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**HAZIRLIK OKULU SINAVLARININ İNGİLİZCE ÖĞRETME
VE ÖĞRENME ÜZERİNDEKİ GERİ ETKİSİ:
BİR VAKIF ÜNİVERSİTESİ ÖRNEĞİ**

YÜKSEK LİSANS TEZİ

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T.C.
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**THE WASHBACK EFFECT OF EXAMINATIONS ON TEACHING AND
LEARNING ENGLISH IN A PREPARATORY SCHOOL: A STUDY IN A
FOUNDATION UNIVERSITY**

MASTER'S THESIS

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Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma, jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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This is to certify that this MA thesis titled “**The Washback Effect Of Examinations On Teaching And Learning English In A Preparatory School: A Study In A Foundation University**” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Signature

Mehmet Akın Bulut

Istanbul, July 2018

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I would love to thank Mr Abdalbaki and my wife and kids for their spiritual support.

Mehmet Akın BULUT

İstanbul, June 2018



ABSTRACT

THE WASHBACK EFFECT OF EXAMINATIONS ON TEACHING AND LEARNING ENGLISH IN A PREPARATORY SCHOOL: A STUDY IN A FOUNDATION UNIVERSITY

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Used and explained as the effect of tests and exams on learning and teaching and basically categorized as positive and negative effect, ‘Washback’ in this study aims to find out the effects of a) quizzes, b) midterm, c) final and d) English Preparatory School exit test PTE (Pearson Test of English) on learning and teaching in Ibn Haldun University Preparatory School. To this end, 135 students and 10 instructors took part in this study. As a first step, as a pilot study, a 40-item questionnaire was directed to 28 students, and in the final mode it was reduced to 30 questions and administered to 110 students. To strengthen the reliability and validity of the study, 10 randomly selected students were interviewed using a 5-item structured interview. In order to find out teachers’ opinions about the subject matter, 10 instructors were interviewed using a 5-item interview. After the analysis of this data, it was found that exams and tests have both positive and negative effects on learning and teaching. These findings present the managers, instructors and testing office staff/test developers significant data and inference in order to spot the weaknesses in the system and to reinforce the good points with the purpose of increasing the positive washback effects of tests.

ÖZET

HAZIRLIK OKULU SINAVLARININ İNGİLİZCE ÖĞRETME VE ÖĞRENME

ÜZERİNDEKİ GERİ ETKİSİ: BİR VAKIF ÜNİVERSİTESİ ÖRNEĞİ

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Testlerin öğrenme ve öğretme üzerine etkisi anlamında kullanılan ve olumlu ve olumsuz etkiler olarak temelde iki kategori altında incelenen ‘Geri Etki’, İbn Haldun Üniversitesi Hazırlık Sınıflarındaki a) quizler, b) ara sınav, c) final sınavı ve d) bilgisayar üzerinden yapılan Hazırlık geçme sınavı PTE (Pearson Test of English) ‘nin öğrenme ve öğretme üzerine etkisini bulmayı amaçlamaktadır. Bu amaçla, 135 öğrenci, 10 okutman bu çalışmada yer almıştır. İlk etapta 28 öğrenciye 40 soruluk anketin pilot çalışması uygulanmış ve son halinde 30 soruya indirilerek 110 öğrenci ile anket çalışması gerçekleştirilmiştir. Anket sonucunun tutarlılığını sağlamlaştırmak amacıyla rastgele seçilen 10 öğrenci ile de 5 sorunun yöneltildiği mülakat yapılmıştır. Konuya dair görüşlerine başvurulmak üzere 10 okutman ile yine 5 soru içeren görüşmeler gerçekleştirilmiştir. Anketler için SPSS 25 ve görüşmeler için de içerik analizi yapılmıştır. Elde edilen nihai veriler analiz edilmiştir. Sonuçlar sınavların öğrenme ve öğretme üzerinde hem olumlu hem olumsuz etkileri göstermektedir. Sonuçlar, yöneticilere, öğretmenlere ve test geliştiricilere, sistemin zayıf yanlarının bulunması ve güçlendirilmesi ile olumlu etkilerin artırılması yönünde çok önemli bilgiler ve çıkarımlar sunmaktadır.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

UCLES: University of Cambridge Local Examinations Syndicate

FLE: Foreign Language Education

IELTS: International English Language Testing System

TOEFL: Test of English as a Foreign Language

KET: Key English Test

CALL: Computer Assisted Language Learning

CALT: Computer Assisted Language Testing

ELT: English Language Teaching

PCA: Principal Component Analysis

SPSS: Statistical Package for Social Sciences

KMO: Kaiser-Meyer-Olkin

IHU: Ibn Haldun University

KET: Key English Test

KPDS: Foreign Language Proficiency Examination For State Employees

YDS: Foreign Language Examination

UDS: Inter-Universities Foreign Language Examination

PTE: Pearson Test of English

OAT: Oral Assessment Test



CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter presents the background information about the content, statement of the problem, the aim and the significance of the study, statement of research questions, limitations of the study and the assumptions of the study, and definitions of key terms and abbreviations.

1.2. Background of the Study

Going more global than ever, the world has been in dire need of a means of communication between people for quite a long time now. The basic difficulty, though, is that among different cultures, attitudes, living standards, geographical locations stands out how to choose one common and easy language to have intelligibility. Thus, English language has, due to a number of historical and political reasons, ended up being the globally growing one and taught from the megacities to stranded parts of the world. When the U.S.A. emerged as the main military and economic power after World War II, English started to become the lingua franca, and today is the international language. Nevertheless, during this process, language teaching has come across some barriers as it has to focus on not only one side of the language but on four skills: listening, speaking, reading and writing. In order to achieve the expected success, numerous methods, approaches and techniques have been tried and tested, many of them resulting in insufficient amount of anticipated learning. A great diversity of materials, ways to

apply teacher-centered or student-centered methods, approaches focusing on one or more skills at once, cultural and social settings of the target language requiring immersion with native speakers have been and are still being undertaken. No matter what methods, approaches or techniques are used, it all comes to testing at some point to find out about the effectiveness of instruction and competency that learners achieve in English. Testing has a variety of ways to be applied like standardized tests, written tests, oral tests, four-skill tests and so on. Here are test types that are used in all levels and grounds of teaching and learning assessment:

1. Types of assessment
 - a. Norm-referenced assessment
 - b. Criterion-references assessment
2. Modes and Sources of assessment
 - a. Formal assessment & Informal assessment
 - b. Formative assessment & Summative assessment
 - c. Continuous assessment & Final assessment
3. Alternative assessment
 - a. Self-assessment
 - b. Peer-assessment
 - c. Collaborative assessment

However, testing harbors some positive or negative effects that are critical in proving the learners' acquisition of the target language, too. The problem that emerges here is that testing don't assess the communicative and academic English of the learners but just focuses on some areas of English. Another way in which the problem occurs is that what is taught and what is tested may not overlap. This way, testing doesn't give the testers what is needed to evaluate and

assess true ingredients of the learning process and the true results to understand the weaknesses and the strengths of the tested learners. To give a solid example, in Turkey, English is taught from early primary school levels through to higher education. However, in Turkey, it is very seldom for learners of a foreign language to communicate and interact successfully in all skills. Plus, there are English preparatory programs in Turkey that provide university freshmen students with general English in their beginning year to help them for the next 4 years of undergraduate studies. Students are given language education and are tested accordingly. Common purpose of all preparatory schools is to teach learners all four skills evenly and to test the covered curricula in the most correct and corresponding way whether it is acquired and learned.

1.3. Statement of the problem

Competency in a foreign language is a benchmark for a varied number of objectives such as self-development, career in academic life, promotion in professional sector, social cachet and so on. With all these motives, way beyond any foreign language, English is particularly the most prominent one of the global languages in that it helps widen a learner's language learning and intercultural perspective and range of opportunities to be evaluated and benefited. (Crystal, 1989: 358; 1995: 106; Cook, 2003: 25, 26).

However, a significantly vital issue comes alive when learners are given exams to measure their level of competency in English. Because, it is the tests that inform all stakeholders whether students are successful in this language or they are not good enough to meet the need in certain and specific areas to use the language effectively. The confusion shows itself when testing and classroom needs neither match nor come to a common point to assess the learners in a correct way. Here is where the term washback is taken into action.

Even though the term washback is not commonly encountered in dictionaries, it is commonly used a lot in applied linguistics. Called backwash (Biggs, 1995, 1996) or washback (Aldersen & Wall, 1993), the term refers to the effect of testing on teaching and learning. Washback effect puts forward the idea that examinations should enhance teaching and thus learning. Shepard (1990, 1991b, 1992, 1993) refers to the notion of *curriculum alignment* which means there needs to be an encouragement in order to have the curriculum and the examinations overlap. This idea has been put into various words by different researchers as *test impact* by Bachman and Palmes (1996) and *systemic validity* by Messick (1989).

As it is evident, it has been a long time popularity for the term washback effect to take its prominent place in schooling and teaching contexts. (Alderson & Wall, 1993; Cheng, 2000; Taylor, 2005; Shawcross, 2007; Pan, 2009). Both for international high-stake tests such as TOEFL, IELTS and KET all over the world and nationwide exams in different countries, washback effect has been under study by a great number of researchers though not much attention has been given to the relationship between washback effect and classroom-based preparatory programs in the first year of higher education.

Following instruction and student performances are tested through exams, observations and quizzes that are not sufficient tools to fully understand that learners have reached the anticipated level of competency in target language skills. Many times, classes with students who don't have the same abilities in learning a language may cause inconveniences and loss of motivation. Tests increase the tension and anxiety. This also leads to the inhibition of performance as students cannot make use of their complete knowledge due to emotional barriers, thus, testing gets totally confusing and bumps into various tough-to-handle complications.

In a study on washback effect, Bailey (1996) came to the conclusion that more empirical study needed to figure out the nature and extent of washback effect and identified the composition of positive and negative washback while emphasizing the importance of enhancing positive washback effect in teaching and testing. Messick (1996) states that maximum positive washback can be achieved through creating little difference between the classroom activity and testing ingredients. This study examines this relationship in a number of English teaching university preparatory programs in Turkey.

1.4. Purpose of the Study

This study aims to see preparatory programs of IHU, a private university where medium of instruction is English, in terms of washback effect. IHU is a newly-established foundation university in Turkey. The difference of this university from many other private universities in Turkey is that this university recruits mostly native speakers of English as instructors while most others recruit mainly Turkish speakers of English as instructors. This institution teaches its students English before students start their departments. Due to this reason, this research focuses on revealing the attitudes of both students and instructors about the quizzes and module exams. It is safe to say in brief that the aim of this study is to investigate the washback effects of the quizzes, midterm and final module exams at IHU.

1.5. Research Questions

In order to accomplish this goal, this study will try to find answers to the following research questions:

1. What are the attitudes of the students towards quizzes, midterm exam and final exam in each level quarter?

2. From the students' point of view, do the quizzes, midterm exam and final exam result in only positive or only negative effects or both in the students' learning English in the preparatory program?
3. What are the attitudes of the instructors towards quizzes, midterm exam and final exam in each level quarter?
4. From the instructors' point of view, do the quizzes, midterm exam and final exam result in only positive or only negative effects or both in the teachers' teaching English in the preparatory program?
5. What are the attitudes of students towards PTE and does PTE result in positive or negative washback effect?

During the study, participants were rest assured that their personal information would not be shared with any third parties. Given this, they were sincere in stating their views and opinions, sharing their field knowledge and experience, and trying to help those language learners and instructors who might benefit from this study as much as possible. Moreover, control variables were kept under control and questionnaires were administered to students (See Appendix A and Appendix E) and instructors (See Appendix B). Validity and reliability were made as high as possible for data collection instruments. Furthermore, the results of this study have been planned to help testing offices, exam centers, instructors, students and preparatory program administrators in handling with the issues related to washback effect and exams.

1.6. Assumptions of the Study

The first assumption is that both instructors' and students' responses were not influenced by other factors as they responded to a variety of prompts questioning a number of causes such as the impact of course books, syllabus and curriculum on washback during the interviews and the questionnaire. Hence, the responses were clear enough to be analyzed to find the potential washback effect and its root causes.

Moreover, the objectives of the study were explained pretty well to the instructors and students. They were told that results of the study would be helpful for current and future English teachers and make it much easier to teach English effectively. This led to a fruitful study environment for the researcher.

Furthermore, when the questions were directed to instructors in the interview regarding their teaching methods and strategies, it was clearly stated that the aim of asking this question was not to see how good they are in their job, but to find out the washback effect and its likely causes. Therefore, teachers were comfortable and responded to questions in honesty.

