTED RESEARCH STUDIES ON WASHBACK (CONT.)

STUDY BY	METHODOLOGY	RESEARCH CONTEXT	TEST	RESULTS
Pan and Newfields, 2013	-Interviews with students -Questionnaires to students	-Taiwan -8 tertiary institutions with English proficiency exam graduation requirement (ECER); 9 more with no graduation requirement (Non-ECER)	-National/International English proficiency exam required for university graduation (<i>TOEIC/TOEFL/IELTS/GEPT/CSEPT</i>)	-Limited washback on motivation to study English in ECER schools -No washback on learning methods in ECER schools - Washback on extrinsic motivation in ECER schools -Limited washback on intrinsic motivation in ECER schools
Pan, 2014	-Questionnaires to students -Analysis of test scores	-Taiwan -Technical university (one group with English certification graduation requirement (exit students); another with no graduation requirement (non-exit students))	-National/International English proficiency exam required for university graduation (<i>TOEIC/TOEFL/IELTS/GEPT/CSEPT</i>)	-Washback on test-related learning activities among exit students -Washback on extrinsic motivation of exit students -Limited washback on intrinsic motivation of exit students

APPENDIX C- Policy on Education and Examinations at the EPS

POLICY ON EDUCATION AND EXAMINATIONS AT THE ENGLISH PREPARATORY SCHOOL

PART ONE

Purpose, Scope, Legal Basis and Definitions

Purpose and Scope

ARTICLE 1 – (1) The purpose of this Policy is to establish the procedures and principles pertaining to foreign language education offered at X University School of Foreign Languages English Preparatory School to students admitted to undergraduate and graduate programs of the University.

Legal Basis

ARTICLE 2 – (1) This Policy has been drawn up based on Article 49 of the Higher Education Act 2547, the Regulation pertaining to Foreign Language Education and Education in Foreign Languages as the Medium of Instruction in Higher Education Institutions, and Article 7 of X University Education and Examination Regulation for Undergraduate Programs.

Definitions

ARTICLE 3 – (1) For the implementation of the Policy the terms below shall have the ascribed meanings;

- a) Cambridge ESOL: Each of the FCE, CAE and CPE exams prepared by the University of Cambridge
- b) Level: Each of the A1, A2, B1, B2 and C1 level education programs planned according to the Common European Framework of Reference, each of which lasts a minimum of 10 weeks,
- c) FLAT: English Proficiency Exam administered by the School of Foreign Languages,
- ç) IELTS: International English Language Testing System,
- d) Director’s Office: Director’s Office of the School of Foreign Languages,
- e) Student: English Preparatory School student,
- f) Rector’s Office: Rector’s Office of X University,
- g) Senate: Senate of X University,
- ğ) TOEFL: Test of English as a Foreign Language,
- h) University: X University,
- i) End of Year Grade: The grade calculated by taking 20 percent of the overall level grade of each of the three levels that a student studied and 40 percent of the end of year FLAT administered at the end of spring semester,
 - i) Executive Board: The Executive Board of the X University School of Foreign Languages

PART TWO

Proficiency and Placement

Proficiency Exam (FLAT)

ARTICLE 4 – (1) Students’ English proficiency is assessed through the FLAT which is administered four times a year; at the beginning of the academic year, at the end of fall and spring semesters and at the end of the summer School.

(2) The minimum FLAT score for exemption from or passing the Preparatory School is 65 for English-medium departments/programs and 50 for Turkish-medium or partially English-medium departments/programs. The assessment principles regarding the FLAT administered at the end of the spring semester are set out in Article 8 of this Policy.

(3) Departments/programs have the right to require a different FLAT score through their faculty/School executive board’s decision and upon the Senate’s approval on condition that it meets the minimum requirements set out in Article 4 item 2 of this Policy.

(4) Students fulfilling at least one of the following requirements shall be exempt from the FLAT:

a) Students who have graduated from institutions of secondary education in countries where the language of instruction in their program at X University is spoken as the native language on condition that they have received education with the nationals of those countries for at least the last three years,

b) Students who have obtained the required scores determined by the Senate in internationally recognized TOEFL, IELTS and Cambridge ESOL exams, and in language exams administered by the Student Selection and Placement Centre (ÖSYM),

c) Students enrolled in Turkish-medium or partially English-medium departments/programs of the University who have studied and fulfilled the completion requirements of other higher institutions’ preparatory programs.

(5) Exemption requests by students who are admitted into the University through transfer from other universities are evaluated by a committee set up by the Rector’s Office.

(6) Students who have achieved the required minimum scores in the FLAT for exemption from or passing the English Preparatory School but choose to attend the English Preparatory School to improve their foreign language shall submit their requests in writing to the Director’s Office. These students are regarded as having waived the rights bestowed upon them by achieving the required scores in the FLAT.

Placement Test

ARTICLE 5 – (1) Students who have not achieved the required minimum scores in the FLAT, students who choose to attend the English Preparatory School despite having achieved the required minimum scores and students who have not taken the FLAT shall sit a placement test in order to be placed into the correct level group prior to the commencement of fall semester classes. Students are placed into one of the three level groups; A1, A2 or B1 according to the scores they achieved in the placement test. Students who have not sat the placement test are placed into the A1 level group.

PART THREE

Provisions on Education

Duration of the Program

ARTICLE 6 – (1) Students who are placed into a level group according to the scores they achieved in the placement test attend three consecutive levels/tracks in an academic year each of which last a minimum of ten weeks.

(2) The regular duration of the English Preparatory School program is two semesters. Students who fail to complete the program successfully in the regular duration of the program have the right to re-attend the English Preparatory School provided that they renew their registration.

Passing a Level/Track

ARTICLE 7 – (1) Students whose overall level grade is 60 or above out of 100 are considered successful and they are eligible to advance to the next level. Subject to article 7(2) below, students whose overall level grade is 59 and below shall repeat that level.

(2) Students whose overall level grade is 55-59 have the right to have intensive one-to-one tutoring for not more than a week provided that they have met eighty (80) percent of the attendance requirement of the respective level. These students are eligible to re-sit the final exam after the tutoring period. Their overall level grade is re-calculated after the second final exam.

(3) The assessment tools and their respective percentages contributing to the overall level grade are as follows:

- a) Final examination: 40%,
- b) Mid-term examination: 25%,
- c) Quizzes: 20%,
- ç) Project/Portfolio: 10%,
- d) Class participation: 5%

Passing the English Preparatory School

ARTICLE 8 – (1) The overall end of year grade for the English Preparatory School is calculated by taking twenty (20) percent of the overall level grade of each of the three levels that a student studied and forty (40) percent of the end of year FLAT administered at the end of spring semester.

(2) Students enrolled in English-medium departments/programs whose end of year grade is 65 or above and students enrolled in Turkish-medium or partially English-medium departments/programs whose end of year grade is 50 or above are regarded as successful. Students who fail to obtain the minimum required grades, i.e. 65 and 50 depending on their departments/programs, in the FLAT administered at the end of the spring semester are regarded as having failed the English Preparatory School regardless of their end of year grade.

(3) Passing the English Preparatory School through FLATs administered at the beginning of the academic year, at the end of the fall semester and summer School does not require a track grade. Students who fulfil the minimum score requirements in the above-mentioned exams as set out in Article 4(2) of this Policy are regarded as successful.

(4) Students who have completed the levels listed below and fulfilled the following minimum track average requirements, i.e. the average of the last three tracks they attended, are exempt from the FLAT. Only students who have completed the respective level successfully can enjoy the right of exemption.

Level	English-Medium Departments/Programs	Turkish-Medium and Partially English Medium Departments/Programs
A2	-	65
B1	65	60
B2	60	55
C1	55	50

(5) Students who have attended the English Preparatory School for a minimum of one semester and successfully completed the program are awarded with a certificate.

Attendance Requirement for Sitting FLAT

ARTICLE 9 – (1) Students are required to attend a minimum of eighty (80) percent of the class sessions in an academic year. Students with absences in excess of twenty (20) percent of total classes lose their right to sit the FLATs administered at the end of fall and/or spring semesters. However, these students are allowed to exercise their right to attend classes, sit the exams of their respective levels, and complete their respective level’s program.

Summer School

ARTICLE 10 – (1) The School of Foreign Languages English Preparatory School can offer a summer School upon demand of a minimum of ten students who have failed the program at the end of the academic year. Students who have been on leave of absence, have not re-registered or withdrawn from the program in the respective academic year are not entitled to attend the summer School.

Procedures for Grade Appeals

ARTICLE 11 – (1) Students can file a written appeal to the Director’s Office on the ground of procedural error no later than five working days following the announcement of grades. After the review of the appeal, the decision shall be shared with the student in writing.

APPENDIX D- Teaching Philosophy of the EPS

The English Preparatory School (EPS) is fully committed to offering quality language instruction to its learners in a learner-centred environment. Recognizing that each language learner has individual preferences and need to act in the language, the EPS puts emphasis on learners attaining mastery in all four skills and gaining linguistic and communicative competence. In addition to these goals the instructors in the EPS constantly seek and apply a variety of language teaching methods and techniques best fit to the materials, learners, and the curriculum to promote self-directed learning. In order to involve and empower learners to achieve their educational goals, instructors act as facilitators and guides of the learning process where the learners are encouraged to make the most of curricular and extracurricular activities.

It is also paramount that all stakeholders in the EPS are committed to conducive to learning by acknowledging and respecting personal differences and preferences. Through the application of this teaching philosophy, the EPS strives to create a rewarding learning experience.

APPENDIX E- Proficiency Scales at the EPS

Level	Proficiency Description
Starter¹ + Elementary	Can comprehend and produce sentences with common, daily phrases and simple structures. Can give information about him/herself and others and discuss personal details. Can communicate using simple structures with people who use clear and slow speech.
Pre-intermediate	Can comprehend and produce sentences and commonly used expressions on basic topics. Can express his/her personal details, immediate situation and needs. Can communicate on familiar and routine topics by using simple structures.
Intermediate	Can comprehend and produce standard language related to familiar matters in his/her educational and personal life. Can communicate on known subjects using simple, organized language. Can communicate using abstract language and give reasons for opinions and plans. Can use critical thinking skills.
Upper-intermediate	Can comprehend the gist of complex passages. Can produce clear, organized, and detailed language on a variety of subjects both in written and oral language. Can communicate fluently without much hesitation in almost all daily situations. Can understand the main ideas in academic texts and conversations. Can explain a particular point of view and develop an argument.
Advanced	Can comprehend the implicit meaning of a wide variety of challenging texts. Can produce coherent, well-organized, and elaborated language on personal and academic topics with a good command of organizational strategies. Can communicate fluently with very little restriction or hesitation.

¹ Starter level is taught only once at the beginning of the first track and its objectives are assessed in the midterm exam. Since the exit level of the track is elementary, proficiency scales are designed for that level. As the content of the elementary material which is studied in the second and third tracks includes starter level objectives, this level is labelled as elementary for repeat students.

APPENDIX F- Course Descriptions at the EPS

Students are required to take all four skills offered in their level. They are not permitted to take courses in different levels concurrently.

Integrated Skills (14 hours)

Starter (24 hours)

This beginner course serves as an introduction to the English language to familiarize students with the basic grammar structures and vocabulary relevant to their lives. Topics, which include transactional exercises and interactional exchanges, are focused on to make the learners more confident language users. In addition to daily life situations, vocabulary and structures related to past experiences and future plans are introduced while writing and speaking practices serve as a preparation for elementary level skill courses.

Elementary

This level focuses on daily communication through the use of basic vocabulary and grammatical structures. Topics include introductions, talking about oneself and discussing familiar people, places and things. Vocabulary and structures relating to basic past and future events are touched upon. Written and oral production is incorporated.

Pre-Intermediate

This level builds on the foundation from the previous level reviewing the topics and structures covered allowing students to express more detailed ideas. The topic of daily communication is extended to include the different ways to express things in the past and future. Main ideas in written and oral communication are examined.

Intermediate

The intermediate level focuses on developing students' use of more complex structures and vocabulary, and differentiating between proper tense usage. Students begin to make generalizations about a variety of topics and implement detailed language. The focus moves toward more abstract topics. Vocabulary and structures relating to giving opinions, personal views and talking about imaginary situations are introduced. Increasingly complex grammatical structures are introduced to allow for expression of more developed ideas.

Upper-Intermediate

This level focuses on using more natural language, recognizing different registers, correct pronunciation and varied vocabulary. Correct tense usage, grammatical structure and modal usage is stressed. More sophisticated collocations and idioms are introduced. Ways of talking about personal beliefs are elaborated upon, including making suggestions and deductions.

Advanced

At the advanced level complex sentences with detailed descriptions and accurate vocabulary are studied. The distinction between formal and informal language is emphasized including idioms. Students are taught a range of advanced conversation strategies to aid in different types of settings and they expand upon their knowledge of written and oral Academic English.

Reading (4 hours)

Elementary

This is an introduction to reading simple texts in English. The focus is on understanding the main idea of a short text through the use of reading strategies. Vocabulary is introduced through contextual clues and then it is also used in a different context. Oral production is practiced in pre and post reading discussions.

Pre-Intermediate

In this level, the identification of main ideas and specific information in a reading text is the focal point. Skimming and scanning strategies are reinforced. Students develop prediction and inference skills through the use of suitable texts and class discussions. Students are introduced to semi-authentic texts organized in a contemporary format.

Intermediate

In this level sequencing, classifying and identifying information regarding the text is practised. Vocabulary building is taught through strategies such as deconstruction to teach students how to recognize unfamiliar words. Texts are increasingly authentic and based on up-to-date issues.

Upper-Intermediate

This level explores the skill more in depth through extended discussions which utilize different question types. A wider range of vocabulary is introduced and integrated into the lesson. Students work on summarizing and explaining a text as well as interpreting information presented in visual formats. Texts used are contemporary and based on authentic sources with little revision.

Advanced

In this level reading texts which are adapted from authentic sources are studied to find complex factual details, references and sequencing information. Paraphrasing and inferring are the main skills targeted, allowing students to elaborate on their own ideas using the materials studied. Academic vocabulary is expanded upon through various strategies.

Writing (4 hours)

Elementary

This course provides an introduction to writing in English beginning at the sentence level. The basic components of a sentence and general mechanics are studied. Students practise writing about familiar topics and complete different types of forms and they are guided to write in a context at later stages of the level.

Pre-Intermediate

In this level the paragraph structure is introduced to build on the elementary writing course and students focus on recognizing/identifying its components. The writing process begins by teaching outline construction and then looking at topic sentences and their supporting details. The concepts of coherence, cohesion and unity are introduced at the

paragraph level. Students are also introduced to descriptive vocabulary for statistical data at a basic level.

Intermediate

In this level paragraph structure is practised via writing statistical data paragraphs and the structure of an essay is analysed. Five paragraph opinion essays are written based on outlines with a focus on effective introductions, supported body paragraphs and appropriate conclusions. Special importance is paid to the steps in the writing process.

Upper-Intermediate

This level perfects the introduction and conclusion paragraphs, practicing different ways of modifying the writer's viewpoint. Creating compelling and unified essays with accurate information is the end goal. The argumentative essay structure is also studied and practiced.

Advanced

In this final level students continue working on different types of academic essays. They learn to express their viewpoints using different compare and/or contrast essay structures.

Listening and Speaking (2 hours)

Elementary

This course is an introduction to oral communication in English that explores daily topics. Students practise to ask, understand and provide personal information as well as accomplish simple tasks which have been introduced in the starter level as a guide for interaction in IS lessons. Strategies to aid comprehension are introduced such as showing interest and responding to offers of help as well as techniques to make their pronunciation more natural.

Pre-Intermediate

At this level the topic of personal information is expanded upon to include individualized views and opinions on a familiar topic. Listening is practiced through recorded materials where students take notes on the main points of a conversation. Role-plays allow opportunities to practise a variety of scenarios.

Intermediate

In this level a wide range of strategies are studied to aid in listening to academic related topics. Academic vocabulary is introduced. Conversation topics become less personalized and focus more on organizational structure and sequencing. Students use critical thinking skills to express their opinions on a wide range of topics.

Upper-Intermediate

This level begins to focus on listening and speaking for more academic purposes. Lectures are used to practice note taking. Accurate vocabulary is emphasized and students learn to differentiate between phrases used for facts versus opinions. Debating skills are introduced and practised.

Advanced

In this level strategies to compare ideas, signal emphasis and connecting ideas are stressed. Listening activities practise inferring meaning through context and conversation topics are more complex and academic. Colloquial references and abstract expressions are focused on to attain a more natural level of spoken English. Students discuss and debate on various topics by using strategies learnt in previous levels.

APPENDIX G- Learning Outcomes for each Proficiency Level at the EPS

Starter + Elementary outcomes:

Upon successful completion of this level, students will be able to:

Starter

1. show limited control of a few simple grammar structures and a very basic repertoire of vocabulary to interact in a simple way.

Elementary

1. demonstrate basic use of grammar and vocabulary to communicate on topics of most immediate personal relevance
2. utilize basic reading strategies to comprehend short and simple texts
3. locate information from short, slow, and clear speech and use simple structures to express themselves on very familiar topics
4. use their limited repertoire of grammar and vocabulary to compose short and simple written texts

Pre-intermediate outcomes:

Upon successful completion of this level, students will be able to:

1. exhibit basic ability to communicate information by using the learned elements in a limited number of content areas
2. employ basic strategies to comprehend texts made of non-complex, short sentences about non-abstract concepts
3. demonstrate an understanding of relatively short, simple and clear use of language to handle conversations on familiar topics
4. write simple connected texts to express their opinions by following basic organizational patterns

Intermediate outcomes:

Upon successful completion of this level, students will be able to:

1. utilize appropriate grammatical, structures and vocabulary to maintain interaction and convey meaning
2. apply necessary strategies and critical thinking skills to comprehend and respond to a variety of spoken and written contexts

3. follow clear and standard speech and participate in discussions on familiar topics to extract and convey information correctly
4. write clear, detailed, and well-organized texts on a range of topics providing information or reasons in support of a particular point of view

Upper-intermediate outcomes:

Upon successful completion of this level, students will be able to:

1. utilize knowledge of a variety of vocabulary, grammar and structures in various types of spoken and written communication
2. employ necessary strategies and critical thinking skills independently to comprehend and respond to a wide variety of spoken and written contexts of varying length
3. interact with a degree of fluency and spontaneity while taking an active part in social discourse and discussions
4. write clear, lengthy, well—structured texts to develop an argument by supporting it with specific reasons and examples selected from informative texts

Advanced Outcomes:

Upon successful completion of this level, students will be able to:

1. demonstrate a good command of a broad grammatical and lexical repertoire to express themselves fluently and spontaneously
2. integrate the language and the strategies mastered with their knowledge of the world to explore lengthy, complex spoken and written texts
3. express themselves fluently and spontaneously in clear, well-structured speech
4. integrate opinions and information from written texts and recordings to produce texts that follow appropriate and effective logical structures, and distinguish between different genres learned at that level

APPENDIX H- A Sample Page of Syllabus for each Course at the EPS

INTEGRATED SKILLS SYLLABUS / PRE-INTERMEDIATE

WEEK	TOPIC	OBJECTIVES	GRAMMAR/ STRUCTURE	VOCABULARY	LANGUAGE SKILLS / FUNCTIONS & NOTIONS ²	TRANSFERABLE SKILLS/TASKS
Week 1 – Week 6 21 / 12 / 2015 – 29 / 01 / 2016	Unit 1 Life	<i>By the end of this track learners will be able to</i> *ask for and provide personal information	*Questions with auxiliaries and verb to be (Present and Past Simple)	*Collocations (Free time)	*Listening to and managing routine exchanges *Providing personal information both in written and spoken language	*Discuss what makes you happy taking turns in small groups and ask questions to find out more about each other *Extend the previous task to a class discussion where you find out the common/interesting ideas about happiness
		*talk and write about past events *link their ideas and chain of events using appropriate linking words *talk about important events and people in their life	*Past Simple (Affirmative, negative and question forms, regular and irregular verb forms)	*Verbs and phrases to describe relationships *Linking words: and, but, so, because	*Providing information about past life *Listening to/Reading life stories	*Write a short paragraph to describe the most important person/ moment/ year/etc. in your life
	Unit 2 Work	*describe and discuss their work (routines)/studies and different kinds of jobs *express likes and dislikes (about work life and working conditions) *write an e-mail using correct phrases	*Present Simple *Present Continuous *Adverbs of frequency: never, hardly ever, rarely, once in a while, occasionally, sometimes, often, usually, always, every (day), (twice) a year Verbs and Phrases to express likes and dislikes: absolutely love, like, be (not very) keen on, not mind, hate, can't stand	*(Types of) Work *Jobs	*Listening to/Reading people describing and discussing their jobs and work *Contributing views to the discussions on working conditions in different institutions/countries *Expressing opinions and feelings about what jobs best fit them and why	*Make a list of what motivates people at work in a small group, then as a class discuss the working conditions in your country considering the items in your list *Write a short paragraph about your favorite job *Discuss which job you would apply for among the adverts provided by your teacher

²This column is based on the sections in the Speakout coursebook and it is written in order to give you an idea about what is included in the book.

LISTENING & SPEAKING SYLLABUS / INTERMEDIATE

WEEK	TOPIC	LEARNING OBJECTIVES	UNIT VOCABULARY	(SUGGESTED) ASSIGNMENTS AND IMPORTANT NOTES
Weeks 1&2 21 December 2015-01 January 2016	1a <i>ARCHEOLOGY: What can we learn from the past?</i> (p. 2-9) & <i>Presentation Skills</i>	<p>By the end of this track students will be able to:</p> <ul style="list-style-type: none"> *state, share and discuss their views on the unit topic using pictures, cartoons, target words or filling out a short survey *brainstorm and list ideas in pairs, groups or as a whole class while listening *practise key content words and phrases from a lecture through guessing the meaning of unknown words before listening *predict certain information mentioned in a lecture before listening *identify and use the organization flow through signal words, linking questions, and expressions of examples, comparison and contrast and advice in a lecture and a presentation 	ancestor (n), ancient (adj), consist of (v), fascinating (adj), final (adj), finance (n), link (v), researcher (n), significant (adj), structure (n)	<p>Task 1: Ask your students to give a 2-3 minute presentation in the 3rd or 4th week on a geographic place and its artifacts. (Refer to page 18)</p> <p>*** Remember to hand out the “Self-Assessment Form” in the first week expressing the importance of reflection on progress and offer help when needed. Ask them to submit the form in week 10/11.</p> <p>*** Remember to introduce the presentation procedures and skills using the “Presentation Evaluation Form.”</p> <p>*** Before the presentations start, remember to hand out the “Presentation Evaluation Form” and make any necessary explanations</p>
		<ul style="list-style-type: none"> *identify main ideas and specific details while listening to a lecture *recognize discussion strategies (expressing an opinion, agreeing, asking for opinions, ideas, confirmation or clarification, offering a fact or opinion) while listening to a short model discussion involving both native and non-native speakers and use them actively in their own discussion groups 		
Weeks 5&6 18-29 January 2016	3a <i>HEALTH SCIENCES: New diets</i> (p. 38-45)		area (n), authority (n), consume (v), create (v), feature (n), involve (v), journal (n), nutritious (adj)	Suggested Activity: Small group discussion on the topic in 44/C

READING SYLLABUS / INTERMEDIATE

WEEK	TOPIC	LEARNING OBJECTIVES	UNIT VOCABULARY
<p align="center">Week 1-Week 6 28 March-06 May 2016</p>	<p>1/B-A Taste of the Caribbean <i>(p. 15-19)</i></p> <p>2/B-Our Bond with Dogs <i>(p. 27-31)</i></p>	<p>By the end of this track students will be able to</p> <p>*get familiar with the topic through pre-discussion and brainstorming</p> <p>*preview some key vocabulary and content essential to understanding a passage</p>	<p>1/B-A Taste of the Caribbean: remarkable (adj), immigration (n), aspect (n), invade (v), contrasting (adj), layer (v), import (v), assumption (n), base (n)</p> <p>2/B-Our Bond with Dogs: partnership (n), garbage (n), acquire (v), obedient (adj), selection (n), talent (n), government (n), luggage (n), domestic (adj)</p>
	<p>3/A-Secrets of the Pharaohs <i>(p. 33-38)</i></p> <p>Review 1: Buried Cities & Languages <i>(p. 45-50)</i></p>	<p>*label a diagram, a photograph or a map with correct words or descriptions</p>	<p>3/A-Secrets of the Pharaohs: archeologist (n), tomb (n), coffin (n), mummy (n), teenager (n), luxurious (adj), murder (n), attach (v), conduct (v), theory (n), injury (n), infection (n), analyze (v), exclude (v)</p> <p>Review 1/Buried Cities & Languages: disaster (n), erupt (v), ash (n), linguist (n), language family (n), official language (n), native speaker (n), living language (n), character (n), mother tongue (n), dead language (n)</p>
	<p>4/A-Big City Travel <i>(p. 51-56)</i></p> <p>5/A-When Disaster Strikes <i>(p.64-68)</i></p> <p>***WS – Making Inferences</p>	<p>*make predictions about the content of a passage by looking at the title, headings, photos, captions, map or graph keys, and the first and last paragraph</p> <p>*make inferences from a text</p> <p>*choose the main idea or the most appropriate title for a passage by skimming</p>	<p>4/A-Big City Travel: commuter (n), track (n), landmark (n), apartment (n), terminal (n) conveniently (adv), locate (v), focal (adj), economic (adj), feature (n), ceiling (n), modernization (n), object (v), threaten (v), sightseer (n)</p> <p>5/A-When Disaster Strikes: helicopter (n), levee (n), flooding (n), roof (n), resident (n), ignore (v), engineer (n), sector (n), circumstance (n), expose (v), widespread (adj), distribute (v), disaster (v), chaos (n), loot (v), currently (adv), sink (v), shelter (n)</p>
	<p>“READING QUIZ FEEDBACK”</p> <p align="center">INDEPENDENT READING TASK <i>(please see the last page)</i></p>	<p>*find factual details and specific information in a text by scanning</p> <p>*recognize true or false statements</p>	

WRITING SYLLABUS / PRE-INTERMEDIATE

WEEK	TOPIC	LEARNING OBJECTIVES <i>By the end of each week students will be able to:</i>	RESOURCE	WRITING SKILLS	SUGGESTED ASSIGNMENTS and IMPORTANT NOTES
<p align="center">Week 1 21 / 12 – 25 / 12 / 2015</p>	<p align="center">Getting Organized: A key to good writing</p>	<p>*recognize the parts of a dictionary and practice using it by looking up the (given) words</p> <p>*identify error correction symbols and recognise their use</p> <p>*recognize the writing process (understanding the assignment, brainstorming, organizing ideas, outlining) before starting to write on a given topic</p>	<p align="center">Portfolio Pack</p>	<p>*Developing pre-writing skills (understanding the assignment, brainstorming, organizing ideas, making an outline)</p>	<p>*Tell your students to get their portfolio packs from the Copy Centre. Explain to them in detail what each part of the pack is for (you can use a sample “Portfolio” to clarify). Ask them to bring their portfolio to class every writing lesson.</p> <p>*Students should draw or organize a cover page for their portfolio cover by choosing figures and images that best describe themselves.</p> <p>*Also spare some time (this week and in other weeks as well) to explain how the self-evaluation process works.</p> <p>(Self- Evaluation will be based on the End of Unit checklists at the end of the Writing Booklet or you can use the sample exercises suggested on SoFL Cloud – Teachers can monitor students’ progress and use these to give their SE grade)</p> <p>*Some of the class exercises could be given as assignments to be done at home.</p> <p>*Teachers can use the extra assignment topics in the appendix part of the booklet to assign different topics to their students.</p> <p>*Also please remind your students that all the in-class work and assignments will be put in their portfolios.</p>

APPENDIX I- Language Learning Strategies Familiarization Program

Introduction

As there is a lot of input learners have to deal with in the language classroom, how they process new information (understand, learn and remember) has gained higher importance. The language learning strategies employed to achieve this not only contribute to the development of the communicative competence of learners but also help them build up independence and learner autonomy. These include

- memory strategies (creating mental linkages, applying images and sounds, reviewing well, employing action)
- cognitive strategies (practicing, receiving and sending messages, analysing and reasoning, creating structure for input and output)
- compensation strategies (guessing intelligently, overcoming limitations through background information)
- meta-cognitive strategies (centring, arranging, planning and evaluating learning)
- affective strategies (lowering anxiety, encouraging themselves)
- social strategies (cooperating and empathizing with others, asking questions)

The two-day program, bearing all of this in mind, arose from a survey conducted to students and interviews with some of the instructors in the 2010-2011 academic year and intends to treat the language at the recognition level. With an effort to build on what was previously presented in the Student Orientation, **the main aims of the program** are

- to introduce students to an approach in which they should act in the centre of the learning process,
- to either explicitly or implicitly make students familiar with very basic language learning strategies following different ways to appeal to different learning styles, and
- to help them discover and adopt their own learning styles and strategies.

Though not very intensive, the program intends to give a flavour of some basic strategies and focuses on areas such as

- using background information to grasp the meaning and context (compensation strategies)
- predicting and guessing (compensation strategies)
- classifying and categorizing (cognitive and memory strategies)

- using visual aids including pictures and diagrams to understand relationships and making associations (cognitive and memory strategies)
- participating and appreciating pair and group work (social strategies)
- taking learners' feelings into consideration and building confidence working on what they already know (affective strategies)
- starting to think about their own learning (meta-cognitive strategies)

As language teachers, it is our responsibility to guide our students to become successful language learners by training them in using these strategies. To do that, we should learn about their interests, motivations and learning styles, and allow them to know the purpose of what we are doing in the classroom. It is also crucial to create a cooperative and supportive classroom atmosphere to reduce learner anxieties and make them aware of the fact that they are a group and they are in the classroom for a purpose from the very first day.

The success of the program depends on the teacher

- acting as a model to guide learners to realize the nature of language learning,
- recognizing learners' physical and cognitive involvement in the learning process as the most important factor, and
- building on and integrating these kinds of activities, strategies and group dynamism into their instruction throughout the year so that learners can make the most of their time in the classroom and continue their learning after they leave the class as well.

We hope it will be a good start to a long, challenging but at the same time rewarding path of teaching and learning.

SAMPLE LESSON FOR PRE-INTERMEDIATE LEVEL

Aim: 1. To help learners build confidence by making them realize they already know something in English through photos and eliciting internationally-used English words.