Also, the questionnaire and the interviews were held in participants' native languages so as to remove language barrier to receive more explanatory responses.

In brief, it is assumed that the respondents were sincere and the communication channels were open that yielded reliable output to the researcher.

1.7 Limitations of the Study

Current study harbors several limitations in terms of generalization and preciseness. So, the findings of this study is only generalizable to IHU. First of all, this university is a newly-founded one that is aged less than a decade. This means that it may not have a settled and established system for teaching English in its preparatory programs. Thus, results may not be overlapping with state universities and findings cannot be said to be safe to verify the comparability of situation of preparatory programs in other decades-old state or private universities.

Second of all, in the university, a questionnaire was administered to only 110 students, and 10 students (See Appendix C) and 10 instructors were interviewed (See Appendix D). Plus, 35 students were interviewed after they took the PTE test which is a computer-assisted international test. Therefore, observations are hard to be generalized to large populations across Turkey.

Finally, at Ibn Haldun University, instructors are mainly native speakers of English with a different cultural and educational background compared to non-native instructors. What's more, majority of preparatory schools in Turkey employ non-native instructors. This may cause, to some extent, differences among institutions with respect to washback effect and exams.

1.7 Definitions and Terms

Washback (backwash effect): the influence of testing on teaching

Negative Washback: if teachers spend time on activities that will help students to succeed in the test rather than to develop the skills and knowledge which should be the object of instruction

Positive Washback: if a test encourages students to study more

Target Language: the language that language learners learn

Assessment: a process of obtaining information that is used for making decisions about students, curricula and programs (Nitko, 1996)



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter presents the definitions of washback, origins of tests, exams and washback, nature of positive and negative washback and studies on washback are to be revised.

2.2. Definitions of Washback

“The effects that tests have on teaching and learning” is the plain definition of washback given in academic resources. Researchers have used various definitions for the term. (Alderson and Wall 1993, Watanabe, 1996; Messick, 1996; Bachman and Palmer, 1996.) The term is commonly referred to as ‘washback’, though occasionally as ‘backwash’ with no semantic or pragmatic difference between two terms at all. By the communities of language testing and within the framework of applied linguistics, the former term is more commonly preferred (Weir 1990; Alderson and Wall 1993; Alderson 2004).

For quite a long time, the belief has been that tests have direct influence on educational processes in a number of aspects. That the teachers will adapt their way of teaching in accordance with the test’s demands and look over the rest of the curriculum and, likewise, that students will elaborate on these demands but not the rest of the lesson content offered are two common assumptions to indicate washback influence. According to Bachman and Palmer (1996), washback effect works in two levels as micro and macro, while the former is about the effect of tests on teachers and individuals in classroom, the latter is related to test effect on educational

system and social community. To Alderson and Wall (1993), washback is rather limited to micro level with teacher and student behavior as they assert tests to be determiners of classroom activity. On the contrary, for Pierce (1992), macro level of test effect reveals more of what's thought, planned and decided on pedagogical, curricular and educational policies. Shohamy, Donita-Schmidt, and Ferman (1996) stated that “the power and authority of tests enable policymakers to use them as effective tools for controlling educational systems and prescribing the behavior of those who are affected by their results-administrators, teachers, and students” (p.299).

Throughout time, beside being used to implement educational policies, tests have been utilized to multiple ends, such as placement, graduation, promotion and exemption. For Shohamy (2005), tests were “democratic tools to allow equal opportunity to all” in the past, while they are being used as “devices of power and control” now (p. 103). Shohamy et al (1996) explain washback as “the connections between testing and learning” (p. 298). Messick (1996) claims that washback has either negative or positive effects, concludes the definition of the term as ‘the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning’ (p. 241).

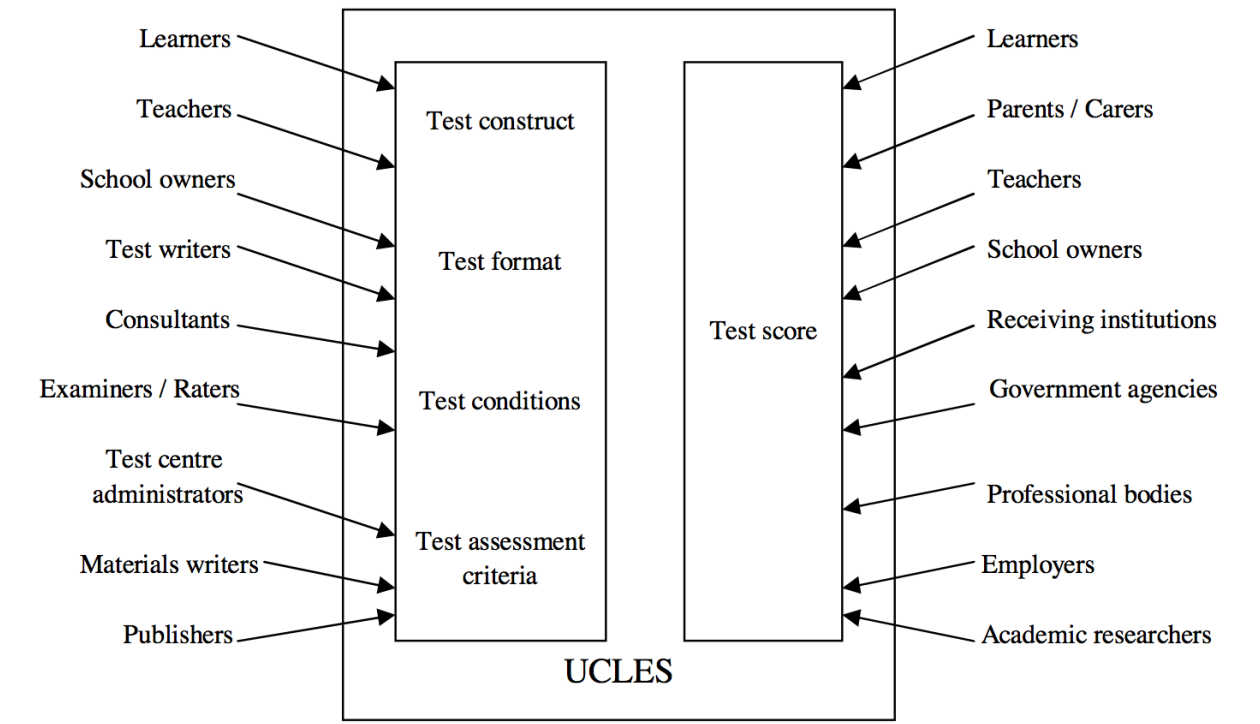
After a meticulous study of English secondary classes in Sri Lanka, Alderson and Wall (1993) came up with a baseline of 15 articles regarding washback as follows:

- ‘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; and by extension from (2) above,

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

(pp. 120-121)'

Figure 1. Stakeholders in testing community



Note: UCLES = University of Cambridge Local Examinations Syndicate

In the figure above, Rea-Dickins (1997) offers the involved stakeholders in a list including learners, teachers, parents, government, professional bodies, employers, academicians, publishers etc., claiming that tests indicate their wider community impacts on numerous bodies by going beyond mere school setting.

(Taylor, 2000) clarifies the figure as:

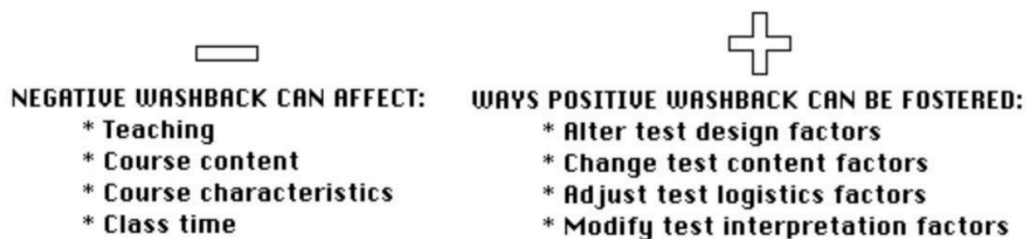
Some of the stakeholders listed above (e.g. examiners and materials writers) are likely to have more interest in the ‘front end’ of a test, i.e. the test assessment criteria or test format. Others may see their stake as being primarily concerned with the test score. Some stakeholders, such as learners and teachers, will naturally have an interest in all aspects of the test. (p. 2)

Since exam content affects teachers, methods and lessons are also adapted to the needs of that content while same assertion can be put forward for students as they prepare themselves specifically in line with lesson content and test demands (Taylor, 2005b). On the other hand, according to Spratt (2005), exams cannot be the determiners of what is taught and learned and how it is taught and learned. Instead, teachers should be the main determiners of students' perception of lessons as teachers are supposed to have a strong positive impact pedagogically and educationally. As we mention about the positive impact of teachers on student learning, it shouldn't be considered that students are better neglected, though.

2.3 Nature of washback: Negative and Positive Washback Effects

Brown (1995) explains that positive washback can be achieved in a situation where test and the curricular goals match while negative washback exists when the two deviate from each other. Brown (2002) shows this with a comparative diagram as below:

Figure 2. Negative & Positive Washback Effects (Brown, 2002, p. 11)



Negative & Positive Washback Effects

Hughes (2003) asserts the claim that provided that tests harm the teaching and learning process, it can be assumed to have negative washback effect, supporting his view with an example in which a student gets prepared for a speaking test in English by grabbing as many skills as possible, however, the test is not skill-oriented, yet grade-oriented and multiple-choice which in turn results in a conflict between what the student has been preparing for and what the test examines the student for. This is a solid and quite common example of negative washback effect that can be encountered not only in English exams but almost in all high-stake exams in Turkey and highly probably in acknowledged and prestigious educational institutions worldwide.

An example of negative washback at global scale is shown by Fujimoto (2009) in a study as he compares low English competency of Japanese people with other countries and finds out in his study that other countries pay sufficient amount of importance to four skills while Japan doesn't take listening and speaking skills into consideration in university entrance exams.

In another study in Japan by Caine (2005), it was found that Japanese Ministry of Education aimed at increasing the level of success in communicative English skills for the increasing criticism about lack of life-like English skills, but they couldn't succeed in that as planned due to the fact that teachers were still applying grammar-based approaches in their classes despite request of the Ministry to transform the teaching system to communicative one. The reason for not achieving positive-washback in this example was teachers' lack of in-service training and practice on how to implement communicative approach in teaching English.

Students are also affected by socio-economic differences between schools (Mesler, 2008). Mesler's study indicates that whereas tests applied by schools with high level of welfare boost critical thinking skills, poor tests in financially needy schools decrease the efficiency of test-takers especially if the curriculum and teaching methodologies are test-driven and grade-oriented. As previously mentioned, tests influence teachers and students at micro level while they influence the whole system of educational context at macro level.

In a study by Hayes and Read (2000) in New Zealand, the effects of International English Language Testing System (IELTS) were examined in terms of washback. Interviews and questionnaires with both students and teachers and classroom observations were used in School A that trains students for IELTS and School B that trains students for general academic purposes in English. In IELTS study program, objectives for learning English skills could not be accomplished as the teachers struggled to have their students get high marks in IELTS exam by focusing on only exam-related content and skills while School B managed to equip its students with wider range of general and academic English skills as they were not restricted by limitations caused by any specific exam or any specifically drawn content framework. This study is an example of an extremely common drawback of tests that induce teachers and even students to prepare themselves not for general purposes in English but for specific and elaborate objectives in any given high-stake or low-stake exam. It is noticeable that negative washback occurred at IELTS-oriented program.

2.4. Studies on Washback Effect in Turkey

A number of studies have been done in Turkey regarding washback effect of exams and

tests. Some of these studies examine high-stakes national and international exams such as KPDS, UDS, YDS, KET and several English preparatory program classes and about their washback effect and some study on primary school, high-school or university-level washback studies.

To examine the washback effect, Osken (1999) studied the OAT implemented by Hacettepe University. Test measures students' oral competency at the end of the year. An analysis of the book and exam content together with student, teacher and administrator questionnaires were administered. Results were perplexing as content of the book and exam did not match in 10 of 13 types of speaking tasks, plus, the questionnaires revealed that these tasks were not covered enough during the class hours. Mismatch among curriculum, classroom activities and test content is a strong example of negative washback.

Kökturk (2015) states in a study which was administered at Gazi University Preparatory School through student questionnaire, student and instructor interviews that quizzes, midterm and final exam have both positive and negative washback effects on students. The reasons for negative washback effect were difficulty in some skills like listening and memorization issues while positive washback stemmed from motivation to study more and regularly.