2. To make them familiar with classifying or categorizing words as a strategy to build and memorize vocabulary.

Procedure: Stick the provided photos of things and shops in English taken around İzmir on the wall and ask some questions related to them. (**Material 2**). For example, “Where are they?, What do you do there? , What do you eat here?”, etc. Then, ask students what other internationally-used words they know in English such as *hamburger, television, radio, football*, etc., and write down the words you elicit from them on the board. Once you have as many words as students say on the board, divide students into groups of three or four and ask them to group the words in a way they like and find an appropriate heading for each one (either writing the word or drawing a picture to represent it if they do not know the word in English) . After allowing them enough time to do that, as a class compare the different groupings they have and remind them that classifying and

categorizing words is a strategy to build and memorize words. You may extend the activity by asking them to match the words with the photos.

* *Optional activity:* For some of the longer words, ask students how many more words they can make out of the letters. You may do it during the last few minutes of the lesson as a competition in which the group with the most words wins.

Example: RESTAURANT
 run
 ran
 rest
 aunt

SAMPLE LESSON FOR INTERMEDIATE LEVEL

Aim: 1. To create appreciation for group work, cooperation and learning from each other as ways to be better language learners.

2. To present learners with different tasks and a lively pace to appeal to different learning styles and to give the idea of the importance of time management.

3. To activate learners' background information and thinking skills to solve a puzzle and complete the tasks.

4. To help them practice strategies of recognizing categories, grouping words, selecting and ordering, spotting similarities and differences, and reading a map.

Procedure: Before the lesson starts, cut up the Four Stations Worksheet into its individual activities and put up each activity in four corners of the classroom (**Material 5 / Four Stations**). When the lesson starts, divide the class into four groups and give each group the answer sheet (included in Material 5) on which they can write their answers. Explain that the groups will all start on a different activity, and when they have noted down their answers on the answer sheet correctly, they can move onto a different activity. The first group to have finished all of the activities correctly is the winner. At first just let students have a go, if certain activities prove too difficult, you may offer assistance. Remember that this activity requires good monitoring skill from the teacher and at the end of the lesson you may post up the answer key (included in Material 5) to make sure all the students have the chance to check if they have missed anything during the class hour.

APPENDIX J- Specifications for the FLAT

OVERALL DESIGN					
TEST NAME			FLAT		
LANGUAGE LEVEL			Intermediate		
PURPOSE			To measure students' proficiency in English and determine whether or not they are competent enough to continue their studies in their respective undergraduate programs.		
STRUCTURE OF THE TEST			The test consists of 5 sections which are Listening, Reading, Writing, Use of English and Speaking. Each section tests students' knowledge and performance in each skill and area.		
TIME ALLOCATED			180 minutes		
DESCRIPTION OF TEST TAKERS			Test takers are non-native speakers of English Language at the X University Prep School Intensive English Program with /without prior knowledge of English.		
GRADING			Listening, Reading and Use of English sections of the test are graded by Optical Mark Recognition software and each correct answer gets 1 point. Writing and Speaking sections are graded by respective instructors in accordance with pre-determined evaluation criteria.		
SECTION	TEST COMPONENT	WEIGHTING	TIME ALLOCATED	NUMBER OF TASKS/ITEMS	TASK TYPE
PART A	Listening	10 %	20 minutes	2 tasks 10 items	Multiple Choice
PART B	Reading	20 %	160 minutes	4 tasks 20 items	Multiple Choice
PART C	Writing	15 %		2 tasks	Writing an opinion essay of 300-350 words Writing a graph description paragraph of 75-100 words
PART D	Use of English	50 %		6 tasks 50 items	Multiple Choice
PART E	Speaking	5 %	3-5 minutes	1 task	Open-ended questions/Guided monologue

TEST SPECIFICATIONS FOR FLAT EXAMINATION

TEST NAME:

FLAT

TEST COMPONENT:

Listening Comprehension

LANGUAGE LEVEL:

Intermediate

TIME ALLOCATED:

20 minutes

NUMBER OF TASKS:

2

NUMBER OF ITEMS:

10

MARKING:

Each item is 1 point

1. PURPOSE OF THE TEST

The purpose of the FLAT (Listening Comprehension) test is

- to measure test takers' ability in listening skills and/or to what extent they are able to comprehend and identify specified information

2. TEST CONTENT

Part	Skills	Input	Number of items and task type
PART A	<ul style="list-style-type: none"> identifying and using the organization flow through signal words, linking questions, and expressions of examples, comparison and contrast and advice in a lecture and a presentation, identifying main ideas and specific details while listening to a lecture, recognizing discussion strategies (expressing an opinion, agreeing, asking for opinions, confirmation or clarification, offering a fact or example) while listening to a short model discussion involving both native and non-native speakers, 	Dialogue/conversation or monologue/talk	5 items
		Narration/ Exposition Argumentation/ Instruction	Multiple choice with 4 options
PART B	<ul style="list-style-type: none"> taking notes while listening and use them to fill in the provided incomplete notes, marking statements as <i>true or false</i> based on notes taken during a lecture, matching information, or ideas with speakers while listening. 	Dialogue/conversation or monologue/talk Narration/ Exposition Argumentation/ Instruction	5 items Multiple choice with 4 options

TEST SPECIFICATIONS FOR FLAT EXAMINATION

TEST NAME:

FLAT

TEST COMPONENT:

Reading Comprehension

LANGUAGE LEVEL:

Intermediate

NUMBER OF TEXTS:

4 texts

NUMBER OF WORDS PER TEXT:

Part A: 350-450 words / Part B: 350-450 words / Part C: 350-450 words / Part D: 350-450 words

NUMBER OF ITEMS:

20

MARKING:

Each item is 1 point

1. PURPOSE OF THE TEST

The purpose of the FLAT (Reading Comprehension) test is

- to measure test takers' ability in reading skills and/or to what extent they are able to comprehend and identify specified information

2. TEST CONTENT

PART	Skills	Input	Number of Items and Task type
PART A	<p>Understanding the main idea of paragraphs</p> <p>Understanding details</p>	<p>Academic/short stories/exposition/description / instruction/ narration</p> <p>Total word limit: 350-450</p>	<p>5 items</p> <p>4-option multiple choice</p> <p>(matching headings or sentence insertion)</p>
PART B	<p>Identifying the main topic/message, understanding details and writer purpose/attitude/opinion, choosing the appropriate title, locating, understanding and comparing facts, opinions, definitions, predicting the meaning of (unknown) words from the context, reference</p>	<p>Articles/ Short stories Exposition/ Narration/ Description/ Argumentation</p> <p>Total word limit: 350-450</p>	<p>5 items</p> <p>4-option multiple choice</p>
PART C	<p>Scanning for specific points, details, facts</p>	<p>Advertisements, public notices, extracts from brochures, information leaflets, etc. with graphic support (if possible) to look authentic</p> <p>Total word limit: 350-450</p>	<p>5 items</p> <p>4-option multiple choice</p>
PART D	<p>Identifying the main topic/message, understanding details and writer purpose/attitude/opinion, choosing the appropriate title, locating, understanding and comparing facts, opinions, definitions, predicting the meaning of (unknown) words from the context, reference</p>	<p>Articles/ Short stories Exposition/ Narration/ Description/ Argumentation</p> <p>Total word limit: 350-450</p>	<p>5 items</p> <p>4-option multiple choice</p>

TEST SPECIFICATIONS FOR FLAT EXAMINATION

TEST NAME:

FLAT

TEST COMPONENT:

Writing

LANGUAGE LEVEL:

Intermediate

NUMBER OF TASKS:

2

GRADING:

Task 1 is graded out of 10 points. Task 2 is graded out of 5 points.

1. PURPOSE OF THE TEST

The purpose of the FLAT (Writing) test is

- to measure test takers' ability in writing skills and/or to what extent they are able to convey the desired piece of information using appropriate language

2. TEST CONTENT

TASK 1

Task Type	Skills
Writing a 5-paragraph opinion essay of (300-350 words)	Supporting ideas in a well-organized, coherent and cohesive opinion essay with correct sentence structure, capitalization and punctuation.

TASK 2

Task Type	Skills
Writing a graph description paragraph 75-100 words	Supporting ideas in a well-organized, coherent and cohesive paragraph with correct sentence structure, capitalization and punctuation.

TEST SPECIFICATIONS FOR FLAT EXAMINATION

TEST NAME:

FLAT

TEST COMPONENT:

Use of English

LANGUAGE LEVEL:

Intermediate

NUMBER OF ITEMS:

50

MARKING:

Each item is 1 point

1. PURPOSE OF THE TEST

The purpose of the FLAT (Use of English) test is

- to measure test takers' ability and efficiency in use of the target language from the aspects of grammar and lexicon

2. TEST CONTENT

Section	Task Type	No. of Items (50)	Task Focus	Task Aims to
1	Separate items with 4 multiple choice options	10	Lexical	assess test takers' competence in recognising vocabulary
2	Separate items with 4 multiple choice options	5	Lexico-grammatical	assess test takers' awareness of different formations of words derived from the same stem
3	Separate items with 4 underlined multiple choice options	5	Grammatical Lexico-grammatical	assess test takers' awareness of different grammatical forms and structures by asking them to identify the error among the options given
4	A cloze test with 4 multiple choice options for each item	10	Grammatical	assess test takers' awareness/comprehension of English verb constructions
5	A cloze test with 4 multiple choice options for each item	10	Grammatical Lexico-grammatical	assess test takers' ability to recognize correct usage of various grammatical aspects of the language
6	Separate items with a lead-in sentence with 4 multiple choice options	10	Grammatical Lexico-grammatical	assess test takers' awareness of different grammatical forms and structures by asking them to find the closest meaning among the options given

TEST SPECIFICATIONS FOR FLAT EXAMINATION

TEST NAME:

FLAT

TEST COMPONENT:

Speaking

LANGUAGE LEVEL:

Intermediate

TIME ALLOCATED:

3 to 5 minutes is allocated to each student

NUMBER OF TASKS:

1

NUMBER OF INTERLOCUTER(S):

2

GRADING:

Student performance will be graded out of 5 using the criteria attached.

1. PURPOSE OF THE TEST

The purpose of the FLAT (Speaking) test is

- to measure test takers' ability in speaking skills and/or to what extent they are able to express beliefs, views and opinions and communicate ideas on various topics

2. TEST CONTENT

Skills	Task Type
To express opinions/views/beliefs To communicate ideas by giving advantages/disadvantages of various points or providing reasons	Guided Monologue [Each student is asked to choose a card from a pile of cards, each of which includes pictures accompanied with questions on a certain topic.] [test taker to interlocutors]

APPENDIX K- A Sample FLAT

TEST BATTERY 1

PART A - LISTENING

SECTION 1.

You will listen to **A TALK ABOUT SLEEP**. You may take notes as you listen, but they are for your own use in answering the questions and will not be graded. Listen to the monologue and answer questions **1-5**.

YOU MAY TAKE NOTES HERE. YOUR NOTES WILL **NOT** BE GRADED.

ANSWER QUESTIONS 1-5 BASED ON THE INFORMATION GIVEN IN THE MONOLOGUE. YOU MAY USE YOUR NOTES TO HELP YOU.

1. There are ____ steps of sleep that are identified.
 - a) two
 - b) three
 - c) four
 - d) five
2. What does our brain do when we are sleeping?
 - a) It makes plans for the next day.
 - b) It organizes thoughts and experiences.
 - c) It only performs bodily functions.
 - d) It creates new ideas.
3. The final stage of sleep is important because it ____.
 - a) makes our brain work differently
 - b) improves our learning
 - c) helps us concentrate
 - d) helps us rest
4. In order to have a good night's sleep you should ____.
 - a) sleep in a dark place
 - b) go to bed early
 - c) shop online more
 - d) have a healthy diet
5. Which of the following is FALSE according to the lecture?
 - a) Our sleep can affect our health.
 - b) There are two types of sleep.
 - c) Everybody needs the same amount of sleep.
 - d) Modern life can damage the quality of sleep.

PART B – READING

SECTION 2.

Listen to the telephone conversation between **A JOURNALIST** and **AN ATHLETE NAMED CHIMOKEL**. You may take notes as you listen, but they are for your own use in answering the questions and will not be graded. Listen to the conversation and answer questions **6-10**.

YOU MAY TAKE NOTES HERE. YOUR NOTES WILL **NOT** BE GRADED.

ANSWER QUESTIONS 6-10 BASED ON THE INFORMATION DISCUSSED IN THE CONVERSATION. YOU MAY USE YOUR NOTES TO HELP YOU.

6. Chimokel became an athlete because _____.
 - a) she wanted to lose weight after birth
 - b) she wanted to have a hobby
 - c) her family needed money
 - d) her domestic life was boring

7. When did Chimokel decide to become an athlete?
 - a) When her mother died.
 - b) When she was sixteen years old.
 - c) When she became a mother.
 - d) When her neighbour told her about the prize money.

8. How did Chimokel find money to go to the race in Nairobi?
 - a) She sold potatoes at the local market.
 - b) She worked extra hours at the farm.
 - c) Her husband sold some of their animals.
 - d) Her neighbour paid for the ticket.

9. What will Chimokel do with the prize money?
 - a) She will spend it to buy athlete's clothes.
 - b) She will spend it on her children's education.
 - c) She will buy more farm land.
 - d) She will buy animals for the farm.

10. We can understand from the recording that _____.
 - a) the family is angry with Chimokel because of the race
 - b) the family will sell the farm to go to Paris
 - c) Chimokel only runs in the Kenyan countryside
 - d) Chimokel will continue to join marathons

TEXT 1.

READ THE TEXT BELOW AND MATCH A HEADING FOR EACH PARAGRAPH. THERE IS ONE EXTRA HEADING. (QUESTIONS 11-15)

The Pretenders

1 ____
The Pretenders is a very successful and popular TV series. In each programme there is a contestant who has just four weeks to learn to do a completely new job. At the end of the month the contestant has to do a 'test', where s/he has to do the new job together with three other real professionals. A panel of three judges has to decide which of the four people is pretending to be a professional. Sometimes they spot who is pretending, but sometimes they don't!

2 ____
Jessica Winters is a 26-year-old librarian who lives in Southampton with her parents. She studied English Literature at the University of Bath before getting a job in her local library. She didn't know it, but two of her friends sent her name to the TV company to take part in *The Pretenders*. 'When someone from the programme phoned me, I thought it was a joke', said Jessica. 'First of all I said no, but they asked me to think about it. In the end my friends and family persuaded me to say yes.'

3 ____
Jessica had four weeks to turn from a quiet, shy librarian into a confident TV reporter. At the end of the month, she had to do her final test. This was a live TV interview with the Minister of Education. She had to try to make the judges think that she really was a professional reporter.

4 ____
An experienced political journalist, Adam Bowles, and ex-MP Sally Lynch had the job of transforming Jessica. When they first met her, they were not very optimistic. 'Jessica needs to be tougher. She is much too sweet and shy,' said Adam. 'Politicians will eat her alive.' They had just 28 days to teach her to be a reporter.

5 ____
Jessica had to spend the month in London. She was completely isolated from her family and friends – she could only talk to them on the phone. The training was very hard work. She had to learn how to interview people, how to look more confident, how to speak clearly. She also had to learn about the world of politics. 'I am feeling really nervous,' said Jessica. 'I am terrified of the idea of being on TV. Also I've never been interested in politics – I don't know anything about it – I didn't even vote in the last elections.'

I. Experienced Mentors
II. Librarian to TV Reporter
III. The Participant
IV. Professional or Not?
V. The Challenging Judges
VI. The Difficult Path

11. What is the best heading for paragraph 1?
a) I b) II c) III d) IV
12. What is the best heading for paragraph 2?
a) II b) III c) IV d) VI
13. What is the best heading for paragraph 3?
a) III b) IV c) I d) II
14. What is the best heading for paragraph 4?
a) V b) I c) II d) III
15. What is the best heading for paragraph 5?
a) VI b) IV c) III d) I

TEXT 2.

READ THE TEXT AND CHOOSE THE BEST ALTERNATIVE THAT ANSWERS EACH QUESTION. (QUESTIONS 16-20)

Global Pizza

1 It is kind of silly to talk about the moment when pizza was ‘invented’. It gradually evolved over the years, but one thing is for certain – it has been around for a very long time. The idea of using pieces of flat, round bread as plates came from the Greeks. They called them ‘plakuntos’ and ate them with various simple toppings such as oil, garlic, onions, and herbs. The Romans enjoyed eating something similar and called it ‘picea’. By about 1000 A.D. in the city of Naples, ‘picea’ had become ‘pizza’ and people were experimenting with more toppings: cheese, ham, anchovies, and finally the tomato, brought to Italy from Mexico and Peru in the sixteenth century. Naples became the pizza capital of the world. The world’s first pizzeria, the Antica Pizzeria Port’Alba, was opened there in 1830, and it is still open. In 1889, King Umberto I and Queen Margherita heard about pizza and asked to try it. They invited pizza maker, Raffaele Esposito, to make it for them. He decided to make the pizza like the Italian flag, so he used red tomatoes, white mozzarella cheese, and green basil leaves. **That** made both the King and the Queen happy. The Queen loved the pizza so much and the new pizza was named ‘Pizza Margherita’ in her honor.

2 Pizza migrated to America with the Italians at the end of the nineteenth century. The first pizzeria in the United States was opened in 1905 at 53 Spring Street, New York City, by Gennaro Lombardi. But the popularity of pizza really exploded when American soldiers returned from Italy after World War II and told people how delicious ‘that great Italian dish’ was. Americans are now the greatest producers and consumers of pizza in the world. There are 61,269 pizzerias in the United States. October is celebrated as the national pizza month all over the country.

16. What is the aim of this reading?
 - a) To explain why pizza is popular in the United States.
 - b) To give brief information about the history of pizza.
 - c) To introduce the best pizza restaurants in the world.
 - d) To explain how the dish was decided to be called ‘pizza’.
17. Raffaele Esposito used specific toppings on the pizza for the King and the Queen because ____.
 - a) he wanted to make a gesture
 - b) the Queen requested it
 - c) the King liked those toppings
 - d) he wanted to make it tastier
18. In paragraph 1, **That** refers to ____.
 - a) The Italian flag
 - b) Naming the pizza ‘Margherita’
 - c) Making an Italian flag colored pizza
 - d) White mozzarella cheese
19. Pizza became popular in the United States ____.
 - a) after the world’s first pizzeria was opened there
 - b) because American pizza makers used various toppings
 - c) before the celebration of national pizza month
 - d) because American soldiers coming from Italy praised it a lot
20. Which of the following is TRUE?
 - a) Tomatoes were brought to Italy from Mexico in the nineteenth century.
 - b) Gennaro Lombardi opened the first pizzeria in Naples.
 - c) The oldest pizzeria has been serving pizza for more than 150 years.
 - d) The Greeks called the round and flat bread with toppings on it ‘picea’.

TEXT 3.

READ THE TEXT AND CHOOSE THE BEST ALTERNATIVE THAT ANSWERS EACH QUESTION. (QUESTIONS 21-25)

COME TO MEXICO FOR YOUR HOLIDAY. THERE IS SOMETHING FOR EVERYONE!

Mexico City Tour

The tour focuses on this crowded city of over 20 million people. It is the country's capital and was built on the ruins of Tenochtitlan, dating back to Aztec times. In the centre of the city, there is the Plaza de la Constitucion, which was built from stones taken from this ancient city. A short walk will take you to The Alameda, one of the largest parks in Mexico City. Originally an Aztec marketplace, it is now surrounded by museums, lively shops and restaurants. You can enjoy live performances within a reasonable price range.

Puerto Vallarta

Situated at the skirts of the great Sierra Madre Mountains, romantic Puerto Vallarta is little more than an hour's flight away from the capital. You will fall in love with the charm of the Mexican village atmosphere with its cobblestone streets, fine old buildings and beautiful squares. Puerto Vallarta's white sandy beaches stretch for over a hundred miles of unspoilt coastline; thus, you will certainly be able to find a peaceful spot to relax.

Guadalajara

Guadalajara is located in the heart of the country and is the second largest city in Mexico. It has a rich history and has maintained its Spanish colonial atmosphere. Guadalajara is where 'mariachi' music, the Mexican Hat Dance, the sombrero and the Mexican rodeo originated. If you're lucky enough to be in the city during the October Festival, you will have the opportunity to see the rodeo and witness breathtaking displays of horsemanship.

Acapulco

Acapulco, situated on the Pacific coast, is undoubtedly the most famous of Mexico's cities and is known for its glamour and luxury. One of the hotels you can stay in stretches for ten miles around Acapulco Bay and there are beaches where you can do water sports or relax. If you are an adventurer, you can join the cliff divers who jump from unbelievably high cliffs into the shallow water below.

21. _____ is the home of a special kind of music.
 - a) Mexico City
 - b) Puerto Vallarta
 - c) Guadalajara
 - d) Acapulco

22. Which place was built on the site of an ancient city?
 - a) Acapulco
 - b) Mexico City
 - c) Guadalajara
 - d) Puerto Vallarta

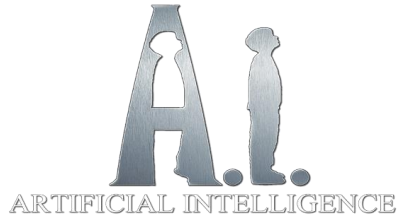
23. If you would like to visit a traditional village, you would prefer _____.
 - a) Puerto Vallarta
 - b) Mexico City
 - c) Acapulco
 - d) Guadalajara

24. Which of the following is FALSE?
 - a) Guadalajara was a part of the Spanish colony in the past.
 - b) Puerto Vallarta takes a bit more than an hour away from the capital by plane.
 - c) Mexico City is the capital city of Mexico.
 - d) Acapulco is located in the mountains.

25. Where should you visit if you like to experience modern Mexican city life?
 - a) Puerto Vallarta
 - b) Acapulco
 - c) Guadalajara
 - d) Mexico City

TEXT 4.

READ THE TEXT AND CHOOSE THE BEST ALTERNATIVE THAT ANSWERS EACH QUESTION. (QUESTIONS 26-30)



1 Stanley Kubrick worked on the film *A.I. Artificial Intelligence* for nearly 20 years. After his death in 1999, he wanted Steven Spielberg to take over and direct it. The film is, therefore, an interesting mixture of terrifying Kubrick and emotional Spielberg.

2 *A.I.* is set in the distant future. Technology is very advanced and robots do many of the difficult and boring jobs humans did before. Due to the world's limited resources, however, humans have to limit the number of children they have. Monica and Henry Swinton's son becomes terminally ill. Their only way of having another child is to go to a company called Cybertronics. The company creates David, a new kind of child robot. David is programmed to love, and be loved in return by humans. These new robots can be the children that many humans could never have.

3 The Swintons have problems with David, however, and decide to return him to Cybertronics to have him destroyed. But at the last minute, Monica feels she can't, so she takes him to the woods and leaves him there. In the woods, David remembers the story about Pinocchio who was turned into a real boy by the Blue Fairy. David decides he's going to find the Blue Fairy who will turn him into a real boy. Then, he believes, his human family will have him back.

4 *A.I. Artificial Intelligence* includes the best of both Spielberg and Kubrick. Spielberg wants to make us feel good and tell us about things we know. But this is not a film for young children. Kubrick's frightening influence is there too. He wants to disturb us, and show us things we don't want to see.

26. In the text, the writer is trying to _____.
a) tell you not to see the film
b) describe how the film was made
c) tell the whole story of the film
d) give a general opinion about the film
27. Somebody would read the text in order to _____.
a) decide whether to see the film
b) find out more about robots
c) find out about future technology
d) learn about Kubrick's life
28. The Swintons cannot have another human child because _____.
a) their son is ill and he may die
b) they are both ill and not able to look after another one
c) there is a limit on the number of children you can have
d) they have so many robots in the house
29. David wants to be a real boy because he wants to _____.
a) be like Pinocchio in the story
b) go back to the Swintons
c) find a fairy
d) destroy Monica
30. What is the writer's overall opinion of the film?
a) The Spielberg/Kubrick partnership didn't work well.
b) It is a good film but only for teenagers and adults.
c) It is very disturbing and he doesn't want to see it again.
d) It is a film that makes you feel good.

PART C – WRITING

TASK 1.

WRITE AN ESSAY IN RESPONSE TO THE FOLLOWING QUESTION. (300 – 350 WORDS)

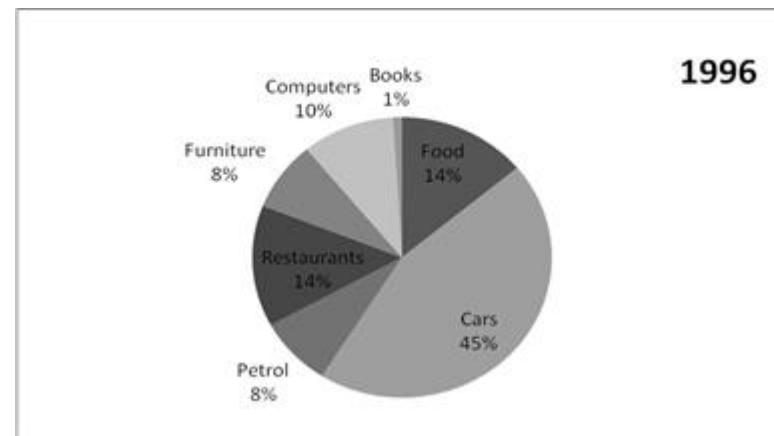
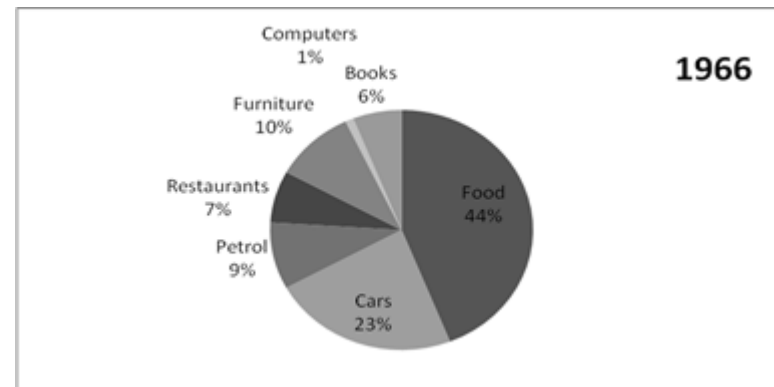
Do you think life is difficult for teenagers?

- You are advised to plan your writing before you start.
- The ideas in the box below are given to help you produce more ideas for your essay. You can use some of them to help you, but this is **optional**.
- Your plans / notes will **not** be graded.
- The essay will be graded according to;
 - how well-organized your ideas are,
 - how fully developed and elaborated your ideas are,
 - how well you incorporate the language.

- Generation gap with parents
- Low concentration level
- Changing body
- No responsibility
- Social life
- Being brave

TASK 2.

LOOK AT THE GRAPHS BELOW. THEY SHOW THE CHANGES IN AMERICAN SPENDING HABITS IN 1966 AND 1996. DESCRIBE THE GRAPHS BY WRITING A PARAGRAPH REFERRING TO THE MAIN FEATURES. (75-100 WORDS)



SECTION 2. WORD FORMATION

CHOOSE THE CORRECT ALTERNATIVE.

41. If you want to be successful in this job, you should be ____ first.
a) organise b) organised c) organiser d) organisation
42. This building was ____ designed as a hotel, but now they have turned it into a dormitory.
a) original b) originate c) originality d) originally
43. You don't have to ____ with him but you should respect his ideas.
a) agree b) agreeable c) agreement d) disagreeable
44. John and Mary's wedding party was a great _____. Everybody enjoyed it a lot.
a) success b) succeed c) successful d) successfully
45. It's not possible to ____ on someone who always tells lies about his life.
a) reliance b) reliable c) rely d) reliably

SECTION 3. ERROR RECOGNITION

EACH ITEM HAS ONE MISTAKE. CHOOSE THE UNDERLINED PORTION THAT HAS THE MISTAKE.

46. I have been looking for the person who car is parked in front of my car for an hour.
a) b) c) d)
47. Your mother would have a Yorkshire Terrier when she was a young girl, didn't she?
a) b) c) d)
48. Because of her superior ability, she is far the best executive in the company.
a) b) c) d)
49. She didn't really want to go to Mexico, but Tony managed persuading her somehow.
a) b) c) d)
50. A friend of mine asked me whether how I was able to finish all the work by myself.
a) b) c) d)

SECTION 4. CLOZE TEST

CHOOSE THE CORRECT ALTERNATIVE.

Michael Jordan 51) _____, without doubt, one of the most talented players in the history of basketball. He was born in New York in 1963, but he actually 52) _____ most of his childhood years in North California along with his two brothers and two sisters.

As a child, Michael 53) _____ baseball, football and basketball. As he grew older, however, his love for basketball 54) _____. In 1984, he 55) _____ the Chicago Bulls. Michael led the team to victory in three Championships (1991, 1992 and 1993), at the same time gaining thousands of fans all over the world.

Michael gave up professional basketball in 1999 and since then he 56) _____ in a number of charities which 57) _____ children. His goal 58) _____ no longer to score points on the basketball court, but to do his best to help as many children in the US as possible. Nowadays, he 59) _____ to give seminars all around the US about the needs of homeless children. His first talk 60) _____ in his hometown in New York.

51.	a) was	b) is	c) had been	d) will be
52.	a) spends	b) had spent	c) spent	d) has spent
53.	a) was playing	b) played	c) will play	d) is playing
54.	a) developed	b) had developed	c) develops	d) is going to develop
55.	a) had joined	b) has been joining	c) was joining	d) joined
56.	a) participates	b) had participated	c) participated	d) has participated
57.	a) are supporting	b) supported	c) support	d) are going to support
58.	a) is	b) had been	c) was	d) is going to be
59.	a) is also planning	b) was also planning	c) also planned	d) is also going to plan
60.	a) has probably been	b) was probably	c) is probably	d) will probably be

SECTION 5. CLOZE TEST

CHOOSE THE CORRECT ALTERNATIVE.