Sevimli (2007) asserts in a study of high school FLE (Foreign Language Education) students in Gaziantep and YDS (Foreign Language Test for Language Department students in high schools) exam that students will highly probably lack communicative skills due to the format of the exam that they prepare themselves for. The main reason is the deficiency of YDS test in listening, speaking and writing skills. This exam is composed of reading, grammar and vocabulary parts. It can be asserted that the exam yields negative impacts in terms of washback.

Duran (2011) conducted a study on speaking tests and washback effect at School of

Foreign Languages, Akdeniz University in Antalya with preparatory class intermediate students and instructors of English. The results of this study revealed that both the students and the instructors had positive feelings about speaking test as it assessed the learners' communicative competency despite its difficulty to administer.

Akpınar and Çakıldere (2013) mention of negative and positive washback effects of high-stakes language tests (KPDS-UDS) to select academic personnel in Turkey. Their study focuses on productive and receptive skills. The KPDS and UDS exams are composed of reading, grammar and vocabulary sections which in turn lead the test-takers to prepare for only these skills but hinder test takers from gaining complete language control of such skills as listening, speaking and writing skills which are mainly productive skills. As a result of preparation for these exams, test-takers increase their knowledge in receptive skills such as grammar, reading and vocabulary by the use of multiple-choice questions. The findings of this study show that despite little positive washback with receptive skills, a strong negative washback effect can be observed with poor testing of productive skills in these nation-wide exams in Turkey.

According to Andrews et al. (2002), there can be a positive correlation between washback and teaching/learning. This relationship might be relatively proven if the tests are used as fruitful classroom activities since suitable in-class activities are also counted among favorable and beneficent factors for producing positive washback. This demonstrates the importance of tests administered, therefore indicating the acuteness of curriculum and its preparers, that's, testing offices or examination organs. In order to achieve positive washback effect, Hughes (2003) provides a number of ways emphasizing the main role of test preparers and curriculum designers as listed below:

1. Test the abilities whose development you want to encourage.
2. Sample widely and unpredictably.
3. Use direct testing.
4. Make testing criterion-referenced.
5. Base achievement tests on objectives.
6. Ensure the test is known and understood by students and teachers.
7. Where necessary provide assistance to teachers. (pp. 53-56)'

For Cheng and Curtis (2004), educational context is as crucial as the miscellaneous factors surrounding the core to create positive washback effect. Hence, it shows the summary of this educational context by asking *how* and *wh-* questions, *who* standing for the teachers and managers of the program, *where* for the place of teaching and exams, *when* for the time and length of the program, *why* for the reasons, aims, objectives and goals set for the end of program and *how* for the techniques, methods and approaches applied and enforced.

For Crooks (1988), there is a number of requirements to create positive washback effect. Teachers had better be involved with deeper learning but not superficial learning, evaluations should be used not to punish but to promote students and learning, feedback ought to be given to emphasize and assess student progress but not for unattainable goals and criticism, and finally tests and tasks for evaluation should be appropriately assessing the goals specified and the content covered.

Munoz and Alvarez (2010) investigated Oral Assessment System (OAS) which was developed in 2001 in Columbia in a private university in terms of washback effect. 14 teachers

and 110 college students participated in the study. The study contained experimental and one comparison group were examined. Both groups were given the same exam, however, while experimental group was trained on how to use assessment charts of OAS so that they could also assess themselves, comparison group was only assessed and tracked by their teachers.

Experimental group was more successful than comparison group. Results were crucial in understanding how to promote desirable outcomes by integrating students into assessment process. It was inferred from the study that teacher-student coordination on educational goals and assessment procedures fostered positive washback effect.

As a conclusion and as seen above, most studies of washback focus on one specific skill or component of English teaching. Many of these studies investigate international or national exams. In this study, however, a neglected area of English, four skills in English preparatory program in a private university will be examined in terms of washback effect.

CHAPTER III

METHODOLOGY

This chapter discusses the nature of the research and the context in which it was carried out. The research problem is identified first, and then the evaluation of the research questions is explained. Next, the chapter presents and discusses the choice of research methods and strategies and finally the procedures employed in sample selection and development of the research instruments. Data collection and analysis are discussed in this chapter.

3.1. Introduction

The aim of this study is to find out about the washback effects of quizzes, midterm exams, final exam and computer-based PTE exam at IHU preparatory program. Therefore, the present study will try to find answers to 5 questions presented in the introduction section.

3.2. The Nature of the Research

Given the research question of the study, the research is an attempt to describe the present situation in assessment and its consequences. In this sense, this research is descriptive in nature. Descriptive research is used to describe characteristics of a population or phenomenon being studied. The study also employed elements of survey research, e.g. a questionnaire and interview. Survey research is the collection of data attained by asking individuals questions either in person, on paper, by phone or online. The data obtained through descriptive methods can be qualitative or quantitative, and the data collected for this study are both qualitative and quantitative.

3.3. Setting and Participants

This study was conducted at IHU School of Foreign Languages. Running as a foundation university, IHU has around 200 hundred prep school students with different levels of competency such as elementary, pre-intermediate, intermediate, upper-intermediate and pre-faculty and around 35 teachers (30 native speakers of English and 5 Turkish speakers who teach English in this institution).

There are 5 modules/quarters beginning with elementary to pre-faculty. During each quarter/module, students are given 4 quizzes, 1 midterm exam and 1 final exam. At the end of the preparatory program of 5 modules/quarters, a PTE test has to be taken to graduate from English preparatory school and to start department. Quizzes and midterm exam includes listening, writing, reading, grammar and vocabulary sections with such items as multiple-choice, gap-fill, matching, critical thinking and reflecting, odd one out and so on. The final exam includes listening, writing, reading, grammar and vocabulary sections with multiple-choice items only, yet, plus, it has a speaking part following the paper-based exam where two instructors from different classes administer speaking exams for two students from the same class at the same time. Speaking exam includes warm-up questions, graphic/chart/photo interpretation and analysis, and dialogues between two students who take the exam together. At the end of 5 modules, students have to take the PTE test to graduate from the preparatory school and start their departments. The PTE test includes four skills in a comprehensive, academically-required way and also assesses general English skills in that it can be said to be a highly valid and reliable international test. All types of questions are directed to students such as listening multiple choice, listening summary, listening retell, reading multiple-choice, reading summary, reading critical

thinking, reading gap-filling, pronunciation, writing for academic and general purposes, vocabulary and grammar-based questions.

3.4. Data Collection Tools

The study collected data from students and teachers through questionnaires and interviews. In order to find out about the attitudes of students towards exams, two questionnaires and an interview with students were administered in preparatory school. An interview with instructors was used as data collection instruments to find out the attitudes of instructors towards exams in preparatory school in this university.

For this study, data was collected from aforementioned students and teachers. Participants were selected only from among these students and teachers at IHU. To begin with, 28 students were randomly selected for the pilot study. Those who participated in the pilot study were not given the actual questionnaires so as not to influence the results of the actual research study that would be conducted following the pilot study. After getting the weaknesses fixed and the questionnaire bettered, 110 students were included in the study. Following the questionnaire, 10 students and 10 instructors from various class levels and classrooms were selected randomly for interview. Interviews were started one month after the administration of questionnaires. First questionnaires were paper-based whereas interviews were recorded with the participants' consent. Second questionnaire composed of 15 questions and was administered to only pre-faculty graduate level students whose number was 15 and who would have to take PTE exam and pass it in order to graduate from English preparatory school. Age and gender factors were not taken into consideration as they were not thought to influence the results.

3.4.1. Questionnaire

After obtaining required permissions and consent from school authorities, questionnaires were formed based on students' views regarding tests and skills for English. The questionnaire that was used for the pilot study contains 40 items and the sample group contained 28 students. Teachers were not given a questionnaire. First questionnaire contained 10 items and was directed to 10 students. Second questionnaire contained 15 items and was directed to 15 students. Participants were asked to respond to all items in the questionnaire. Using SPSS V 25, the reliability and validity of the questionnaire were calculated and found to be .844

Table 1. Reliability Statistics for the Pilot Study

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.844	.882	40

After a detailed check with the use of Principle Component Analysis (PCA), several questions were removed as a result of the pilot study questionnaire due to their weaknesses and it was reduced to 30 items from 40. After the necessary revisions, the fixed questionnaire yielded a the reliability rate of .880.

KMO and Bartlett's test was implemented with the aim of indicating the suitability of the researcher's data for structure detection. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy indicates the proportion of variance in a study's variables that bears the possibility of underlying factors' existence. The results are as follows:

Table 2. KMO and Bartlett's Test

Factor Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.837
Bartlett's Test of Sphericity	Approx. Chi-Square	1878.778
	df	435
	Sig.	.000

Cronbach's alpha is a measure of internal consistency. It demonstrates how closely related a set of items are as a group. It is safe to say that it is a measure of scale reliability.

Table 3. Reliability Statistics for Main Study

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.924	30

3.4.2. Student Interviews

A total of 10 students were selected randomly from each level of proficiency classes.

3.4.2.1. Sample Selection

The subject selection is significant for planning the research. In sampling, sample is randomly selected randomly and there is an equal chance of selection for every individual. There are a number of sampling types. In *Simple Random Sampling*, there is an equal chance of being chosen for every unit in a population. Another type of selection is *Systematic Sampling* in which the total number of units in a population are divided by the number of units that are going to be selected. A third type is *Stratified Random Sampling* in which related characteristics of population are identified and then homogenous, non-overlapping subsets are formed. Finally, *Cluster Sampling* is done for large scattered population in which it is not possible to do a complete listing of a population.

In this study, researcher used *Simple Random Sampling* as the purpose was to learn the opinions of the general student and instructor population.

In January 2018, interviews were held in English for all levels except for Elementary level students as they lacked basic oral skills to explain their attitudes toward tests. (See Students' Interviews in Turkish & English in Appendix A, See Students' Interviews translated into English in Appendix B). 5 items for the structured interview were prepared beforehand. Everything was audio-recorded. The questionnaire to analyze the preparatory school exams was composed of 5 questions and directed to 10 students who were randomly selected. The questionnaire consisted of 2 parts. While the first part was about exams and their effects on students, the second part was about teachers and their effects on student motivation and learning. The purpose of this was to get feedback from students about instructors. Some of the items elicited information about the exam content, some about the administration of exams, some about feedback sessions, and some about the test and teacher impacts on learning. The questionnaire was a 5-point likert scale which

contained items from ‘strongly disagree’ to ‘strongly agree’. (i.e. 1= strongly disagree; 2= disagree; 3=undecided = 4=agree; 5 strongly agree).

3.4.3. Instructor Interviews

10 instructors were interviewed on the same date. The interviews were held in English and were recorded with the consent of interviewees. Questions mainly aimed at probing into course planning, curriculum, course-pack, motivation, teaching, methods, effective and ineffective parts and items, tests, and whether they matched or not.

3.4.4. Questionnaire for Computer-Based PTE Exam

As Pathan (2012) states in his study on technology and language teaching, the advent of Computer Assisted Language Learning (CALL) first gave birth and then rise to Computer Assisted Language Testing (CALT) which is a fabulous tool to assess language learners’ competency. Ibn Haldun University’s preparatory school is working with an international company whose proficiency test is called PTE and it is implemented on computers worldwide. With this purpose in mind, this study tried to gain a deeper look into the students and how they could graduate from English teaching program. In early April 2018, 35 students from Pre-faculty level finished courses at prep school and gained the right to take computer-based PTE exam in order to graduate from English preparatory school and start their departments. In the questionnaire, 10 students were asked to respond to 15 items in the questionnaire that were related to the PTE exam and the process of their English education before PTE, whether they matched or not and if the test contributed to their knowledge of English language.

3.5. Data Analysis Methods

Statistical Package for Social Sciences (SPSS V. 25) was used to analyze the quantitative data. Then, students' responses to questionnaire and interviews were compared and analyzed, spotting the similarities and differences between the two. Finally, instructors' and students' responses to questionnaires were compared to see whether they match or differ from each other in terms of attitudes and views. The abbreviation Q1 was used for researcher's questions, S1 was used for students' responses, I1 was used for instructors' responses and PTE1 was used for PTE-takers' answers for interview analysis.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

This part of the study presents the findings obtained via student questionnaires and instructor and student interviews and will be shared and discussed paving way to find answers to research questions asked in previous chapters.