Three centuries 61) _____, people had shorter lives. In 1700, insurance companies put the average life expectancy of a new-born baby at only fourteen years! The average life expectancy in the world today is sixty-six years, and in some countries it is 62) _____ higher: in Japan or France, for example, the average is more than eighty. This is mainly 63) _____ better diet, better hygiene and better healthcare. Even in the olden days though, it is interesting that 64) _____ people survived to be an adult they often lived to be sixty or seventy. Having children was more dangerous in those days: one in every nine women died in childbirth. Even so, women 65) _____ have many more children 66) _____ they do today: in 1800 the average American family had seven children - today the average is less than two. Perhaps the reason for this was that so many babies died. One reason that there were so 67) _____ diseases was that people knew much less about hygiene: even rich people didn't use to wash much - many people thought that it was dangerous to take a bath, so they often bathed only once or twice a year. Instead they used perfume 68) _____ body odours. Poor people didn't even have toilets or clean water and most had lice in their hair, bodies, clothes and beds. There was 69) _____ toothpaste in those days either and only rich people used toothbrushes. Of course, toothache was very common, but there were no professional dentists until 70) _____ middle of the nineteenth century. Before that, if you had a toothache, you had to go to the barber's. He not only cut hair, but also used to take out teeth and perform other small operations.

61.	a) ago	b) for	c) since	d) already
62.	a) by far	b) many	c) much	d) few
63.	a) despite	b) because of	c) because	d) although
64.	a) while	b) before	c) if	d) during
65.	a) are able to	b) had to	c) should	d) used to
66.	a) than	b) of	c) in	d) as
67.	a) many	b) much	c) little	d) enough
68.	a) cover	b) to cover	c) covering	d) to covering
69.	a) any	b) no	c) too	d) enough
70.	a) X	b) an	c) a	d) the

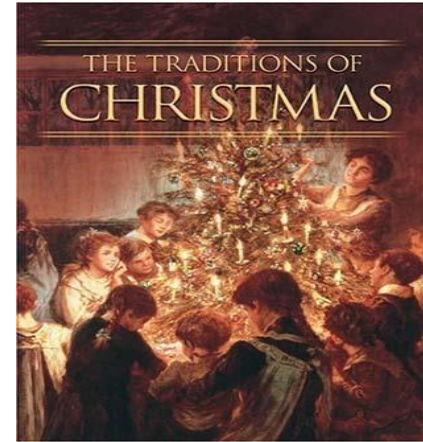
SECTION 6. SENTENCE TRANSFORMATION

CHOOSE THE ANSWER THAT HAS THE CLOSEST MEANING TO THE SENTENCE GIVEN.

71. It's two weeks since I bought this television.
a) I am going to buy this television two weeks from now.
b) I didn't have this television a week ago.
c) I have had this television for two weeks.
d) The last time I had a television was a week ago.
72. She doesn't feel well today, that's why she won't attend the meeting.
a) If she doesn't feel well today, she would attend the meeting.
b) She won't attend the meeting if she feels well today.
c) She won't feel well if she attends the meeting today.
d) She would attend the meeting if she felt well today.
73. My garden is slightly bigger than my next door neighbour's garden.
a) My next door neighbour's garden is a great deal smaller than mine.
b) My garden is not as big as my next door neighbour's.
c) My garden is as big as my next door neighbour's garden.
d) My next door neighbour's garden is slightly smaller than mine.
74. It is possible that Bill will arrange the meeting.
a) Bill will probably arrange the meeting.
b) Bill probably won't arrange the meeting.
c) Bill will definitely arrange the meeting.
d) Bill definitely won't arrange the meeting.
75. I think Rome is a wonderful city but there are other cities that I like too.
a) Other cities are slightly more wonderful than Rome.
b) Rome is the most wonderful city in the world.
c) Rome is one of the most wonderful cities in the world.
d) Other cities are far more wonderful than Rome.
76. In snowy weather we don't go to school.
a) We won't go to school if it snows.
b) If it snows, we go to school.
c) We don't go to school if it snows.
d) If we don't go to school, it snows.
77. Mary asked John 'Did you complete the report on time?'
a) Mary asked John if he has completed the report on time.
b) Mary asked John whether he had completed the report on time.
c) Mary asked John who had completed the report on time.
d) Mary asked John when the report was completed.
78. Our chef is preparing the meals and the maid has already set the table.
a) The meals are being prepared and the table has been set.
b) The meals are prepared and the table is set.
c) The meals have been prepared and the table was set.
d) The meals were going to be prepared and the table will be set.
79. Her book was published last year. It became a best seller.
a) Her book became a best seller then it was published.
b) Her book became a best seller where it was published.
c) Her book was published when it became a best seller.
d) Her book which was published last year became a best seller.
80. 'When will you get back?' Tina asked Joe.
a) Tina asked Joe when he could get back.
b) Tina asked Joe when he would get back.
c) Tina asked Joe if he would get back.
d) Tina asked Joe if he had got back.

TEST BATTERY 2

A SAMPLE SPEAKING TASK



- What kinds of holidays do you have in your country?
- What do you usually do on special days in your country?
 - How do you celebrate these days?
- Do you know any other holidays in other countries? What do they do on these days?

MARKING CRITERIA FOR WRITING TASK 1

FLAT 5-PARAGRAPH ESSAY ASSESSMENT CRITERIA	
OFF TOPIC / INSUFFICIENT INPUT (0-1)	The essay has no / very little intelligible, sufficient communication.
BEGINNER (2-3)	<p>The essay has serious problems in organization and development.</p> <p>The essay has few or no details to support the topic sentence.</p> <p>The essay has serious and/or frequent errors in application of language for the level.</p> <p>The essay has weak choice of vocabulary for the level that obscures the meaning.</p> <p>The essay has frequent spelling, punctuation and capitalization errors.</p>
DEVELOPING (4-5)	<p>The essay needs improvement in organization and development.</p> <p>The essay has inappropriate details to support the topic sentence.</p> <p>The essay has multiple errors in the application of language for the level.</p> <p>The essay has inappropriate choice of vocabulary for the level that sometimes obscures the meaning.</p> <p>The essay has several spelling, punctuation and capitalization errors.</p>
SATISFACTORY (6-7)	<p>The essay is organized and developed adequately, but not fully.</p> <p>The essay has some details which are not related to the topic, but overall is related to the topic.</p> <p>The essay has some grammatical errors but shows an adequate application of language for the level.</p> <p>The essay has adequate vocabulary for the level that doesn't obscure the meaning.</p> <p>The essay has few spelling, punctuation and capitalization errors.</p>
VERY GOOD (8-9)	<p>The essay is generally well organized and developed.</p> <p>The essay has details that support the topic sentence.</p> <p>The essay shows good application of language for the level.</p> <p>The essay has at least some level of variety of vocabulary used in a meaningful way.</p> <p>The essay is mostly spelling, punctuation and capitalization error free.</p>

MARKING CRITERIA FOR WRITING TASK 2

FLAT STATISTICAL DATA PARAGRAPH ASSESSMENT CRITERIA	
OFF TOPIC / INSUFFICIENT INPUT (0)	The paragraph has no / very little intelligible, sufficient communication.
BEGINNER (1)	The paragraph has serious problems in organization and development. The paragraph has incorrect data related to the charts. The paragraph has the repetition of same sentence structures. The paragraph has serious and/or frequent errors in application of language for the level. The paragraph has weak choice of vocabulary for the level that obscures the meaning.
DEVELOPING (2)	The paragraph needs improvement in organization and development. The paragraph has very little correct data related to the charts. The paragraph has very few different types of sentence structures. The paragraph has multiple errors in the application of language for the level. The paragraph has inappropriate choice of vocabulary for the level that sometimes obscures the meaning.
SATISFACTORY (3)	The paragraph is organized and developed adequately, but not fully. The paragraph has some incorrect data, but overall has correct details related to the charts. The paragraph has some different types of sentence structures. The paragraph has some grammatical errors but shows an adequate application of language for the level. The paragraph has adequate vocabulary for the level that doesn't obscure the meaning.
VERY GOOD (4)	The paragraph is generally well organized and developed. The paragraph has accurate data related to the charts. The paragraph mostly demonstrates a variety of sentence structures. The paragraph shows good application of language for the level. The paragraph has at least some level of variety of vocabulary used in a meaningful way.
EXCELLENT (5)	The paragraph is well organized and developed. The paragraph has accurate data including details related to the charts. The paragraph has a wide range of sentence structures. The paragraph shows excellent application for the level. The paragraph has a variety of vocabulary used in a meaningful way.

MARKING CRITERIA FOR SPEAKING TASK

FLAT SPEAKING ASSESSMENT CRITERIA	
(0 - 1) BEGINNER	Unintelligible, insufficient information to evaluate, refusal to speak; speaking only in L1; only repeating the prompt given. (Almost) No Communication Possible
(2) DEVELOPING	Has a very limited variety of accurate grammatical structures and vocabulary with too much hesitation and poor task achievement.
(3) SATISFACTORY	Has some variety of accurate grammatical structures and vocabulary with frequent hesitation and reasonable task achievement.
(4) VERY GOOD	Has enough variety of accurate grammatical structures and vocabulary with some hesitation and effective task achievement.
(5) EXCELLENT	Has sufficient variety of accurate grammatical structures and vocabulary with little hesitation and sufficient task achievement.

AUDOSCRIPT OF LISTENING TASK 1

OK. Turning to the stages of sleep, we can identify five stages in a night's sleep, as you can see on the slide. In different stages of sleep, our brains put together thoughts and experiences, then store them in an organised way, giving us clearer memories. According to Robert Stickgold, a sleep researcher at Harvard Medical School in Boston, it seems that different kinds of sleep improve different kinds of memories, and this might be why we have the five stages of sleep. Recent experiments suggest that the final stage of sleep, REM sleep, is very important for organising our memories and helps to improve our learning. NREM sleep is important for making our memories stronger. Experiments have also shown that the brain works in a different way after we've had a good night's sleep.

The final area I want to talk about are things that can stop us sleeping well. One of them is too much light. Street lights and security lights mean that even when we're asleep, it's never completely dark. And the evidence suggests that the quantity and quality of darkness in our lives affects our health. Another problem is the 24/7 world, with the Internet, 24-hour shopping, global travel etc. Because of this, our days are becoming longer and the nights shorter- and this could also damage our health, as we're not getting enough sleep.

To sum up, I hope I've succeeded in showing you that sleep is a very important and interesting subject. We sleep less as we get older, but everybody's different- some people need more sleep, others less. There are two types of sleep- NREM and REM; most sleep is NREM, but REM is when dreaming happens. During the five stages of sleep, our brains organise our memories and make them stronger. But too much light and our modern way of life can have a negative impact on our sleep patterns and, as a result, on our brains and our health. Thank you for listening. Are there any questions? Is anyone still awake?

AUDOSCRIPT OF LISTENING TASK 2

Journalist (J), Chimokel (C)

J: Chimokel, did you want to become an athlete when you left school?

C: Oh, no, I didn't. I come from a very poor place and my mother died when I was sixteen, so I left school and then married Benjamin a year later, in 1995. I didn't think about running or sport at that time. I had a lovely husband, a home, and then I became a mother. I have four beautiful boys.

J: So, why did you start running?

C: We are a poor family: we have just a few animals- three sheep and seven chickens, in fact- and a little land potatoes. We're a hard-working family, but in our local area most people earn under a dollar a day. So, we didn't have any money, but we wanted to send our boys to school. Then, last year, my neighbour told me about the running races and the prize money. So, I decided to start running, and here I am now!

J: How did you train and look after the children at the same time?

C: My husband Benjamin was very helpful. I trained every morning; I ran in the hills and Benjamin made breakfast for the boys. They're very young- the oldest one is only nine- so it wasn't easy for my husband. But he didn't get angry; he always smiled. He's a patient, friendly man. And last week he sold one of his sheep and chicken to pay for my ticket to come to Nairobi. He helped me very much- he's very kind.

J: Did you win much money yesterday?

C: Oh, yes, I did. Oh, a lot, a lot. A lot for me and my family. I won \$12,000. It's incredible. I still can't believe that I won the race. Now we can send our children to a good school. When we were young, we didn't have the chance to finish our education but perhaps our children can go to university.

J: Was this marathon your last race?

C: Oh, I don't think so! They want me to race in Europe next year! Can you imagine? I live in a tiny village in the Kenyan countryside, and they want me to run in Paris and London. I hope I can take my family, and that we don't need to sell any more sheep and chickens.

APPENDIX L- The Questionnaire

English Version

X UNIVERSITY
ENGLISH PREPARETORY SCHOOL
STUDENT QUESTIONNAIRE

This survey is conducted by the English Preparatory School as part of a research project. We are aiming to better understand the influence of the exit test, FLAT, administered towards the end of the first academic term, on students' motivational behaviours for learning. Your feedback is valuable to us in making informed decisions about the test.

Please note that participation is entirely voluntary and that you have the right to withdraw from the project any time, and that this will be without detriment. Your responses will be confidential and will not be identified by any individual. All responses will be compiled together and analysed as a group.

If you have any questions or concerns about your rights as a research subject, please contact the project manager, Guliz Buyukkeles, at +90232 xxxxxx-xxx or guliz.buyukkeles@X.edu.tr.

This questionnaire consists of three sections. It should take about ten minutes of your time. Please read each instruction and mark your answers on the bubble sheets provided.

Your participation in this survey will prove that you confirm the following statement:

“By completing and returning this questionnaire I understand that I am giving consent for my responses to be used for the purposes of this research project.”

We really appreciate your help and support.

X Ayvaz

Director | School of Foreign Languages

+90232 xxxxxx-xxx / x.ayvaz@X.edu.tr

Part I

Please provide the following information by selecting the box (X) and mark the number on the bubble sheet provided. Please do not leave out any of items.

1. Gender:	1	Male	2	Female		
2. Nationality:	1	Turkish	2	Non-Turkish		
3. Year of Study:	1	1 st	2	2 nd		
4. Age:	1	18-20	2	21-25	3	25+
5. Medium of Instruction:	1	100% English	2	30% English	3	Turkish

Part II

In this part, we would like you to tell us how often you do the following activities by simply marking a number (X) from 1 to 5. Please mark the number on the bubble sheet* provided. Please do not leave out any of items.

Never	Once a month	2 or 3 times a month	More than 3 times a month	Everyday
1	2	3	4	5

6. I do (FLAT) test-oriented reading comprehension practice outside the class.	1	2	3	4	5
7. I do (FLAT) test-oriented listening comprehension practice outside the class.	1	2	3	4	5
8. I do (FLAT) test-oriented writing practice outside the class.	1	2	3	4	5
9. I do (FLAT) test-oriented speaking practice outside the class.	1	2	3	4	5
10. I do (FLAT) test-oriented grammar practice outside the class.	1	2	3	4	5
11. I do (FLAT) test-oriented vocabulary practice outside the class.	1	2	3	4	5
12. I read English stories and/or novels.	1	2	3	4	5
13. I browse English-language websites.	1	2	3	4	5
14. I listen to English broadcast programs.	1	2	3	4	5
15. I watch movies in English.	1	2	3	4	5
16. I chat online in English.	1	2	3	4	5
17. I join English conversation clubs.	1	2	3	4	5
18. I write blogs in English.	1	2	3	4	5
19. I write emails in English.	1	2	3	4	5
20. I use social networking sites in English.	1	2	3	4	5
21. I use technological devices (computer, smart phone, etc.) in English.	1	2	3	4	5

Part III

In this part, we would like you to tell us how much you agree with the following statements by simply marking (X) a number from 1 to 5. Please mark the number on the bubble sheet provided. Please do not leave out any of items.

Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5

22. Preparing for the FLAT test can develop my vocabulary and grammar.	1	2	3	4	5
23. Preparing for the FLAT test can develop my listening skills.	1	2	3	4	5
24. Preparing for the FLAT test can develop my reading skills.	1	2	3	4	5
25. Preparing for the FLAT test can develop my writing skills.	1	2	3	4	5
26. Preparing for the FLAT test can develop my speaking skills.	1	2	3	4	5
27. Preparing for the FLAT test makes me feel more competent at English.	1	2	3	4	5
28. Preparing for the FLAT test makes the learning process enjoyable for me.	1	2	3	4	5
29. Preparing for the FLAT test makes me aware of the value of learning English.	1	2	3	4	5
30. Preparing for the FLAT test increases my interest in studying English.	1	2	3	4	5
31. Preparing for the FLAT test makes me willing to study English.	1	2	3	4	5
32. I would like to pass the FLAT test because I want to graduate from the course earlier.	1	2	3	4	5
33. I would like to pass the FLAT test because I want to continue my English language education abroad.	1	2	3	4	5
34. I would like to pass the FLAT test because I want to pay less for the course.	1	2	3	4	5
35. I would like to pass the FLAT test because I want to please my parent(s).	1	2	3	4	5
36. I would like to pass the FLAT test because I want to please my teacher(s).	1	2	3	4	5

Part IV

If you have any further comments about any (other) effects of the FLAT test on your learning, please write in the space provided:

Empty space for writing comments.

Thank you for your cooperation!

*** See the bubble sheet attached**

Turkish Version

X ÜNİVERSİTESİ

İNGİLİZCE HAZIRLIK SINIFI ÖLÇME VE DEĞERLENDİRME BİRİMİ

ÖĞRENCİ ANKETİ

Bu anket, bir araştırma projesinin parçası olarak Yabancı Diller Yüksekokulu tarafından yürütülmektedir. Bu anketle, güz yarıyılın sonuna doğru yapılacak olan İngilizce Hazırlık muafiyet sınavının (FLAT) öğrencilerin öğrenmeye ilişkin güdüsel davranışlarına olan etkisinin daha iyi anlaşılması hedeflenmektedir. Sizlerin görüşleri sınav hakkında güvenilir kararlar alınmasında etkili olacaktır.

Katılımınız tamamen isteğe bağlıdır ve dilediğiniz anda bu projeden çekilebilirsiniz. Verdiğiniz yanıtlar gizli kalacak ve hiç kimseye paylaşılmayacaktır. Tüm yanıtlar toplanıp, grup halinde analiz edilecektir.

Bu projeye dair herhangi bir sorunuz ya da proje kapsamında haklarınızla ilgili bir kaygı yaşarsanız, lütfen proje yöneticisiyle +90232 xxxxxx-xxx numaralı telefonda ya da guliz.buyukkeles@X.edu.tr e-posta adresinden iletişime geçiniz.

Anket üç bölümden oluşmaktadır ve yaklaşık on dakikanızı alacaktır. Lütfen her talimatı okuyun ve cevaplarınızı verilen optik formlara işaretleyin. Bu ankete katılımınız aşağıdaki ifadeyi kabul ettiğinizi gösterir:

“Bu anketi cevaplayarak ve dönüt vererek, yanıtlarımın araştırmanın amacına uygun bir şekilde kullanılmasını kabul ettiğimi beyan ederim.”

Yardım ve destekleriniz için teşekkür ederiz.

X Ayvaz

Yabancı Diller Yüksekokulu Müdürü

+90232 xxxxxx-xxx / x.ayvaz@X.edu.tr

Bölüm I

Aşağıdaki bilgileri anketteki kutucuklardan birine (X) işareti koyarak ve verilen optik formlarda numaraları doldurarak tamamlayınız. Lütfen hiçbir maddeyi atlamayınız.

1. Cinsiyet:	1	Erkek	2	Kadın	
2. Uyruk:	1	Türk	2	Yabancı	
3. Eğitim Yılı:	1	Birinci	2	İkinci	
4. Yaş:	1	18-20	2	21-25	3 25+
5. Eğitim Öğretim Dili:	1	%100 İngilizce	2	%30 İngilizce	3 Türkçe

Bölüm II

Bu bölümde, 1 den 5 e kadar sıralı numaralardan birini işaretleyerek (X) aşağıdaki aktiviteleri ne kadar sıklıkla yaptığınızı belirtiniz. Lütfen verilen optik formlarda numaraları doldurunuz ve hiçbir maddeyi atlamayınız.

Hiçbir zaman	Ayda bir	Ayda iki ya da üç	Ayda üçten fazla	Her gün
1	2	3	4	5

6. Ders dışında FLAT sınavına yönelik okuduğunu anlama alıştırmaları yapıyorum.	1	2	3	4	5
7. Ders dışında FLAT sınavına yönelik dinlediğini anlama alıştırmaları yapıyorum.	1	2	3	4	5
8. Ders dışında FLAT sınavına yönelik yazma alıştırmaları yapıyorum.	1	2	3	4	5
9. Ders dışında FLAT sınavına yönelik konuşma alıştırmaları yapıyorum.	1	2	3	4	5
10. Ders dışında FLAT sınavına yönelik dilbilgisi alıştırmaları yapıyorum.	1	2	3	4	5
11. Ders dışında FLAT sınavına yönelik kelime bilgisi alıştırmaları yapıyorum.	1	2	3	4	5
12. İngilizce hikâye ve/veya roman okuyorum.	1	2	3	4	5
13. İngilizce internet sitelerinde geziniyorum.	1	2	3	4	5
14. İngilizce radyo programları dinliyorum.	1	2	3	4	5
15. İngilizce film izliyorum.	1	2	3	4	5
16. İnternette İngilizce sohbet ediyorum.	1	2	3	4	5
17. İngilizce konuşma topluluğuna katılıyorum.	1	2	3	4	5
18. İngilizce blog yazıyorum.	1	2	3	4	5
19. İngilizce e-posta yazıyorum.	1	2	3	4	5
20. Sosyal medya sitelerini İngilizce kullanıyorum.	1	2	3	4	5
21. Bilgisayar, cep telefonu gibi teknolojik aletleri İngilizce kullanıyorum.	1	2	3	4	5

Bölüm III

Bu bölümde, 1 den 5 e kadar sıralı numaralardan birini işaretleyerek (X) aşağıdaki ifadelere hangi ölçüde katılıp katılmadığınızı belirtiniz. Lütfen verilen optik formlarda numaraları doldurunuz ve hiçbir maddeyi atlamayınız.

Kesinlikle katılmıyorum	Katılmıyorum	Emin değilim	Katılıyorum	Kesinlikle katılıyorum
1	2	3	4	5

22. FLAT sınavına hazırlanmak kelime ve dil bilgimi geliştirebilir.	1	2	3	4	5
23. FLAT sınavına hazırlanmak dinleme becerilerimi geliştirebilir.	1	2	3	4	5
24. FLAT sınavına hazırlanmak okuma becerilerimi geliştirebilir.	1	2	3	4	5
25. FLAT sınavına hazırlanmak yazma becerilerimi geliştirebilir.	1	2	3	4	5
26. FLAT sınavına hazırlanmak konuşma becerilerimi geliştirebilir.	1	2	3	4	5
27. FLAT sınavına hazırlanmak kendimi İngilizce’de daha yeterli hissetmemi sağlıyor.	1	2	3	4	5
28. FLAT sınavına hazırlanmak öğrenim sürecini eğlenceli kılıyor.	1	2	3	4	5
29. FLAT sınavına hazırlanmak İngilizce öğrenmenin değerini anlamamı sağlıyor.	1	2	3	4	5
30. FLAT sınavına hazırlanmak İngilizce çalışmaya olan ilgimi arttırıyor.	1	2	3	4	5
31. FLAT sınavına hazırlanmak İngilizce çalışmaya istekli olmamı sağlıyor.	1	2	3	4	5
32. FLAT sınavını geçmek istiyorum çünkü İngilizce Hazırlık sınıfından daha erken mezun olmak istiyorum.	1	2	3	4	5
33. FLAT sınavını geçmek istiyorum çünkü İngilizce eğitimime yurt dışında devam etmek istiyorum.	1	2	3	4	5
34. FLAT sınavını geçmek istiyorum çünkü ikinci dönem Hazırlık sınıfına para ödemek istemiyorum.	1	2	3	4	5
35. FLAT sınavını geçmek istiyorum çünkü annemi ve/veya babamı memnun etmek istiyorum.	1	2	3	4	5
36. FLAT sınavını geçmek istiyorum çünkü öğretmenlerimi memnun etmek istiyorum.	1	2	3	4	5

Bölüm IV

FLAT sınavının öğreniminiz üzerinde herhangi başka bir etkisi olduğunu düşünüyorsanız, lütfen yorumlarınızı aşağıda verilen alana yazınız:

Yardıminız için teşekkür ederiz

APPENDIX M- The Interview Schedule

English Version

[Interviewer could ask any follow-up question that she finds necessary]

1. What are the most important reason(s) for your wish to pass the FLAT?
2. Do you prepare for the FLAT?

If yes:

- ✓ Do you do test-related activities? [Can you give me more details?] / [Any follow-up questions]
- ✓ Do you do non-test-related activities? [Can you give me more details?]/ [Any follow-up questions]
- ✓ Do you think preparing for the test has raised an awareness of any aspect related to learning English? [Can you give me more details?]/ [Any follow-up questions]
- ✓ Do you think preparing for the test has increased or decreased your interest in learning English? [Can you give me more details?]/ [Any follow-up questions]
- ✓ Do you think preparing for the test has developed your language skills? [Can you give me more details?]/ [Any follow-up questions]

If not:

- ✓ Why do you not think it is necessary to study for the test? [Can you give me more details?]/ [Any follow-up questions]
3. Do you want to add anything about the influence of the test on your learning English?

Turkish Version

[Araştırmacı gerekli gördüğü takdirde detay soruları sorabilir.]

1. FLAT sınavını geçmek istemenin en önemli sebepleri nelerdir?
2. FLAT sınavına hazırlanıyor musun?

Evetse:

- ✓ Ne tür çalışmalar yapıyorsun?
- ✓ Teste yönelik çalışmalar yapıyor musun? [Bundan biraz daha detaylı bahsedebilir misin?]/ [Gerekli görülen detay soruları]
- ✓ Testten bağımsız çalışmalar yapıyor musun? [Bundan biraz daha detaylı bahsedebilir misin?]/ [Gerekli görülen detay soruları]
- ✓ Teste hazırlanma süreci sende İngilizce öğrenimi ile ilgili herhangi bir farkındalık yarattı mı? [Bundan biraz daha detaylı bahsedebilir misin?]/ [Gerekli görülen detay soruları]
- ✓ Teste hazırlanma sürecinin İngilizce öğrenme isteğini arttırdığını veya azalttığını düşünüyor musun? [Bundan biraz daha detaylı bahsedebilir misin?]/ [Gerekli görülen detay soruları]
- ✓ Teste hazırlanma sürecinin İngilizce becerilerini geliştirdiğini düşünüyor musun? [Bundan biraz daha detaylı bahsedebilir misin?]/ [Gerekli görülen detay soruları]

Hayırsa:

- ✓ Neden sınava çalışma gereği duymuyorsun? [Bundan biraz daha detaylı bahsedebilir misin?]/ [Gerekli görülen detay soruları]
3. FLAT sınavının İngilizce öğrenmene etkileriyle ilgili eklemek istediğin bir şey var mı?

APPENDIX N- Guidelines on the Administration of the Questionnaire

SURVEY ADMINISTRATION WEDNESDAY, 20 JANUARY 2015

Testing and Assessment Office (TAO) will conduct a survey as part of a research project next week. We are aiming to better understand the influence of the exit test, FLAT, administered towards the end of the first academic term, on students' motivational behaviours for learning.

There will be a questionnaire to be administered to a group of students from A2 and B1 level on different days and sessions. You can find the administration details attached. The questionnaire and the response form are also on the attached for those who would like to have a better idea about the survey and the procedures.

Please note that during the specified session for your group, a TAO member will bring you the pack in which you will find:

- ✓ Survey Response Form (bubble sheet)
- ✓ Questionnaire Sheet (4 pages/36 items)

Upon receiving the pack, please do the following in the same order below:

1. Please read the introduction part of the questionnaire aloud to students and make sure they
 - ✓ understand the importance of the study and take it seriously
 - ✓ give their consent for their responses to be used for research purposes only if they complete the questionnaire
2. Hand out the survey response forms to participating students and make sure, with a pencil, they fill in
 - ✓ their levels correctly
 - ✓ their student numbers correctly
 - ✓ their class codes correctly (e.g. - - - A15)
3. Hand out the questionnaire sheets and make sure they read the introduction part of the questionnaire themselves once again.
4. Explain to participating students that
 - ✓ there are 4 parts in the questionnaire including 36 items in total
 - ✓ there is a space on the last page where they can write their ideas
 - ✓ the wording in the scale in Part II and Part III are different
 - ✓ there are 5 options in the questionnaire but 6 options in the response form and that they need to ignore number 6 in the response form
5. After they finish responding to the questionnaire, collect all the documents back and put them in respective sleeves
6. Return the packs to TAO

Notes:

- ✓ Although participation is entirely voluntary and students have the right not to complete the questionnaire, no student is allowed to leave the classroom during the process of data collection including the participating ones.

Please do not hesitate to contact TAO if you have any concerns/questions.

APPENDIX O- A Sample Coded Transcript

I= Interviewer

SR1= Student Respondent 1

I: First of all, thank you for participating in my study. Are you thinking of taking the FLAT test in February?

SR1: Yes.

I: So I guess you want to pass it?

SR1: Yes, I do. But as I don't exactly know all the rules and courses in my department, I am not sure what will be waiting for me.

I: What is your major?

SR1: Law.

I: So the pass grade is 50?

SR1: Yes, it is. But I don't know how the second term will be as there are courses on-going. It doesn't seem to be advantageous at all because I'll be able to take particular classes.

I: Are there any other reasons why you want to pass the test? To say, to continue your studies abroad?

SR1: One reason is to **suspend school** and improve my language. **[GRD]**

I: Do you have a plan for this?

SR1: I have planned to **go to the UK** with my brother. **[ABR]** He will do his apprenticeship there. If we can make it, I'd like to improve my language in a different place.

I: So, you're not sure about starting your faculty program but to develop your language skills...

SR1: English doesn't seem to be necessary in my department because the medium of instruction is 30% English. So, I'm considering passing the prep class.

I: You mean **about starting your program directly you haven't decided yet?**

SR1: **Yes, I haven't.** **[PR]**

I: Well, do you do test-oriented exercises? Do you get prepared for the exam?

SR1: I had a course in an academic language school before I started school. Sometimes I review my notes on describing graphs or writing essays. [WRT] But I can't do much about grammar. [NP]

I: OK. So can I say you haven't studied specifically for the exam for the last 2 months as the test is approaching?

SR1: No, I haven't. [NP]

I: Are you thinking of using only your previous graph and essay knowledge?

SR1: Yes.

I: You do nothing about grammar and vocabulary?

SR1: No. Just preparing for the mid-term. [NP]

I: OK, I get it. Is there anything you do independent of the test to develop your English? I mean the things you don't think they are related to the test but they are helpful in improving your English?

SR1: The thing is, my brother's girlfriend is a foreigner. She has a sibling at my age. We sometimes chat online. [CH]

I: For example, do you read books in English? Or do you write something in English?

SR1: No, I don't have such a habit.

I: Do you watch films or TV series in English?