4.2. Student Questionnaire

Student questionnaire aimed at eliciting students' opinions about and attitudes toward the exams. Student responses to the questionnaire were analyzed and represented in tables. Table 1 shows the results of the first item in the questionnaire.

Table 1. Item 1. 'Content of the quizzes is parallel with the course book and in-class teaching.'

Content of the quizzes is parallel with the course book and in-class teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.8	1.8	1.8
	Disagree	8	7.3	7.3	9.1
	Undecided	26	23.6	23.6	32.7
	Agree	54	49.1	49.1	81.8
	Strongly Agree	20	18.2	18.2	100.0
	Total	110	100.0	100.0	

As seen in Table 1, students responding to this item show an agreement. Whereas 20 respondents (18.2 %) strongly agree and 54 respondents (49.1 %) agree with it, only 26 respondents' responses (23.6 %) are for neutral. 8 respondents (7.3 %) disagree and 2 respondents (1.8 %) strongly disagree with the prompt in the questionnaire. That's, majority of the respondents hold

the opinion that there exists a parallelism between the lessons and quizzes. We can conclude that they are not baffled by quiz questions as they are exposed to similar content in lessons.

Table 2. Item 2. ‘Enough practice is done in classes to prepare for quizzes’

Enough practice is done in class to prepare for quizzes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.5	4.5	4.5
	Disagree	21	19.1	19.1	23.6
	Undecided	38	34.5	34.5	58.2
	Agree	36	32.7	32.7	90.9
	Strongly Agree	10	9.1	9.1	100.0
Total		110	100.0	100.0	

Table 2 shows the answers of participant students on to what extent enough practice is provided in class before quizzes. 21 respondents (19.1 %) and 5 respondents (4.5 %) claim that they were not provided with adequate amount of practice before quizzes while 36 respondents (32.7%) and 10 respondents (9.1%) assert that they were provided with sufficient amount of practice in class before quizzes. Despite extreme opinions of majority, a high proportion of respondents, 38 participants (34.5 %) stated neutralism on the issue. The statistics reveal that practice before quizzes is an issue to be considered by the authorities.

Table 3. Item 3. ‘After quizzes, students get feedback and it improves my learning.’

After quizzes, students get feedback and it improves my learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	12	10.9	10.9	17.3
	Undecided	14	12.7	12.7	30.0
	Agree	42	38.2	38.2	68.2
	Strongly Agree	35	31.8	31.8	100.0
	Total	110	100.0	100.0	

As demonstrated in Table 3, responses to the item regarding the feedback by instructors following quizzes are shared in detail. A high proportion of respondents state positivity for the item as such: 38.2 % of respondents (n=42) and 31.8 % of respondents (n=35) give favorable responses while only 10.9 % (n=12) and 6.4 % (n=7) of participants show negativity to the item in the questionnaire. What is concluded from the table is that there is certain consensus on feedback by instructors following quizzes. This is a significant point to be considered by the authorities.

Table 4. Item 4. ‘Quizzes motivate me for studying more and help me correct my mistakes.’

Quizzes motivate me for studying more and help me correct my mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	9.1	9.1	9.1
	Disagree	16	14.5	14.5	23.6
	Undecided	21	19.1	19.1	42.7
	Agree	41	37.3	37.3	80.0
	Strongly Agree	22	20.0	20.0	100.0
	Total	110	100.0	100.0	

Table 4 illustrates the level of motivation for students that comes with the quizzes. It is evident that majority of respondents show positive ideas regarding the quizzes and motivation effect. 10 respondents (9.1 %) state strong disagreement and 16 respondents (14.5 %) state disagreement, however, 41 respondents (37.3 %) and 22 respondents (20.0 %) show contention for the link between quizzes and motivation. 21 respondents (19.1 %) keep neutral on the item. We can see that quizzes have an undeniably positive effect on student motivation to study more and correct their mistakes.

Table 5. Item 5. ‘Quizzes help me improve listening, reading and writing.’

Quizzes help me improve listening, speaking, reading and writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.5	5.5	5.5
	Disagree	14	12.7	12.7	18.2
Undecided		28	25.5	25.5	43.6
Agree		43	39.1	39.1	82.7
Strongly Agree		19	17.3	17.3	100.0
Total		110	100.0	100.0	

The contribution of quizzes to four skills (listening, speaking, reading, writing) is revealed in Table 5. 62 (39.1 % + 17.3 %) respondents somewhat think that there is a close relationship between quizzes and student progress in speaking, listening, reading and writing skills. Despite positivity, there still exists a group of 20 participants (5.5 % + 12.7 %) who clearly state no progress in their four skills due to implementation of quizzes. This shows that majority of students benefit from the quizzes in terms of improving their four skills in English.

Table 6. Item 6. ‘Content of the midterm exam is parallel with the course book and in-class teaching.’

Content of the midterm exam is parallel with the course book and in-class teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.7	2.7	2.7
	Disagree	18	16.4	16.4	19.1
	Undecided	33	30.0	30.0	49.1
	Agree	38	34.5	34.5	83.6
	Strongly Agree	18	16.4	16.4	100.0
	Total	110	100.0	100.0	

As seen in Table 6, the respondents who are asked if the content of the midterm is parallel with questions in midterm exam agree with this situation slightly more than those who disagree. Whereas 18 respondents (16.4 %) strongly agree and 38 respondents (34.5 %) agree with it, 33 responses (30.0 %) are for neutral and 18 responses (16.4 %) disagree and 3 responses (2.7 %) strongly disagree with the idea in the questionnaire. That’s, 56 responses (34.5 % + 16.4 %) hold the opinion that there exists some kind of parallelism between the lessons and midterm exam. We can conclude that they are satisfied by midterm questions, however, a strong consensus does not exist on the parallelism almost as many students disagree or feel neutral on the questionnaire item.

Table 7. Item 7. ‘Enough practice is done in class to prepare for midterm exam.’

Enough practice is done in class to prepare for midterm exam.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.5	4.5	4.5
	Disagree	31	28.2	28.2	32.7
	Undecided	30	27.3	27.3	60.0
	Agree	34	30.9	30.9	90.9
	Strongly Agree	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

Table 7 shows the responses of participant students on to what extent enough practice is provided in class before the midterm. 31 respondents (28.2 %) and 5 respondents (4.5 %) claim that they were not provided with adequate amount of practice before the midterm while 34 respondents (30.9 %) and 10 respondents (9.1%) assert that they were provided with sufficient amount of practice in class before the midterm. Despite extreme opinions of majority, a high proportion of respondents, 30 participants (27.3 %) stay undecided on the issue. The statistics reveal that practice before the midterm is an issue to be necessarily considered by the authorities.

Table 8. Item 8. ‘After the midterm exam, students get feedback and it improves my learning.’

After the midterm exam, students get feedback and it improves my learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	11.8	11.8	11.8
	Disagree	18	16.4	16.4	28.2
	Undecided	26	23.6	23.6	51.8
	Agree	35	31.8	31.8	83.6
	Strongly Agree	18	16.4	16.4	100.0
	Total	110	100.0	100.0	

As demonstrated in Table 8, responses to the item regarding the feedback by instructors

following the midterm are shared in detail. Some respondents express positivity for the item as such: 31.8 % of respondents (n=35) and 16.4 % of respondents (n=18) give favorable responses while 11.8 % (n=13) and 16.4 % (n=18) of participants show negativity to the item in the questionnaire. 26 respondents (23.6 %) stays undecided. What is concluded from the table is that there is certain consensus on the necessity of feedback by instructors following the midterm.

Table 9. Item 9. ‘Midterm exam motivates me for studying more and helps me correct my mistakes.’

Midterm exam motivates me for studying more and helps me correct my mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	22	20.0	20.0	26.4
	Undecided	26	23.6	23.6	50.0
	Agree	36	32.7	32.7	82.7
	Strongly Agree	19	17.3	17.3	100.0
Total		110	100.0	100.0	

Table 9 illustrates the level of motivation for students that comes with the midterm. It is evident that majority of respondents show positive ideas regarding the quizzes and motivation effect. 7 respondents (6.4 %) state strong disagreement and 22 respondents (20.0 %) state disagreement, however, 36 respondents (32.7 %) and 19 respondents (17.3 %) show contention for the link between the midterm and motivation. 26 respondents (23.6 %) keep neutral on the item. We can see that midterm exam has a visible positive effect on student motivation to study more and correct their mistakes.

Table 10. Item 10. ‘Midterm exam has a positive effect on my listening skill.’

Midterm exam has a positive effect on my listening skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	18.2	18.2	18.2
	Disagree	18	16.4	16.4	34.5
	Undecided	37	33.6	33.6	68.2
	Agree	26	23.6	23.6	91.8
	Strongly Agree	9	8.2	8.2	100.0
	Total	110	100.0	100.0	

Table 10 indicates the link between midterm exam and listening skill progress. It is apparent that those who express positivity and negativity weigh equally on the item as 38 participants (18.2 % + 16.4 %) find the midterm exam useful for their listening skill while another 38 participants (23.6 % + 8.2 %) find it useless to improve their listening skill. Those who are undecided has the largest specific proportion with 37 respondents (33.6 %) expressing neutrality on the item.

Table 11. Item 11. ‘Midterm exam is necessary.’

Midterm exam is necessary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	8.2	8.2	8.2
	Disagree	10	9.1	9.1	17.3
	Undecided	28	25.5	25.5	42.7
	Agree	30	27.3	27.3	70.0
	Strongly Agree	33	30.0	30.0	100.0
	Total	110	100.0	100.0	

The answer is found to the question of whether the midterm exam is necessary in Table 11. It is obvious that huge proportion of respondents find it essential to have the midterm exam. In this sense, 33 respondents (30.0 %) strongly agree and 30 respondents (27.3 %) agree with the necessity of a midterm exam and only 19 respondents (8.2 % + 9.1 %) regard it as unnecessary.

Those who are undecided make up a considerable amount of the respondents with 28 participants (25.5 %). Generally, it is thought that midterm exam is an essential part of student success assessment.

Table 12. Item 12. ‘Midterm exam has a positive effect on my reading skill.’

Midterm exam has a positive effect on my reading skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.6	3.6	3.6
	Disagree	21	19.1	19.1	22.7
	Undecided	24	21.8	21.8	44.5
	Agree	49	44.5	44.5	89.1
	Strongly Agree	12	10.9	10.9	100.0
	Total	110	100.0	100.0	

Table 12 indicates the link between midterm exam and reading skill progress. It is apparent that the number of respondents who express positivity outweighs those who respond negatively on the item as 61 participants (44.5 % + 10.9 %) find the midterm exam useful for their reading skill while only 25 participants (3.6 % + 19.1 %) find it useless to improve their reading skill. Those who are undecided has an important proportion with 24 respondents (21.8 %) expressing neutrality on the item.

Table 13. Item 13. ‘Midterm exam has a positive effect on my writing skill.’

Midterm exam has a positive effect on my writing skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	7.3	7.3	7.3
	Disagree	10	9.1	9.1	16.4
	Undecided	42	38.2	38.2	54.5
	Agree	38	34.5	34.5	89.1
	Strongly Agree	12	10.9	10.9	100.0
	Total	110	100.0	100.0	

Table 13 shows the link between midterm exam and writing skill progress. It is obvious that the number of those who express positivity outweighs those who respond negatively on the item as 50 participants (34.5 % + 10.9 %) find the midterm exam useful for their writing skill while only 18 participants (7.3 % + 9.1 %) find it useless to improve their writing skill. Those who are undecided has a huge proportion with 42 respondents (38.2 %) expressing neutrality on the item. This is worth being taken into account by the administrative staff.

Table 14. Item 14. ‘Midterm exam has a positive effect on my grammar knowledge.’

Midterm exam has a positive effect on my grammar knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.5	4.5	4.5
	Disagree	13	11.8	11.8	16.4
	Undecided	29	26.4	26.4	42.7
	Agree	48	43.6	43.6	86.4
	Strongly Agree	15	13.6	13.6	100.0
	Total	110	100.0	100.0	

Table 13 demonstrates the link between midterm exam and progress in grammar knowledge. It is clearly visible that the number of those who state positive opinions outweighs those who respond unfavorably on the item as 63 participants (43.6 % + 13.6 %) find the midterm exam useful for their grammar knowledge while only 18 participants (4.5 % + 11.8 %) find it useless to improve their grammar knowledge. Those who are undecided has an important proportion with 29 respondents (26.4 %) expressing neutrality on the item.

Table 15. Item 15. ‘Midterm exam has a positive effect on my vocabulary knowledge.’

Midterm exam has a positive effect on my vocabulary knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.5	5.5	5.5
	Disagree	8	7.3	7.3	12.7
	Undecided	22	20.0	20.0	32.7
	Agree	41	37.3	37.3	70.0
	Strongly Agree	32	29.1	29.1	99.1
	33.00	1	.9	.9	100.0
	Total	110	100.0	100.0	

Table 15 points to the link between midterm exam and vocabulary knowledge progress. It is quite visible that the number of those who feel favorable about the item question considerably outweighs those who regard the item negatively as 73 participants (37.3 % + 29.1 %) find the midterm exam useful for their vocabulary knowledge while only 14 participants (5.5 % + 7.3 %) find it useless to improve their vocabulary knowledge. Those who are undecided has an important proportion with 22 respondents (20.0 %) showing neutrality on the item.

Table 16. Item 16. ‘Content of the final exam is parallel with the course book and in-class teaching.’

Content of the final exam is parallel with the course book and in-class teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.7	2.7	2.7
	Disagree	13	11.8	11.8	14.5
	Undecided	35	31.8	31.8	46.4
	Agree	42	38.2	38.2	84.5
	Strongly Agree	17	15.5	15.5	100.0
	Total	110	100.0	100.0	

As seen in Table 16, the students who are asked if the content of the final exam is parallel with questions in final exam give substantially more positive responses to this situation than those who

give negative responses. Whereas 17 respondents (15.5 %) strongly agree and 42 respondents (38.2 %) agree with it, 35 responses (31.8 %) are for neutral and 13 respondents disagree and 3 respondents strongly disagree with the idea in the questionnaire. That's, 59 respondents (34.5 % + 16.4 %) hold the opinion that there exists some kind of parallelism between the lessons and the final exam. We can conclude that they are quite satisfied by final exam questions, however, the number of those who feel neutral with 35 participants (31.8 %) on the questionnaire item is not to be undermined.

Table 17. Item 17. 'Enough practice is done in class to prepare for final exam.'

Enough practice is done in class to prepare for final exam.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	9.1	9.1	9.1
	Disagree	19	17.3	17.3	26.4
	Undecided	41	37.3	37.3	63.6
	Agree	32	29.1	29.1	92.7
	Strongly Agree	8	7.3	7.3	100.0
	Total	110	100.0	100.0	

Table 17 shows the answers of participant students on to what extent enough practice is provided in class before the final exam. 19 respondents (17.3 %) and 10 respondents (9.1 %) claim that they were not provided with adequate amount of practice before the final exam while 32 respondents (29.1 %) and 8 respondents (7.3 %) assert that they were provided with sufficient amount of practice in class before the final exam. Despite extreme opinions of majority, a considerably high proportion of students, 41 participants (37.3 %) stay undecided on the issue. The statistics reveal that practice before the midterm is an issue to be necessarily taken into consideration by the authorities.

Table 18. Item 18. ‘After the final exam, students get feedback and it improves my learning.’

After the final exam, students get feedback and it improves my learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	40.0	40.0	40.0
	Disagree	24	21.8	21.8	61.8
	Undecided	11	10.0	10.0	71.8
	Agree	22	20.0	20.0	91.8
	Strongly Agree	9	8.2	8.2	100.0
	Total	110	100.0	100.0	

As demonstrated in Table 18, responses to the item regarding the feedback by instructors following the final exam are shared in detail. A high proportion of students state negativity for the item as such: 40.0 % of respondents (n=44) and 21.8 % of respondents (n=24) give unfavorable responses while only 8.2 % (n=9) and 20.0 % (n=22) of participants show positivity to the item in the questionnaire. An inconsiderable proportion of participants stay neutral on the item with 10.0 % (n=11). What is concluded from the table is that there is a certain negativity on feedback by instructors following the final exam. This is a significant point to be considered by the authorities.

Table 19. Item 19. ‘Final exam motivates me for studying more and helps me correct my mistakes.’

Final exam motivates me for studying more and helps me correct my mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	16.4	16.4	16.4
	Disagree	17	15.5	15.5	31.8
	Undecided	32	29.1	29.1	60.9
	Agree	33	30.0	30.0	90.9
	Strongly Agree	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

Table 19 illustrates the level of motivation for students that comes with the final exam. It is evident that majority of students show positive ideas regarding the final exam and motivation effect. 18 respondents (16.4 %) state strong disagreement and 17 respondents (15.5 %) state disagreement, however, 33 respondents (30.0 %) and 10 respondents (9.1 %) show contention for the link between the final exam and motivation. 32 respondents (29.1 %) keep neutral on the item. We can see that final exam has a visible positive effect on student motivation to study more and correct their mistakes, yet, the number of undecided participants is quite high getting the authorities warned.

Table 20. Item 20. ‘Final exam has a positive effect on my listening skill.’

Final exam has a positive effect on my listening skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	11.8	11.8	11.8
	Disagree	28	25.5	25.5	37.3
	Undecided	38	34.5	34.5	71.8
	Agree	23	20.9	20.9	92.7
	Strongly Agree	8	7.3	7.3	100.0
	Total	110	100.0	100.0	

Table 20 shows the link between the final exam and listening skill progress. It is obvious that the number of those who express negativity outweighs those who respond positively on the item as 41 participants (25.5 % + 11.8 %) find the final exam ineffective for their listening skill while 31 participants (7.3 % + 20.9 %) find it effective to improve their listening skill. Those who are undecided has a huge proportion with 38 respondents (34.5 %) expressing neutrality on the item. This is worth being taken into account by the administrative staff and finding new ways to boost the skill via alterations in exam.

Table 21. Item 21. ‘Final exam has a positive effect on my speaking skill.’

Final exam has a positive effect on my speaking skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	9.1	9.1	9.1
	Disagree	14	12.7	12.7	21.8
	Undecided	26	23.6	23.6	45.5
	Agree	45	40.9	40.9	86.4
	Strongly Agree	15	13.6	13.6	100.0
	Total	110	100.0	100.0	

Table 21 points to the link between final exam and speaking skill progress. It is quite visible that the number of those who feel favorable about the item question considerably outweighs those who regard the item negatively as 60 participants (40.9 % + 13.6 %) find the final exam fruitful for their listening skill while only 24 participants (12.7 % + 9.1 %) find it fruitless to improve their listening skill. Those who are undecided has an important proportion with 26 respondents (23.6 %) showing neutrality on the item.

Table 22. Item 22. ‘Final exam has a positive effect on my writing skill.’

Final exam has a positive effect on my writing skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.5	5.5	5.5
	Disagree	16	14.5	14.5	20.0
	Undecided	37	33.6	33.6	53.6
	Agree	41	37.3	37.3	90.9
	Strongly Agree	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

Table 22 demonstrates the link between final exam and writing skill progress. It is quite obvious

that the number of those who feel positive about the item question substantially outweighs those who regard the item unfavorably as 51 participants (37.3 % + 9.1 %) find the final exam beneficial for their writing skill while only 22 participants (14.5 % + 5.5 %) find it fruitless to improve their writing skill. Those who are undecided has an important proportion with 37 respondents (33.6 %) showing neutrality on the item. This is to be taken seriously by the managers.

Table 23. Item 23. 'Final exam has a positive effect on my reading skill.'

Final exam has a positive effect on my reading skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.5	4.5	4.5
	Disagree	18	16.4	16.4	20.9
	Undecided	24	21.8	21.8	42.7
	Agree	47	42.7	42.7	85.5
	Strongly Agree	15	13.6	13.6	99.1
	44.00	1	.9	.9	100.0
Total		110	100.0	100.0	

Table 23 reveals the link between final exam and reading skill progress. It is rather clear that the number of those who express positivity about the item question substantially outweighs those who regard the item unfavorably as 62 participants (42.7 % + 13.6 %) find the final exam beneficial for their reading skill while only 23 participants (4.5 % + 16.4 %) find it ineffective to improve their reading skill. Those who are undecided has an important proportion with 24 respondents (21.8 %) showing neutrality on the item.

Table 24. Item 24. ‘Final exam has a positive effect on my vocabulary knowledge.’

Final exam has a positive effect on my vocabulary knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.5	4.5	4.5
	Disagree	9	8.2	8.2	12.7
	Undecided	21	19.1	19.1	31.8
	Agree	50	45.5	45.5	77.3
	Strongly Agree	25	22.7	22.7	100.0
	Total	110	100.0	100.0	

Table 24 makes the link between final exam and writing skill progress quite clear. It is quite visible that the number of those who feel positive about the item question is incredibly beyond those who feel negatively about the item as 75 participants (45.5 % + 22.7 %) find the final exam quite beneficial for their vocabulary knowledge while only 14 participants (8.2 % + 4.5 %) find it ineffectual to improve their vocabulary knowledge. Those who are undecided has an important proportion with 21 respondents (19.1 %) showing neutrality on the item.

Table 25. Item 25. ‘Final exam has a positive effect on my grammar knowledge.’

Final exam has a positive effect on my grammar knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	10.9	10.9	10.9
	Disagree	11	10.0	10.0	20.9
	Undecided	32	29.1	29.1	50.0
	Agree	33	30.0	30.0	80.0
	Strongly Agree	22	20.0	20.0	100.0
	Total	110	100.0	100.0	

It is indicated in Table 25 that the link between final exam and grammar knowledge progress is a significant one to be analysed. It is quite clear that the number of those who feel positive about

the item question outweighs those who regard the item unfavorably as 55 participants (30.0 % + 20.0 %) find the final exam fruitful for their grammar knowledge while only 23 participants (10.0 % + 10.9 %) find it fruitless to improve their grammar knowledge. Those who are undecided has an important proportion with 32 respondents (29.1 %) showing neutrality on the item. This is to be taken into account by the managers.

Table 26. Item 26. ‘I feel relaxed during speaking tests.’

I feel relaxed during speaking tests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	27.3	27.3	27.3
	Disagree	27	24.5	24.5	51.8
	Undecided	16	14.5	14.5	66.4
	Agree	28	25.5	25.5	91.8
	Strongly Agree	9	8.2	8.2	100.0
	Total	110	100.0	100.0	

The statement whether students feel relaxed during the speaking tests is shown in Table 26. It is evident that participants feel under pressure when they are taken into speaking exam. High proportion of test-takers (n=57, 51.8 %) disagree that speaking exam is relaxing. However, 37 participants (33.7 %) feel relaxed and comfortable when they take the oral communication test. The number of respondents who feel neutral is 16 (14.5 %). Managers had better work on improving comfort conditions for this exam.

Table 27. Item 27. ‘We have enough time during the exams.’

We have enough time during the exams.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	10.9	10.9	10.9
	Disagree	15	13.6	13.6	24.5
	Undecided	17	15.5	15.5	40.0
	Agree	30	27.3	27.3	67.3
	Strongly Agree	36	32.7	32.7	100.0
	Total	110	100.0	100.0	

The statement whether students find enough time during the tests is shown in Table 27. It is evident that participants don't feel under time pressure when they are taken into exams. High proportion of test-takers (n=66, 60.0 %) agree that exams are relaxing in terms of timing. However, 27 participants (14.5 %) feel uncomfortable about time given when they take tests. The number of respondents who feel neutral is 17 (15.5 %).

Table 28. Item 28. ‘Instructors give us feedback after quizzes.’

Instructors give us feedback for our exams after quizzes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	7.3	7.3	7.3
	Disagree	8	7.3	7.3	14.5
	Undecided	26	23.6	23.6	38.2
	Agree	36	32.7	32.7	70.9
	Strongly Agree	32	29.1	29.1	100.0
	Total	110	100.0	100.0	

As demonstrated in Table 28, students' responses to the item regarding the feedback by instructors following quizzes are shared in detail. A high proportion of students state positivity for the item as such: 32.7 % of respondents (n=36) and 29.1 % of respondents (n=32) give

favorable responses while only 14.6 % (n=16) of participants show negativity to the item in the questionnaire. What is concluded from the table is that there is certain consensus on feedback by instructors following quizzes. Neutral participants compose only 23.6 % of the respondents which is not to be ignored. However, overall, this is a significant point to be written on the side of plusses by the managers.

Table 29. Item 29. ‘Instructors give us feedback after midterm exam.’