SR1: Exactly. I have watched Walking Dead with English subtitles, but not much extra. [MOV]

I: OK. Fine. Can we say that one of the reasons why you don't do much is that your passing grade is 50? Or is that English language won't be used so much in your program?

SR1: It is about the program because English won't be used so much. Now we do a course here but this won't go anywhere in the faculty. So I don't care so much.

I: I understand. Now can we say that the test and the test preparation process are not related to your willingness to learn English a lot? I mean does this test preparation process have a negative, positive or neutral effect on your learning English?

SR1: Actually there isn't much positive but it has some negative effect on my willingness to pass the test. If the medium of instruction was 100% English, I'd be more interested. I'd hear English all the time and I would be forced to understand. [NW]

I: So you actually have a problem with the extent of using English in the future rather than the test?

SR1: But the point is that today even English is not accepted as a foreign language. There are many other languages to learn...

I: You might wish to have learned English better when you graduate. I mean you're actually aware of these?

SR1: It seems to be meaningless in a way. Most probably because of my program. I think it is due to these percentages identified.

I: So you'd want the medium of instruction in your program to be totally Turkish?

SR1: Totally Turkish or totally English.

I: And you feel complicated when the percentage is 30%?

SR1: Absolutely.

I: OK. I understand. Well, what if the medium of instruction is 100% English or when you consider all of your studies until now, do you think test preparation process can improve your English language skills? I mean your writing, reading, listening, and speaking skills in English?

SR1: Exactly. I'm not really into English, but when you really study hard, you realize you make a difference in final, midterm and quizzes. Maybe you can't speak but you understand a lot of things in theory. [PDLS]

I: In your English learning process, considering your preparation process, have you ever had any awareness about yourself? For example did you say, 'I can handle learning English' or 'I actually like English' or 'It is great to learn a language'?

SR1: Of course you feel glad when you speak better and you think you do something good. But I would like to speak English flawlessly, but I can't.

I: But you don't really try hard to achieve this?

SR1: Exactly. I don't try hard. [NW]

I: If you'd like to say anything else, I can listen to you. About the relation between the test and learning English? Or about the effect of the test on your learning English process?

SR1: If these percentages had been determined after asking our opinions, it would have been better and we wouldn't have felt complicated.

I: Thank you so much.

Code	Category	Theme
GRD	Graduating earlier	Washback on extrinsic Motivation
ABR	Studying abroad	
PR	Starting to study in undergraduate programs	
WRT	Doing test-related writing activities	Autonomous test-related learning activities
NP	Lack of test-related activities	
CH	Doing speaking practice	Autonomous non-test-related learning activities
MOV	Watching movies	
NW	No washback on intrinsic motivation for learning English	Washback on intrinsic Motivation
PDLS	Overall positive washback on development of language skills	Washback on development of language skills

*** Please see the USB stick enclosed for the complete set of interview records and transcripts.**

APPENDIX P- Information Sheet for Interview Respondents

English Version



**University of
Reading**

Department of English Language and Applied
Linguistics

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INFORMATION SHEET FOR INTERVIEW RESPONDENTS (Students over 16)

The purpose of this research is to better understand the influence of the exit test, FLAT, administered towards the end of the first academic term, on students' motivational behaviours for learning. This will help me write a dissertation for an MA in English Language Teaching at the University of Reading.

You will be asked to respond to questions in an interview session in Turkish at a pre-determined time. The questions will be about your learning behaviours related to the test. The interview session will be audio recorded. You will spend no more than 10 minutes for this.

Any data collected as part of the study will be treated confidentially and destroyed at the end of the project. The data will be securely kept on a password-protected computer or in a locked drawer. Only the researcher and their supervisors will have access to the data.

Your name will not be mentioned in the dissertation at all and you can withdraw from the study at any time if you want to do so. In this case, the data from the questionnaire will not be used. If you do not want to participate in the study, please indicate so by adding a note next to your signature at the bottom of this form.

This project has been subject to ethical review by the School Ethics and Research Committee, and has been allowed to proceed.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor at the address above or by email at c.l.furneaux@reading.ac.uk.

Thank you for your help.

Signed



İngiliz Dili ve Uygulamalı Dilbilim Bölümü

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MÜLAKAT KATILIMCI BİLGİLENDİRME FORMU (16 yaş üzeri öğrenciler)

Bu araştırma, üniversitemizde birinci akademik dönemin sonuna doğru uygulanan İngilizce yeterlilik sınavının (FLAT), öğrencilerin motivasyonuna etkilerini daha iyi anlamayı hedeflemektedir ve Reading Üniversitesi'nde İngilizce Öğretmenliği dalında yüksek lisans tezini yazmama yardımcı olacaktır.

Sizden istenen şey, önceden belirlenen bir zamanda Türkçe yapılacak bir görüşmede sorulan soruları cevaplandırmanızdır. Sorular, testle ilişkili öğrenme davranışlarınız hakkında olacaktır. Yapacağınız görüşme ses olarak kayıt altına alınacak ve on beş dakikadan fazla sürmeyecektir.

Bu çalışmada toplanacak olan her veri gizli kalacaktır ve çalışma sona erdiğinde ortadan kaldırılacaktır. Veriler şifreli bir bilgisayarda veya kilitli bir çekmecede güvende olacaktır. Sadece araştırmacı ve danışmanın bilgiye erişim hakkı olacaktır.

Yazılan tezde isminiz belirtilmeyecektir. İstedığınız anda bu çalışmadan çekilebileceksiniz. Bu durumda, ankette verdiğiniz cevaplar kullanılmayacaktır. Eğer çalışmada yer almak istemezseniz, bu formun alt kısmındaki imza yerinin yanına not ekleyerek belirtebilirsiniz.

Bu proje Üniversite Araştırma ve Etik Kurulu'na tabiidir ve gerçekleştirilmesi için gerekli izin verilmiştir.

Çalışma hakkında herhangi bir sorunuz ya da açıklanmasını istediğiniz bir konu olursa, yukarıdaki adresten veya c.l.furneaux@reading.ac.uk adresinden e-posta yoluyla danışmanımla iletişime geçebilirsiniz.

Yardıminız için teşekkür ederiz.

İmza

APPENDIX Q- Consent Form for Interview Respondents

English Version

**School of Literature and Languages
Department of English Language and Applied Linguistics**



CONSENT FORM FOR INTERVIEW RESPONDENTS (Students over 16)

(to be translated into Turkish)

1. I have read and had explained to me by Guliz Buyukkeles the accompanying Information Sheet relating to the project on:

The Washback Effect of a High-stakes Exit Test on Students' Motivation in a Turkish Pre-university EFL Preparatory School
2. I have had explained to me the purposes of the project and what will be required of me, and any questions I have had have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.
3. I understand that participation is entirely voluntary and that I have the right to withdraw from the project any time, and that this will be without detriment.
4. I agree to the interview/session being video/audio taped.
5. I understand that this application has been reviewed by the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.
6. I have received a copy of this Consent Form and of the accompanying Information Sheet.

Name:.....

Signed:

Date:

MÜLAKAT KATILIMCI ONAY FORMU (16 yaş üzeri öğrenciler)

1. “İngilizce Hazırlık Sınıfı Yeterlilik Sınavının Öğrencilerin Motivasyonuna Etkisi” üzerine yapılan çalışmaya dair bilgilendirme formunu okudum ve bu form Güliz Büyükkeles tarafından açıklandı.
7. Çalışmanın amaçları ve bu çalışma kapsamında benden ne istendiği tarafıma açıklandı ve sorduğum her soru tatmin edici bir şekilde yanıtlandı. Benim katılımımı ilgilendirdiği kadarıyla bilgilendirme formunda tanımlanan şartları kabul ediyorum.
8. Katılımımın tamamen gönüllü olduğunun ve bu çalışmadan istediğim anda zorlama olmadan çekilebileceğimin farkındayım.
9. Görüşmenin ses olarak kayıt altına alınmasını kabul ediyorum.
10. Bu çalışmanın, Üniversite Araştırma ve Etik Kurulu’nca incelendiğinin ve etik olarak uygunluğuna karar verildiğinin farkındayım.
11. Bu onay formunun ve ilişikteki bilgilendirme formunun bir kopyasını aldım.

İsim:

İmza:

Tarih:

*** Please see the signed forms enclosed.**

APPENDIX R- Complete Results of Statistical Analyses for the LP group

1. Test-related autonomous out-of-class learning activities (Items 6-11)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	78	32,1	32,1	32,1
		7	2,9	2,9	35,0
	Once a month	44	18,1	18,1	53,1
		16	6,6	6,6	59,7
	2 or 3 times a month	45	18,5	18,5	78,2
		11	4,5	4,5	82,7
	More than 3 times a month	30	12,3	12,3	95,1
		3	1,2	1,2	96,3
	Everyday	9	3,7	3,7	100,0
Total	243	100,0	100,0		

Frequency of the responses to each item in the set

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	78	32,1	32,1	32,1
	Once a month	64	26,3	26,3	58,4
	2 or 3 times a month	52	21,4	21,4	79,8
	More than 3 times a month	32	13,2	13,2	93,0
	Everyday	17	7,0	7,0	100,0
	Total	243	100,0	100,0	

ITEM7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	94	38,7	38,7	38,7
Once a month	51	21,0	21,0	59,7
2 or 3 times a month	53	21,8	21,8	81,5
More than 3 times a month	30	12,3	12,3	93,8
Everyday	15	6,2	6,2	100,0
Total	243	100,0	100,0	

ITEM8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	88	36,2	36,2	36,2
Once a month	68	28,0	28,0	64,2
2 or 3 times a month	47	19,3	19,3	83,5
More than 3 times a month	29	11,9	11,9	95,5
Everyday	11	4,5	4,5	100,0
Total	243	100,0	100,0	

ITEM9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	102	42,0	42,0	42,0
Once a month	51	21,0	21,0	63,0
2 or 3 times a month	50	20,6	20,6	83,5
More than 3 times a month	25	10,3	10,3	93,8
Everyday	15	6,2	6,2	100,0
Total	243	100,0	100,0	

ITEM10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	78	32,1	32,1	32,1
Once a month	57	23,5	23,5	55,6
2 or 3 times a month	44	18,1	18,1	73,7
More than 3 times a month	42	17,3	17,3	90,9
Everyday	22	9,1	9,1	100,0
Total	243	100,0	100,0	

ITEM11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	61	25,1	25,1	25,1
Once a month	48	19,8	19,8	44,9
2 or 3 times a month	46	18,9	18,9	63,8
More than 3 times a month	47	19,3	19,3	83,1
Everyday	41	16,9	16,9	100,0
Total	243	100,0	100,0	

2. Non-test-related autonomous out-of-class learning activities (Items 12-21)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	60	24,7	24,7	24,7
		30	12,3	12,3	37,0
	Once a month	44	18,1	18,1	55,1
		27	11,1	11,1	66,3
	2 or 3 times a month	31	12,8	12,8	79,0
		19	7,8	7,8	86,8
	More than 3 times a month	22	9,1	9,1	95,9
		2	,8	,8	96,7
	Everyday	8	3,3	3,3	100,0
	Total	243	100,0	100,0	

Frequency of the responses to each item in the set

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	67	27,6	27,6	27,6
	Once a month	77	31,7	31,7	59,3
	2 or 3 times a month	46	18,9	18,9	78,2
	More than 3 times a month	35	14,4	14,4	92,6
	Everyday	18	7,4	7,4	100,0
	Total	243	100,0	100,0	

ITEM13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	34	14,0	14,0	14,0
	Once a month	43	17,7	17,7	31,7
	2 or 3 times a month	46	18,9	18,9	50,6
	More than 3 times a month	60	24,7	24,7	75,3
	Everyday	60	24,7	24,7	100,0
	Total	243	100,0	100,0	

ITEM14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	110	45,3	45,5	45,5
	Once a month	48	19,8	19,8	65,3
	2 or 3 times a month	31	12,8	12,8	78,1
	More than 3 times a month	31	12,8	12,8	90,9
	Everyday	22	9,1	9,1	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	2,9	2,9	2,9
	Once a month	25	10,3	10,3	13,2
	2 or 3 times a month	38	15,6	15,6	28,8
	More than 3 times a month	71	29,2	29,2	58,0
	Everyday	102	42,0	42,0	100,0
	Total	243	100,0	100,0	

ITEM16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	76	31,3	31,3	31,3
	Once a month	55	22,6	22,6	53,9
	2 or 3 times a month	54	22,2	22,2	76,1
	More than 3 times a month	35	14,4	14,4	90,5
	Everyday	23	9,5	9,5	100,0
	Total	243	100,0	100,0	

ITEM17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	151	62,1	62,1	62,1
	Once a month	49	20,2	20,2	82,3
	2 or 3 times a month	23	9,5	9,5	91,8
	More than 3 times a month	12	4,9	4,9	96,7
	Everyday	8	3,3	3,3	100,0
	Total	243	100,0	100,0	

ITEM18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	195	80,2	80,6	80,6
	Once a month	23	9,5	9,5	90,1
	2 or 3 times a month	11	4,5	4,5	94,6
	More than 3 times a month	8	3,3	3,3	97,9
	Everyday	5	2,1	2,1	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	158	65,0	65,0	65,0
	Once a month	40	16,5	16,5	81,5
	2 or 3 times a month	21	8,6	8,6	90,1
	More than 3 times a month	12	4,9	4,9	95,1
	Everyday	12	4,9	4,9	100,0
	Total	243	100,0	100,0	

ITEM20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	73	30,0	30,2	30,2
	Once a month	39	16,0	16,1	46,3
	2 or 3 times a month	46	18,9	19,0	65,3
	More than 3 times a month	35	14,4	14,5	79,8
	Everyday	49	20,2	20,2	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	64	26,3	26,4	26,4
	Once a month	43	17,7	17,8	44,2
	2 or 3 times a month	33	13,6	13,6	57,9
	More than 3 times a month	35	14,4	14,5	72,3
	Everyday	67	27,6	27,7	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

3. Washback on development of language skills (Items 22-26)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	4,9	5,0	5,0
		7	2,9	2,9	7,9
	Disagree	14	5,8	5,8	13,6
		6	2,5	2,5	16,1
	Not sure	41	16,8	16,8	33,1
		16	6,6	6,6	39,7
	Agree	85	35,0	35,1	74,8
		4	1,6	1,7	76,4
	Strongly agree	57	23,5	23,6	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

Frequency of the responses to each item in the set

ITEM22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	7,0	7,0	7,0
	Disagree	18	7,4	7,4	14,5
	Not sure	52	21,4	21,5	36,0
	Agree	85	35,0	35,1	71,1
	Strongly Agree	70	28,8	28,9	100,0
		Total	242	99,6	100,0
Missing	System	1	,4		
Total		243	100,0		

ITEM23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	7,0	7,0	7,0
	Disagree	31	12,8	12,8	19,8
	Not sure	55	22,6	22,7	42,6
	Agree	81	33,3	33,5	76,0
	Strongly Agree	58	23,9	24,0	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	4,9	5,0	5,0
	Disagree	22	9,1	9,1	14,0
	Not sure	49	20,2	20,2	34,3
	Agree	101	41,6	41,7	76,0
	Strongly Agree	58	23,9	24,0	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	7,4	7,4	7,4
	Disagree	21	8,6	8,7	16,1
	Not sure	44	18,1	18,2	34,3
	Agree	96	39,5	39,7	74,0
	Strongly Agree	63	25,9	26,0	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	10,7	10,8	10,8
	Disagree	29	11,9	12,0	22,8
	Not sure	58	23,9	24,1	46,9
	Agree	75	30,9	31,1	78,0
	Strongly Agree	53	21,8	22,0	100,0
	Total	241	99,2	100,0	
Missing	System	2	,8		
Total		243	100,0		