Instructors give us feedback for our exams after midterm exam.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	6.4	6.4	6.4
	Disagree	14	12.7	12.7	19.1
	Undecided	33	30.0	30.0	49.1
	Agree	27	24.5	24.5	73.6
	Strongly Agree	29	26.4	26.4	100.0
	Total	110	100.0	100.0	

As demonstrated in Table 29, responses to the item regarding the feedback by instructors following midterm exam are shared in detail. A high proportion of students rate positively for the item as such: 26.4 % of respondents (n=29) and 24.5% of respondents (n=27) give favorable responses while only 19.1 % (n=21) of participants show negativity to the item in the questionnaire. What is concluded from the table is that there is certain consensus on feedback by instructors following the midterm exam. Neutral participants compose 30.0 % of the respondents which is a considerable proportion. This is a point to be considered by the authorities.

Table 30. Item 30. ‘Instructors give us feedback after final exam.’

Instructors give us feedback for our exams after final exam.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	41.8	41.8	41.8
	Disagree	16	14.5	14.5	56.4
	Undecided	25	22.7	22.7	79.1
	Agree	11	10.0	10.0	89.1
	Strongly Agree	12	10.9	10.9	100.0
	Total	110	100.0	100.0	

As demonstrated in Table 30, students’ responses to the item regarding the feedback by instructors following the final exam are shared in detail. A high proportion of students state negatively for the item as such: 41.8 % of respondents (n=46) and 14.5 % of respondents (n=16) give unfavorable responses while only 20.9 % (n=23) of participants show positivity to the item in the questionnaire. What is concluded from the table is that there is certain consensus on the lack of feedback by instructors following the final. Neutral participants compose only 22.7 % (n=25) of the respondents which is not to be ignored. Overall, this is a significant point to be written on the side of minuses by the authorities and then to be solved.

4.3. Interviews with Students

A structured interview was administered with ten students who were selected randomly to support their answers in the questionnaire and learn about their views that might not be stated in the questionnaire. Responses were analyzed and they then were categorized as positive and negative responses under the same group. (See Students’ Interview Questions in Appendix C).

Q1: What do you think about the negative and positive aspects of quizzes?

Positive Responses

S1: I find quizzes helpful for repeating previously learned topics.

S2: Quizzes prepare us for midterm and final exams gradually.

S5: Having quizzes is quite beneficial for me to revise vocabulary.

S7: Due to quizzes, we can see our strong and weak sides in English.

S8: Quizzes keep us lively and energetic.

What is obtained from student comments here is that quizzes provide students with the chance of revising their previously learned topics and vocabulary. Step by step, quizzes prepare students for midterm and final exams. They also keep students from getting lost during the module.

Negative Responses

S2: Quizzes are not memorization. They don't contribute to our English even a bit as they are the copy of what has been learned in class. I think we need more authentic materials rather than tests.

S4: We study for quizzes with the purpose of getting high marks but not with the aim of learning something. It's memorised.

S5: There are too many quizzes and it is a huge stress factor to me.

S7: Quizzes are all about overall percentage to pass the module.

S8: First quizzes are ok in the beginning of the module, but towards the final exam, they turn into stress factors.

As it is obviously seen in student responses, quizzes cause stress for many students as well as pushing the students to focus on memorization rather than learning the language itself. Some even more strangely argue that quizzes and their content show too much similarity to what is in the book. This is a surprising comment to be heard from a student.

Q2: What do you think about the negative and positive aspects of midterms?

Positive Responses

S1: Midterms are effective to measure our performance in the middle of the module.

S3: I feel like a Professional student when I get prepared for exams.

S6: Due to midterm exam, teachers learn about our weaknesses and strengths.

S9: Midterms measure our English level and show us our weak and strong sides.

As indicated in student comments, midterms provide students with a way to diagnose their requirements in the middle of the module. Plus, it helps students and teachers get to know each other academically and gives teachers comprehensive feedback on their students' performance.

Negative Responses

S2: Exams are so similar to book content and in-class activities that I guess students just memorize what is to come in tests. This doesn't help them get benefit and acquire the language.

S4: Midterm exam assesses the memorized knowledge but not the English learned.

S6: Till midterms, I can't keep track of time and we suddenly find ourselves face to face with the midterm exam. As I don't get prepared well enough during this time due to projects and homework, I can't study for midterm enough which puts me under huge stress.

S7: Midterms have a negative effect on me as they have enormous amount of percentage share in overall assessment.

S8: The share of midterm percentage in overall score is a trouble-maker for me.

It is clear that numerous students complain about the excessive amount of similarity between courses and tests emphasising that it may lead to rote memorization, not acquisition, what's more, the middle of the module is not seen as the suitable time for midterm exam due to continuing homework and projects that student work on.

Q3: What do you think are the negative and positive aspects of the final exam?

Positive Responses

S1: Final exam helps me revise and remember the covered subjects and studies.

S3: We can get prepared for exams in an effective way thanks to the final exam and see where we stand.

S5: Final exam measures my performance.

S6: Teachers can detect our problematic points.

S8: Final exam is a fair exam and probably it is the fairest one among all exams.

S9: Final exam makes our knowledge stronger!

It is quite noticeable that final exam is more favorable than other tests among preparatory school students as it measures cumulative skills and students have time to prepare for it with minimum stress during the module, furthermore, they find it helpful for revision of their language

skills.

Negative Responses

S1: Speaking part in final exam causes a lot of stress to me. Plus, speaking, contrary to the positive situation with other skills in exam, doesn't match course book or in-class activities and always challenges us unfairly.

S2: Course book and in-class activities are exactly same with final exam which annoys me as many students memorize everything but they don't learn English.

S3: Final exam is frustrating!

S4: There is no creativity in final exam! It leads students to 'memorize and forget' system!

S5: Low scores get me into depression and ward me off the English.

S6: Speaking exam puts me in shock in final exam! Moreover, teachers don't explain the problem to me well enough and I feel like everything is wasted in the end!

S7: Exam doesn't measure our skills as it is based on memorisation. Learning English shouldn't be about numbers and scores.

S8: Feedback is missing in final exam. Till today, I haven't been given feedback even once after finals which is so saddening.

What is noticed regarding the students' opinions about the final exam can be explained in three main categories: 'memorisation, not learning', 'speaking exam and mismatch' and 'lack of feedback'. Students claim that exam pushes them to memorise the subjects. Also, speaking part is

said not to match with classroom content. Majority of students complain about the lack of feedback after final exams.

Q4: What do you think are the effects of the quizzes, midterm and final exams on your learning?

Positive Responses

S1: I get motivated to study and also to participate in class as I know that exams are nearing anytime soon and they are held frequently. I repeat everything due to the need for studying for exams.

S3: Gradually, I get prepared for exams and they teach me how to be disciplined and gain study habits.

S7: In exams, I love creativity parts such as ‘summarising, reading for different skills’.

S8: Exams help me diagnose my weak and strong sides, thus pushing me to focus on the points I feel I lack in.

Negative Responses

S2: As the book and exams have the exact same content, exams don’t help me much as I can already study at dormitory on my own. For a student with an effective program, the book itself would be enough to learn English, I suppose.

S6: Due to the stress factor, I don’t think that I can focus on learning. We have a lot of exams with short intervals. This causes me to distract my mind away from studying for learning.

S7: As I memorise vocabulary and some specific skills and forget them after exam, I don’t feel like I benefit from the program at all.

Q5. What are the positive and negative aspects of teachers and their methods on your motivation and learning?

Positive Responses

S1: When teachers help in tutorials, it is really effective.

S2: Teachers teach us what's on the book.

S3: Our instructors guide us for exams.

S4: A few teachers have creative ways to teach. That is really vital in learnin English!

S7: Encouraging teachers are helpful.

S8: If teachers turn the subjects into creative topics, then I really learn well.

Students need creative teachers who can surprise students, contribute to their world knowledge and get them to like the language through personal initiatives.

Negative Responses

S2: Teachers show us only what the book has. They don't anything from themselves.

S4: If a teacher just sits on the chari and table and gives us imperatives and instructions without any clarification and adding some creativity, students don't learn anything and they get far away from English.

S5: Teachers should improve effective tactics for teaching.

S6: with reading, listening, writing, speaking and vocabulary & grammar teaching, instructors have to find interesting and creative ways such as re-telling, summarising, adding

personal details into these skills. Otherwise, we only do what's on the book and pass it.

S7: We need encouragement to study, motivation to do creativity on skills, learning new words and grammar, using them in context, however, I can't get this support from my teachers.

S8: A teacher is not a guard who sits there and opens the pages one by one. I don't get benefit from those teachers. Noone can get.

S9: Instructors must develop methods, systems, tactics to reach the student and activate their minds. This way, I definitely believe that success rate will boost.

It is undeniable that students are aware of the need to have productive, creative, fruitful, effective and industrious teachers who can motivate the students and push them to go beyond their limits and go to their extremes and become quite successful. Students complain about passive teachers who are there just to instruct book content ineffectively to students and then walk out of classroom.

4.4. Interviews with Instructors

A structured interview was administered to ten instructors in order to obtain data about their views towards quizzes, midterm and final exams. Responses were analyzed and were then categorized as positive and negative responses. (See Instructors' Interview Questions in Appendix D). Instructors were asked whether quizzes, midterm and final exams match with course objectives.

Q1. Do you think that the content of quizzes, the midterm and the final exam matches with coursebooks and in-class teaching?

Positive Responses

I1: Eventhough midterm and final exams have minor mismatches with course book and in-class teaching, quiz content matches with classroom teaching.

I2: Class activities match with exam content to large extend.

I3: We have done a good job matching the quizzes, midterms and finals on the outside.

I4: Class teaching matches exams. Vocabulary and grammar especially match with classroom teaching.

I6: Generally, exams match the content of books and activities.

I7: Exam content is parallel with book content.

I8: the exam content relatively matches. For example, quizzes are quite parallel with in-class activites.

Negative Responses

I1: Though content of exam matches with books, the tasks differ considerably. In class, we do tasks such as ‘listening to specific words and details, paraphrase etc.’


I2: Despite the match between book and exam content, I believe that there is not enough time to be spent on digestion. Yet, speaking part in final exam mismatches the book and activities.

I3: In spite of the match between book and exam content, they didn’t help us reach our end goals and outcomes.

I5: Fill in the gaps questions don't match classroom teaching, particularly the questions that ask students to complete half words with suitable functions such as noun, verb, adjective form.

I7: Very high level of competency is needed to accomplish in exams. Questions are beyond students' level.

I8: Some vocabulary questions such as complete the missing one, initial letter given questions, word forms are not covered in class but asked in exam. Sometimes, midterms go off the track and contain high level language questions. Students get shocked by them. Listening tracks are way more challenging than in-class audio tracks.



Q2. Do you believe that the results of quizzes, the midterm and the final exam increase your teaching motivation?

I1: Bad results don't motivate me. On the contrary, terrible results demotivate me. However, bad results are not my fault as I do everything for students. Rest is up to them.

I2: Low scores demotivate me as the students don't want to come to classes or as they don't participate energetically and willingly. Sometimes, I don't know how to motivate them in such cases.

I3: I am not influenced by their scores as I have already had high expectations from the students since the beginning of the year.

I4: When students get bad scores, I get demotivated but beyond that, I get into questions of how to improve them, how to spot their mistakes and how to adjust the materials according to their needs.

I5: If results are good, I am happy, if not, I am down.

I6: Students are responsible for scores. I feel confident about my tactics. Some students who get low scores give up at first but get motivated later on.

I7: My motivation is not the scores but learning and teaching, acquisition. So, results don't influence me.

I8: Depending on the scores and individual students, I feel upbeat or down.

Q3. In your view, do the exam results have positive or negative impacts on students' motivation and learning?

I1: Students focus on exams earlier, and when they get low score, their motivation is ruined most of the time.

I2: My students give up with low scores. Minority of them struggle to achieve high scores after a terrible exam.

I3: With low scores, my students get demotivated and they turn lazy. What's worse, they don't accept criticism and blame other things.

I4: Low scores result in late coming, less participation and only few of them struggle to compensate low scores.

I5: Bad results drop their motivation.

I6: Students who start preparatory school in upper levels can manage everything better. However. Early beginner fail most of the time.

I7: It depends on students' personality. Some are motivated by low scores while some get into depression.

I8: Poor results demotivate students.

Q4. What strategies and methodologies do you employ in classes?

I1: I focus on PTE-oriented skills such as giving short answers, typing accurately, summarising and task-based activities.

I2: I try to implement communicative activities that I've learned in Celta and Delta Trainings.

I3: I use activities such as group-mingle, result reports, share-pair, description.

I4: I don't apply strange strategies. I use usual methods such as following the book, debates, learning outside the classroom etc.

I6: I focus on self-centred activities such as hand-on practices, games, interactive whiteboard games, group works that are not boring stuff.