4. Washback on intrinsic motivation (Items 27-31)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	59	24,3	24,4	24,4
	Disagree	61	25,1	25,2	49,6
	Not sure	77	31,7	31,8	81,4
		1	,4	,4	81,8
	Agree	32	13,2	13,2	95,0
	Strongly agree	12	4,9	5,0	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

Frequency of the responses to each item in the set

ITEM27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	12,3	12,4	12,4
	Disagree	38	15,6	15,7	28,1
	Not sure	69	28,4	28,5	56,6
	Agree	70	28,8	28,9	85,5
	Strongly Agree	35	14,4	14,5	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	98	40,3	40,7	40,7
	Disagree	61	25,1	25,3	66,0
	Not sure	53	21,8	22,0	88,0
	Agree	18	7,4	7,5	95,4
	Strongly Agree	11	4,5	4,6	100,0
	Total	241	99,2	100,0	
Missing	System	2	,8		
Total		243	100,0		

ITEM29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	18,9	19,0	19,0
	Disagree	48	19,8	19,8	38,8
	Not sure	79	32,5	32,6	71,5
	Agree	50	20,6	20,7	92,1
	Strongly Agree	19	7,8	7,9	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	63	25,9	26,0	26,0
	Disagree	67	27,6	27,7	53,7
	Not sure	63	25,9	26,0	79,8
	Agree	36	14,8	14,9	94,6
	Strongly Agree	13	5,3	5,4	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	71	29,2	29,3	29,3
	Disagree	64	26,3	26,4	55,8
	Not sure	56	23,0	23,1	78,9
	Agree	38	15,6	15,7	94,6
	Strongly Agree	13	5,3	5,4	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

5. Washback on extrinsic motivation (Items 32-36)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	24	9,9	9,9	9,9
	Disagree	22	9,1	9,1	19,0
	Not sure	38	15,6	15,7	34,7
	Agree	44	18,1	18,2	52,9
	Strongly agree	114	46,9	47,1	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

Frequency of the responses to each item in the set

ITEM32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	8,6	8,7	8,7
	Disagree	17	7,0	7,0	15,7
	Not sure	30	12,3	12,4	28,1
	Agree	31	12,8	12,8	40,9
	Strongly Agree	143	58,8	59,1	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	17,7	17,8	17,8
	Disagree	36	14,8	14,9	32,6
	Not sure	56	23,0	23,1	55,8
	Agree	40	16,5	16,5	72,3
	Strongly Agree	67	27,6	27,7	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	11,9	12,0	12,0
	Disagree	14	5,8	5,8	17,8
	Not sure	27	11,1	11,2	28,9
	Agree	25	10,3	10,3	39,3
	Strongly Agree	147	60,5	60,7	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	11,9	12,0	12,0
	Disagree	22	9,1	9,1	21,1
	Not sure	22	9,1	9,1	30,2
	Agree	44	18,1	18,2	48,3
	Strongly Agree	125	51,4	51,7	100,0
	Total	242	99,6	100,0	
Missing	System	1	,4		
Total		243	100,0		

ITEM36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	56	23,0	23,3	23,3
	Disagree	40	16,5	16,7	40,0
	Not sure	38	15,6	15,8	55,8
	Agree	42	17,3	17,5	73,3
	Strongly Agree	64	26,3	26,7	100,0
	Total	240	98,8	100,0	
Missing	System	3	1,2		
Total		243	100,0		

*** Please see the USB stick enclosed for the complete set of raw data.**

APPENDIX S- Complete Results of Statistical Analyses for the HP group

1. Test-related autonomous out-of-class learning activities (Items 6-11)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	16	13,1	13,1	13,1
		4	3,3	3,3	16,4
	Once a month	14	11,5	11,5	27,9
		18	14,8	14,8	42,6
	2 or 3 times a month	19	15,6	15,6	58,2
		17	13,9	13,9	72,1
	More than 3 times a month	26	21,3	21,3	93,4
		2	1,6	1,6	95,1
	Everyday	6	4,9	4,9	100,0
	Total	122	100,0	100,0	

Frequency of the responses to each item in the set

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	25	20,3	20,5	20,5
	Once a month	22	17,9	18,0	38,5
	2 or 3 times a month	29	23,6	23,8	62,3
	More than 3 times a month	38	30,9	31,1	93,4
	Everyday	8	6,5	6,6	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	23	18,7	18,9	18,9
	Once a month	34	27,6	27,9	46,7
	2 or 3 times a month	29	23,6	23,8	70,5
	More than 3 times a month	29	23,6	23,8	94,3
	Everyday	7	5,7	5,7	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	32	26,0	26,4	26,4
	Once a month	25	20,3	20,7	47,1
	2 or 3 times a month	36	29,3	29,8	76,9
	More than 3 times a month	24	19,5	19,8	96,7
	Everyday	4	3,3	3,3	100,0
	Total	121	98,4	100,0	
Missing	System	2	1,6		
Total		123	100,0		

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	37	30,1	30,3	30,3
	Once a month	31	25,2	25,4	55,7
	2 or 3 times a month	26	21,1	21,3	77,0
	More than 3 times a month	22	17,9	18,0	95,1
	Everyday	6	4,9	4,9	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	20	16,3	16,5	16,5
	Once a month	15	12,2	12,4	28,9
	2 or 3 times a month	23	18,7	19,0	47,9
	More than 3 times a month	38	30,9	31,4	79,3
	Everyday	25	20,3	20,7	100,0
	Total	121	98,4	100,0	
Missing	System	2	1,6		
Total		123	100,0		

ITEM 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	10,6	10,7	10,7
	Once a month	15	12,2	12,3	23,0
	2 or 3 times a month	27	22,0	22,1	45,1
	More than 3 times a month	31	25,2	25,4	70,5
	Everyday	36	29,3	29,5	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

2. Non-test-related autonomous out-of-class learning activities (Items 12-21)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	25	20,5	20,5	20,5
		12	9,8	9,8	30,3
	Once a month	30	24,6	24,6	54,9
		18	14,8	14,8	69,7
	2 or 3 times a month	10	8,2	8,2	77,9
		8	6,6	6,6	84,4
	More than 3 times a month	16	13,1	13,1	97,5
		1	,8	,8	98,4
Everyday	2	1,6	1,6	100,0	
Total	122	100,0	100,0		

Frequency of the responses to each item in the set

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	33	26,8	27,0	27,0
	Once a month	43	35,0	35,2	62,3
	2 or 3 times a month	21	17,1	17,2	79,5
	More than 3 times a month	20	16,3	16,4	95,9
	Everyday	5	4,1	4,1	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	6,5	6,6	6,6
	Once a month	14	11,4	11,5	18,0
	2 or 3 times a month	27	22,0	22,1	40,2
	More than 3 times a month	31	25,2	25,4	65,6
	Everyday	42	34,1	34,4	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	64	52,0	52,5	52,5
	Once a month	27	22,0	22,1	74,6
	2 or 3 times a month	14	11,4	11,5	86,1
	More than 3 times a month	10	8,1	8,2	94,3
	Everyday	7	5,7	5,7	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	2,4	2,5	2,5
	Once a month	7	5,7	5,7	8,2
	2 or 3 times a month	16	13,0	13,1	21,3
	More than 3 times a month	55	44,7	45,1	66,4
	Everyday	41	33,3	33,6	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	30	24,4	24,6	24,6
	Once a month	39	31,7	32,0	56,6
	2 or 3 times a month	20	16,3	16,4	73,0
	More than 3 times a month	22	17,9	18,0	91,0
	Everyday	11	8,9	9,0	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	89	72,4	73,0	73,0
	Once a month	20	16,3	16,4	89,3
	2 or 3 times a month	5	4,1	4,1	93,4
	More than 3 times a month	4	3,3	3,3	96,7
	Everyday	4	3,3	3,3	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	110	89,4	90,2	90,2
	Once a month	8	6,5	6,6	96,7
	2 or 3 times a month	1	,8	,8	97,5
	More than 3 times a month	2	1,6	1,6	99,2
	Everyday	1	,8	,8	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	72	58,5	59,0	59,0
	Once a month	24	19,5	19,7	78,7
	2 or 3 times a month	15	12,2	12,3	91,0
	More than 3 times a month	7	5,7	5,7	96,7
	Everyday	4	3,3	3,3	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	31	25,2	25,4	25,4
	Once a month	18	14,6	14,8	40,2
	2 or 3 times a month	21	17,1	17,2	57,4
	More than 3 times a month	15	12,2	12,3	69,7
	Everyday	37	30,1	30,3	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	27	22,0	22,1	22,1
	Once a month	19	15,4	15,6	37,7
	2 or 3 times a month	19	15,4	15,6	53,3
	More than 3 times a month	13	10,6	10,7	63,9
	Everyday	44	35,8	36,1	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

3. Washback on development of language skills (Items 22-26)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1,6	1,6	1,6
		1	,9	,9	2,5
	Disagree	7	5,7	5,7	8,2
		4	3,3	3,3	11,5
	Not sure	9	7,4	7,4	18,9
		15	12,3	12,3	31,1
	Agree	43	35,2	35,2	66,4
		11	9,0	9,0	75,4
	Strongly agree	30	24,6	24,6	100,0
	Total	122	100,0	100,0	

Frequency of the responses to each item in the set

ITEM22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2,4	2,5	2,5
	Disagree	5	4,1	4,1	6,6
	Not sure	19	15,4	15,6	22,1
	Agree	49	39,8	40,2	62,3
	Strongly Agree	46	37,4	37,7	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4,9	5,0	5,0
	Disagree	10	8,1	8,3	13,2
	Not sure	27	22,0	22,3	35,5
	Agree	45	36,6	37,2	72,7
	Strongly Agree	33	26,8	27,3	100,0
	Total	121	98,4	100,0	
Missing	System	2	1,6		
Total		123	100,0		

ITEM24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2,4	2,5	2,5
	Disagree	9	7,3	7,4	9,8
	Not sure	23	18,7	18,9	28,7
	Agree	55	44,7	45,1	73,8
	Strongly Agree	32	26,0	26,2	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3,3	3,3	3,3
	Disagree	11	8,9	9,0	12,3
	Not sure	10	8,1	8,2	20,5
	Agree	49	39,8	40,2	60,7
	Strongly Agree	48	39,0	39,3	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	6,5	6,6	6,6
	Disagree	17	13,8	13,9	20,5
	Not sure	31	25,2	25,4	45,9
	Agree	39	31,7	32,0	77,9
	Strongly Agree	27	22,0	22,1	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

4. Washback on intrinsic motivation (Items 27-31)

Frequency of the median values of responses to the set of items as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	21	17,2	17,2	17,2
	Disagree	16	13,1	13,1	30,3
	Not sure	46	37,7	37,7	68,0
	Agree	31	25,4	25,4	93,4
	Strongly agree	8	6,6	6,6	100,0
	Total	122	100,0	100,0	

Frequency of the responses to each item in the set

ITEM27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	7,3	7,4	7,4
	Disagree	12	9,8	9,8	17,2
	Not sure	33	26,8	27,0	44,3
	Agree	40	32,5	32,8	77,0
	Strongly Agree	28	22,8	23,0	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	26,8	27,0	27,0
	Disagree	33	26,8	27,0	54,1
	Not sure	42	34,1	34,4	88,5
	Agree	11	8,9	9,0	97,5
	Strongly Agree	3	2,4	2,5	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	16,3	16,4	16,4
	Disagree	21	17,1	17,2	33,6
	Not sure	37	30,1	30,3	63,9
	Agree	34	27,6	27,9	91,8
	Strongly Agree	10	8,1	8,2	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	16,3	16,4	16,4
	Disagree	17	13,8	13,9	30,3
	Not sure	40	32,5	32,8	63,1
	Agree	28	22,8	23,0	86,1
	Strongly Agree	17	13,8	13,9	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	16,3	16,4	16,4
	Disagree	17	13,8	13,9	30,3
	Not sure	37	30,1	30,3	60,7
	Agree	30	24,4	24,6	85,2
	Strongly Agree	18	14,6	14,8	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

5. Washback on extrinsic motivation (Items 32-36)

Frequency of the median values of responses to the set of items as a whole

EX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	11,5	11,5	11,5
	Disagree	10	8,2	8,2	19,7
	Not sure	23	18,8	18,8	38,5
	Agree	29	23,8	23,8	62,3
	Strongly agree	46	37,7	37,7	100,0
	Total	122	100,0	100,0	

Frequency of the responses to each item in the set

ITEM32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	8,9	9,1	9,1
	Disagree	6	4,9	5,0	14,0
	Not sure	13	10,6	10,7	24,8
	Agree	16	13,0	13,2	38,0
	Strongly Agree	75	61,0	62,0	100,0
	Total	121	98,4	100,0	
Missing	System	2	1,6		
Total		123	100,0		

ITEM33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	16,3	16,4	16,4
	Disagree	20	16,3	16,4	32,8
	Not sure	27	22,0	22,1	54,9
	Agree	20	16,3	16,4	71,3
	Strongly Agree	35	28,5	28,7	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	14,6	14,8	14,8
	Disagree	11	8,9	9,0	23,8
	Not sure	7	5,7	5,7	29,5
	Agree	24	19,5	19,7	49,2
	Strongly Agree	62	50,4	50,8	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	18,7	18,9	18,9
	Disagree	19	15,4	15,6	34,4
	Not sure	13	10,6	10,7	45,1
	Agree	23	18,7	18,9	63,9
	Strongly Agree	44	35,8	36,1	100,0
	Total	122	99,2	100,0	
Missing	System	1	,8		
Total		123	100,0		

ITEM36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	36,6	37,8	37,8
	Disagree	21	17,1	17,6	55,5
	Not sure	16	13,0	13,4	68,9
	Agree	20	16,3	16,8	85,7
	Strongly Agree	17	13,8	14,3	100,0
	Total		119	96,7	100,0
Missing	System	4	3,3		
Total		123	100,0		

*** Please see the USB stick enclosed for the complete set of raw data.**

APPENDIX T- Interview Schedule for Future Research

- *Which language skills in the test do you practice more frequently?*
- *What plays a part in your choice of test components to study?*
- *Do you choose to study more on vocabulary and grammar in preparation for the test? Why? Why not?*
- *Do you choose to practice receptive skills more frequently than the productive ones? Why? Why not?*
- *What benefits do you think non-test-related activities bring to your learning?*
- *Do you think non-test-related activities bring success in the test?*
- *Do you think studying in an EFL context has an influence on your learning?[describe EFL context]*
- *Do you think there is a need for change in the test content?*
- *Would you do activities on communicative skills more frequently if these skills had more weighting in the test?*
- *Do you think it would be better to be assigned homework in preparation for the test?*
- *Can you say test preparation increases your willingness to study English?*
- *Can you say test preparation increases your interest in learning English?*
- *Can you say that test preparation raises your awareness of the value of learning English?*
- *Do you think test preparation increases your feelings of competence?*
- *Do you think test preparation increases your feelings of autonomy? [describe autonomy]*
- *Do you feel that the test is a controller of your learning behaviours?*