I7: I use learner-centred, learner-autonomous methods.

I8: I point out scanning, skimming skills a lot. Academic self-discovery is crucial for my objectives. Little teacher talk is preferred by me. I make effort to align goals and objectives with each other.

Q5. What do you believe should be added into or taken out from the courses, the quizzes, the mid-term and final exam?

I1: Vocabulary parts in exams should not focus on word groups such as antonyms and synonyms, fill-in-the-gaps, however it should give students the target vocabulary.

I2: Time writings should be more like practice but not like a test! As I see now, PTE test and modules don't go hand in hand!

I3: The content is too much and there is no time to digest!

I4: We should be more department-oriented.

I5: Consolidation is an issue to be considered.

I6: More speaking is needed.

I7: We shouldn't be grammar-oriented.

I8: We need better rubrics which are professionally-prepared. Standardized grading is also important.

Teachers' suggestions shed light on numerous points as to improve the system in language school. They are ranged from rubrics to assess exams to end-goals such as faculty and departments. Even if it is not viable to bring all the necessary elements for pure success together, it'd be good at least to know what to have as ingredients.

4.5. Computer-assisted PTE Academic Questionnaire and Interview

In a structured interview with ten PTE test takers selected randomly to share their first-time experience with a computerized exam and to give feedback about it, 15 questions were asked to participants. Some participants stated only positive or only negative points while others stated both of them together.

Students' Positive Ideas about the PTE test

Q1: What do you think about the parallelism between the PTE test content and course book content & classroom activities?

PTE3: High proportion of what we did in class matched with the PTE test content.

PTE5: PTE test questions were almost the same as the content of PTE Expert book.

PTE 8: The handouts given by teachers covered similar items to PTE test. Plus, PTE Expert book exercises provided us with good preparation opportunity.

As seen in Table 34, students express positive opinions about the parallelism between the

PTE test and course book content. Even, one student mentions of course book and advantage of positive classroom activities.

Students' Negative Ideas about the PTE test

Q1: What do you think about the parallelism between the PTE test content and course book content & classroom activities?

PTE 2: Many skills in PTE test were missing from in-class activities. We need more variety for question types before exam time.

PTE4: We were not supported by the teachers regarding the significance of the skills to be assessed in PTE test with classroom activities.

As seen in Table 35, a number of students have complaints about the relevance of exam and classroom activities. Students criticize the way teachers present how to study or get motivated for the PTE. One student claims that they need more variety in class before exam in terms of question types to be asked in PTE test.

Positive opinions on the link between PTE exam and language skills

Q2/3/4/5/6: Do you think that PTE exam improves students' speaking, listening, reading, writing skills and vocabulary & grammar knowledge?

PTE3: Owing to numerous times of practice even during exam, I feel that I have improved my listening skills in PTE test.

PTE7: Before and during the exam, we were exposed to several times of listening question types, speaking and other productive skills with 're-tell a lecture, summarize a paragraph orally'

activities.

As discussed in Table 36, students feel thankful to activities provided in PTE course book and exam questions as they believe that these give them the chance to improve their skills in several ways.

Negative opinions on the link between PTE exam and language skills

Q2/3/4/5/6: Do you think that PTE exam improves students' speaking, listening, reading, writing skills and vocabulary & grammar knowledge?

PTE6: Frankly, I couldn't notice any change in my language skills and I think that it stems from lack of skill practicing opportunities before and during the exam.

PTE9: As there were not explicit grammar questions in PTE test, I don't think that I have added onto my current grammar knowledge.

As understood from Table 37, students feel the need to have more skill-based questions and exercise. Specifically speaking, one student touches on the absence of grammar drills in PTE test by expressing his negativity that he couldn't see any progress in his grammar knowledge.

The positive link between PTE test and motivation to learn English

Q7: Do you think that PTE test motivates you to learn English?

PTE2: I definitely believe that it does! Since I come across a lot of new skills in English, I feel myself able to acquaintance myself better with English.

PTE5: All my life, I have been learning English and I was about to give up on it! Yet, I met PTE course book which gave me a whole new world about systematic skill learning and analyzing information with various question types such as ‘answer short question, repeat sentence, summarise lecture’

It is seen in Table 38 that contrary to what these students have been learning unwillingly all their life in English courses, PTE studies offered them professionally-prepared and -developed question types, skills and opportunity to practice their English in authentic real-life materials that made them quite happy and satisfied.

The negative link between PTE test and motivation to learn English

Q7: Do you think that PTE test motivates you to learn English?

PTE1: Because of family pressure to pass the exam, this test has affected me badly and I have unconsciously stopped finding English a funny language to learn.

PTE10: As I couldn't master on writing skill in PTE, I lost my liking in other skills as well.

As noticed in Table 39, some students lost their motivation due to external factors such as family pressure and some others couldn't improve themselves in specific skills and this caused them to lose their interest in English generally.

Positive Answers on technical issues and PTE test

Q8/9/10/11/12: Did you have any technical problems during the test? Did you find it comfortable to write essay and summaries and select answers using the mouse and keyboard, to hear the audio tracks, to speak to a device rather than a human, to look at the screen to read texts?

PTE2: I found it much easier to read the paragraphs on the screen with my head up rather than bending my head to read on a book page. It was really different and good.

PTE3: I felt as if I was reading news on my laptop as I do every morning. Also, it made me feel like in a casual environment thus not making me anxious and nervous.

PTE6: As I am much better with computer games, it was much easier to me to have the control on the device. This gave me self-confidence boost! Besides, it was much more relaxing to talk to a device rather than a human.

As indicated in Table 40, students felt quite comfortable to be with a computer as they use it in their lives. This gave them self-confidence and relaxation resulting in a higher possibility to achieve good scores. Also, speaking to a device made them feel more relaxed than speaking to a humankind.

Negative Answers on technical issues and PTE test

Q8/9/10/11/12: Did you have any technical problems during the test? Did you find it comfortable to write essay and summaries and select answers using the mouse and keyboard, to hear the audio tracks, to speak to a device rather than a human, to look at the screen to read texts?

PTE4: I forgot to turn the volume up and I got panicked in the very beginning of the exam! I was demotivated and couldn't do well because of the possibility of another risk. Also, I couldn't write well with a keyboard and I kept typing and deleting for a very long time which caused me to lose time.

PTE9: I had trouble with headphones as I couldn't hear the initial questions. I don't have a positive relationship with technology in my daily life. I knew that would happen and it did! I was right!

PTE10: Several times, internet connection dropped and I had to skip some questions. I got a lower score than what I could get normally. I gave a petition stating my reason to management.

As noticed in Table 41, students complain about technical and mechanical errors such as internet connection drops, headphones and volume problems and the fact that they are not good with technological devices.



Questions related to exam items and ways to improve scores

Q13/14/15: What are the easy/challenging question types in PTE test and what can be done to improve result?

PTE1: Writing was the easiest part to me. Dictation, Summary of Lecture and Repeat Sentence were the challenging parts. More practice should be done on question types and online video sources such as Youtube channels could be resorted to get help from.

PTE2: Reading aloud part was the easy one. However, Repeat Sentence and dictation were really challenging. PTE studies could start earlier in the beginning of the semester.

PTE3: I had no difficulty with Reading aloud part. Repeat sentence activity was the hardest one because it was hard to decipher what was being said. We need better organization for PTE test.

PTE4: Reading aloud part was simple, but, repeat sentence was not so easy since I couldn't hear what they said. A better organization is needed for a better PTE exam score.

PTE5: I found reading aloud easy. The challenging part was repeating the sentence as it was hard to catch the words.

PTE6: While Reading aloud activity was easy, repeating sentence was little bit challenging. TO overcome these issues, we need orientation from early prep school levels like elementary.

PTE8: Reading aloud was easy. Repeating sentence was hard. We need to start studying much earlier for PTE.

PTE9: Speaking and Writing skills were easy but Reading skills were challenging. We need more

mock exams and we should learn how to use computer more effectively during a test. We also had better learn assessment chart for PTE questions and time management.

PTE10: Short answers, highlight the correct summary, highlight incorrect words, summarise spoken text, fill in the blanks (listening) were easy parts. However, describe image, re-tell lecture, repeat sentence, fill in the blanks (reading), multiple choice questions were not simple. Vocabulary and phrases should be taught. PTE mock exam should be taken in the beginning to see the progress, PTE tips should be shared.

In Table 42, it is visible that majority of test takers had difficulty with 'Repeat the sentence' part whereas they found it quite doable to answer 'Describe Image' and 'Read Aloud' parts. Main suggestions were on having mock tests before the main test, earlier start for practice and better tips for question types.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This study was administered in a private institution and aimed to investigate the washback effects of quizzes, midterm and final exam and a computer-based exit/graduation test at English Preparatory School of Ibn Haldun University. The research questions were answered based on the results of questionnaires, interviews and class observations. In this chapter, findings are presented and interpreted, implications are given and suggestions are made.

5.2. Findings

Research Question 1: What are the attitudes of the students towards quizzes, midterm exam and final exam in each level quarter in terms of washback?

Based on the analysis of the data, it can be said that a number of students don't like quizzes, midterms and finals. However, many students reflected their positive attitudes towards exams as they are effective opportunities for them to revise and remember the subjects and lessons covered. Another reason why students find exams useful is that exams help them and teachers see where they stand in the learning process. Specifically the level of grammar and vocabulary knowledge boosts dramatically thanks to the exams. On the other hand, by taking these tests, students' motivation does not increase as they take the tests not for entertainment but for passing the module for the next level. This causes stress, anxiety and nervousness for

students. When the stress-causing exams result in low scores, test-takers get into a worse mood and some even get depressed. When it comes to midterm and finals, similar findings were obtained. While some students are happy to take midterm and final exams, so many students don't like these exams due to several reasons. For example, the positive perspective is that these exams are relatively skill-based and it gives students the chance to see and practice their productive and receptive skills. However, as many students don't have regular study habits, they don't revise the subjects on a daily basis and exams like midterm and final make it challenging for them to study a lot of topics and due pages in a short time like one or two days. To sum up, quizzes, midterms and final exams are good indicators of students' performance whereas they are disliked owing to the stress they cause for students.

Research Question 2: Do the quizzes, midterm exam and final exam result in only positive or only negative effects or both on the students' learning English in the preparatory program?

According to findings obtained through interviews and questionnaires, exams results in both positive and negative washback effects on learning. Students believe that exams have more beneficial effects than harmful ones. Initially, exams are helpful tools to keep the students alert for following the classes and studying day to day. They are also good tools to measure students' performance and get them to revise all subjects covered till that time. Quizzes are mini, short tests to help students see their strengths and weaknesses, prepare for the mid-term and final exams in a better way, and finding better ways for studying more effectively. Quizzes are held almost every two weeks. This helps students to see their weaknesses and strengths so as to get prepared better for midterms and final exams. Feedback after the quizzes, midterms and finals are

supposed to be very beneficial. However, as there is module break time after the finals, students and teachers may not encounter each other to get better feedback on their performances. This is a common complaint by students. The grading for quizzes, midterms and finals are reacted positively by the majority of students as more than one marker check the exam papers. As more than one rater rate the exam paper, the marking is more reliable. Another factor for exam marking satisfaction of the majority of students is that different types of questions are asked such as fill-in-the-blanks, multiple choice, re-tell, summarise. This helps to measure the maximum number of students in a healthy way. Nevertheless, there is some criticism by students that exams are too mechanical and similar to book content and thus they stop creativity and lead the test-takers to memorization and being passive learners. There are also some students complaining about the difficulty of listening and reading questions in midterms and finals. A large number of students also complain about the frequency of exams since they feel as if they are in a rush of exams but not learning English. Despite this, there are some students who are ok with the frequency of exams. It is up to the institution to satisfy both sides. Overall, there exists a positive washback effect on students' learning English in that if they get low scores, they detect their mistakes and try to fix them and get better results next time thus making them more motivated to learn the language. If they get good grades, they keep on implementing the similar study tactics and strategies, which creates a positive washback effect.

Research Question 3: What are the attitudes of the instructors towards quizzes, midterm and final exams in each level quarter in terms of washback?

Instructors are of the opinion that exams bear strong and positive but also weak and negative aspects for students' success. Former opinions are centred around the extent of

parallelism between exams and content taught. What instructors believe and perceive is that tests measure basically needed skills and covered topics. Instructors are also satisfied by the fact that exams motivate students to study more and regularly. Furthermore, exam results give instructors an overall idea of their students. According to them, tests are good sources for the assessment of grammar and vocabulary parts. However, exams make teachers confused about a very important issue: should they teach for high exam scores or should they teach for students' competency in English? That's why they have several suggestions as to how exams should be. To give examples, they think that vocabulary questions should stimulate students to study for target vocabulary groups and word use rather than word forms. The frequency of exams should be less as it creates stress among students and leads to passing exams but not learning the language. They also claim that there should be more speaking to be included during class hours and to be tested in exams. Many instructors also are of the opinion that the system should focus more on the testing of productive skills rather than grammar forms. They also recommend that goals and objectives match with teaching and testing, thus, publishing company of main course books should be contacted and asked to send professional tests.

Research Question 4: Do the quizzes, midterm exam and final exam result in only positive or only negative effects or both on the instructors' teaching English in the preparatory program?

Instructors' positive and negative opinions about the exams' effect on teaching were also elicited through interviews and questionnaires. It is clearly seen that they have both positive and negative perspectives. First, exams affect students and teachers as they increase motivation. As test-takers know that class room content will be in the exam content, they pay more attention to

the teachers so as to be successful in exams. Likewise, teachers focus more on topics that are likely to come up in exams in order to get their students to reach higher scores in these exams. However, this may cause nuisance for some teachers who want to teach their students general English skills rather than specific exam-related topics alone. These teachers think that exam-centered studies and teaching narrow down students' opportunity to learn English in a more comprehensive way. This type of study limits students' range for language acquisition. Another point to touch upon here is that exam results affect motivation. If students get high or expected marks, both teachers and students become motivated to teach and study. Lessons become much easier and entertaining to teach in this situation. Test results also help instructors to see their strong and weak sides in their profession. Another point is that when exams are not enough to show the overall performance of students, they create negativity for both instructors and students. Hence, instructors ask the institution for exams that require students to use multiple skills and broaden their horizon in this new language. Many instructors believe that they are not provided with sufficient amount of supporting and supplementary materials, and therefore students cannot get adequately equipped for exams. Moreover, some teachers focus on only points to be covered in the exams and ignore or neglect other points that are also crucial in learning English comprehensively and becoming a competent user of the language. Regarding speaking part in final exam, there is a general concern among the instructors and students that tasks done in class don't appear in the exams. Some instructors voice their concerns over the need for preparation of PTE beginning from the first module on. To sum up, despite the need to fix a number of portions of the exam that cause negative washback effect, it can be said to exist a positive washback effect to motivate both students and instructors to learn English. Instructors can enhance their performance by evaluating students' results in a positive way in that if the scores are low,

instructors fix their mistakes and try not to repeat them again. If the results are positive, they keep on implementing the similar tactics and strategies, which creates positive washback effect on their teaching.

Research Question 5: What are the attitudes of students towards PTE and does PTE results in positive or negative washback effect?

According to the data collected through the questionnaires and interviews with students who took computer-assisted PTE test, negative and positive attitudes and likewise, negative and positive washback effect can be noticed in PTE test. That is, some students felt grateful to classroom activities given in PTE course book and exam questions as it was believed that these activities helped them get a chance to boost their skills in numerous ways. However, some other students voiced their complaints about the relevance of exam content and in-class teaching and learning activities. They criticize that teachers don't present well enough how to study or get motivated for the PTE test. Students argue that they should be provided with more variety in class in terms of question types that are likely to be asked in PTE test.

Moreover, as opposed to what PTE test-takers in IHU had been unwillingly exposed to all their educational life in English courses, PTE studies offered them professionally-prepared and -developed question types, skills and opportunity to practice their English in authentic real-life materials that made them quite happy and satisfied. Yet, a number of students expressed their need to deal with more skill-based questions and practice. Some students argued that due to the absence of explicit grammar questions in the PTE test, they couldn't see any progress in their grammar knowledge. In addition, some students lost their motivation owing to outer factors

including family pressure, peer pressure and some others felt that they should have improved themselves in certain skills. As a result, this led them to be uninterested in English overall.

When it comes to the digital nativity, students were quite comfortable to use a computer in a test as the majority of them had familiarity with technological devices in their lives. This let them feel self-confident and comfortable to handle the process that resulted in a higher performance to help achieve higher scores. Plus, some students who normally felt reserved for speaking to people found it more soothing to communicate with a device. Notwithstanding the feeling of comfort and getting over the shyness to interact with people in real-life, many students voiced complaints about technical and mechanical problems that occurred such as internet connection outages, non-adjustable headphones and volume and the fact that they were not good with technological devices.

As to question types in PTE, it is apparent that the majority of test takers had challenges with 'Repeat the sentence' part while they found it quite doable to answer 'Describe Image' and 'Read Aloud' parts. Basic demand by students was having practice tests during the course and better and varied tips to solve likely question types more effectively, in a more correct way and faster.

Overall, PTE had positive and negative washback effects on students' learning. More in-class practice with more effective tips should be provided. Furthermore, several mock exams on a real computer should be implemented for test-takers as they had better acquaint themselves with how to take a computer-assisted test. Prior to the test, probable problems regarding technological and mechanical aspects of the implementation of the test should be cautiously and thoroughly detected and solved. Students should be informed in detail.

1.3. Conclusion

The analysis of the research questions reveal that quizzes, midterm and final exams exert positive and negative washback effects on teaching and learning English in Ibn Haldun University School of Languages. As the exams match the book content covered in classes, this gets students to study on the classes regularly. Furthermore, the frequently held exams are mostly favored by students and keep them motivated to study in a more interested and enthusiastic way. The vocabulary and grammar parts, listening and reading question types are similar in exams and classes which in turn has the students give more attention in classes thus creating a productive and fruitful teaching and learning environment. Instructors also benefit from this environment as the students are attentive so are the instructors to the needs of individuals in classes. These instructors try to emphasize on classes much better and fertile due to the attention of learners. Question types in exams are many times prepared other than multiple choice questions in order to invoke creativity and provoke thought such as short answer, fill-in-the-gaps, repeat and retell sentence, summarize the written and spoken test. All these factors contribute to positive washback in teaching and learning English.

In spite of the fact that there exists positive washback, there are inevitably some areas where negative washback can be observed. Basically, memorization of book content is one of these areas. The knowledge learned for a short period of time is not permanent, and temporary knowledge is soon erased from the memories and language acquisition doesn't take place. Eventhough the exams are favored by many students, there are so many students as to focus on passing grades rather than learning English only to be able to start the next module.

1.4. Implications of the Study

The study indicates that exams have positive and negative washback effects. The goal of an institution should be to maximize positive washback effect and eliminate or minimize the negative washback effect. This and previously done studies can give insights into the field of washback and what needs to be done to achieve higher positive washback effect. A number of ways can be listed to achieve this goal.

Firstly, test content might be revised and decisions can be taken as to what should be included or excluded from the exams. As instructors suggest, skill-based questions had better be promoted in tests so as to give the students the chance to learn and practice authentic, real-life English, one that is not forgotten and washed away the day after the test. Grammar and vocabulary knowledge can be measured more effectively via implicit ways rather than being explicitly measured in tests.

Another concern by students and instructors is that somehow speaking should be integrated into quizzes and midterm so that both students and instructors can practice it several times before learners are tested in final exam which creates enormous amount of anxiety. Listening questions should also be kept level-appropriate as there is criticism that listening questions are a bit more challenging than actual class teaching and practice.

Another point made by students and instructors is that testing staff should provide more materials related to exams for practice studies of students. Instructors also complain that there should be more standardization in grading exam papers specifically writing and speaking parts. Despite brief standardization meetings, instructors need to be provided with more professional support, by experts of the field if necessary. More time should be given for feedback and

correction sessions should be arranged as feedback alone is not sufficient to eliminate the mistakes of students and then to improve them.

Finally, regarding the PTE exit test at the end of the preparatory school, more practice needs to be done in previous modules and more information should be given to students as to scoring guide and technology use.

1.5. Suggestions for Further Research

In this study, washback effects of English exams in Ibn Haldun University School of Languages have been investigated. The results can be of help to school managers, testing office and also instructors in that they could see better what their colleagues think and are concerned about. This may give better insights into their minds regarding what the common issues are for many instructors.

Other researchers can also benefit from this study and can implement their own studies in different institutions and universities to find out the washback effects of exams. Further studies can be exerted to find better exam types and styles to make it as realistic and authentic as possible for students to learn English.

For PTE test, students and instructors should be informed better and more profoundly by an expert and all modules beginning from elementary level should be organized and planned in line with PTE end goals and objectives so that the institution can create a more uniformed system for preparing students from early stages of English to the upper levels and faculty programs.

This study has been done with 150 students as that is the total number of the university

attendees. Plus, there is a high number of students who state no ideas and opinions, that's, undecided and neutral ones. This can be a point to consider for researchers planning a further study.



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APPENDICES

APPENDIX A.

Dear Participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Istanbul Sabahattin Zaim University (IZU). For my master thesis, I am conducting a study of washback effect of exams/tests on learning and teaching English for the English Preparatory School students at Ibn Haldun University (IHU). The aim of this questionnaire is to obtain information for this purpose. Participation is voluntary and completion of the questionnaire means that you grant permission for your answers to be used for this study. Responses will be kept confidential and anonymous. Your assistance is appreciated.

Thanks in advance.

Mehmet Akın Bulut

Istanbul Sabahattin Zaim University Master of Arts

in Teaching English as a Foreign Language

<p>5. Quizzes help me improve listening, speaking, reading and writing.</p>					
<p>6. Content of the midterm exam is parallel with the course book and in-class teaching.</p>					
<p>7. Enough practice is done in class to prepare for midterm exam.</p>					
<p>8. After the midterm exam, students get feedback and it improves my learning.</p>					
<p>9. Midterm exam motivates me for studying more and helps me correct my mistakes.</p>					

10. Midterm exam has a positive effect on my listening skill.					
11. Midterm exam has a positive effect on my speaking skill.					
12. Midterm exam has a positive effect on my reading skill.					
13. Midterm exam has a positive effect on my writing skill.					
14. Midterm exam has a positive effect on my grammar knowledge.					
15. Midterm exam has a positive effect on my vocabulary knowledge.					

<p>16. Content of the final exam is parallel with the course book and in-class teaching.</p>					
<p>17. Enough practice is done in class to prepare for final exam.</p>					
<p>18. After the final exam, students get feedback and it improves my learning.</p>					
<p>19. Final exam motivates me for studying more and helps me correct my mistakes.</p>					
<p>20. Final exam has a positive effect on my listening skill.</p>					
<p>21. Final exam has a positive effect on my speaking skill.</p>					

22. Final exam has a positive effect on my writing skill.					
23. Final exam has a positive effect on my reading skill.					
24. Final exam has a positive effect on my vocabulary knowledge.					
25. Final exam has a positive effect on my grammar knowledge.					
26. I feel relaxed during speaking tests.					
27. We have enough time during the exams.					
28. Instructors give feedback after quizzes.					
29. Instructors give					

feedback after the midterm.					
30. Instructors give feedback after the final exam.					



APPENDIX B. Öğrenci Anketi

1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle Katılıyorum

SORU	1	2	3	4	5
1. Quiz içerikleri, kitap ve ders içi öğretim ile paraleldir.					
2. Quizlere hazırlanmak için sınıf içerisinde yeterli pratik yapılmaktadır.					
3. Quizlerden sonra, öğrenciler geri bildirim alırlar ve bu öğrenmemizi geliştirir.					
4. Quizler beni daha fazla çalışmaya					

motive eder ve hatalarımı düeltmeme yardımcı olur.					
5. Quizler dinleme, konuşma, okuma, yazma becerilerimi ve dilbilgisi ile kelime hazinemi geliştirir.					
6. Ara sınav içeriği, kitap ve ders içi öğretim ile paraleldir.					
7. Ara sınava hazırlanmak için sınıf içerisinde yeterli pratik yapılmaktadır.					
8. Ara sınavlardan sonra, öğrenciler geri bildirim alırlar ve bu öğrenmemizi					

geliştirir.					
9. Ara sınav beni daha fazla çalışmaya motive eder ve hatalarımı düeltmeme yardımcı olur					
10. Ara sınavın inleme becerim üzerinde olumlu etkii vardır.					
11. Ara sınavın konuşma becerim üzerinde olumlu etkisi vardır.					
12. Ara sınavın okuma becerim üzerinde olumlu etkisi vardır.					
13. Ara sınavın yazma becerim üzerinde olumlu etkisi vardır.					
14. Ara sınavın dilbilgisi seviyem					

üzerinde olumlu etkisi vardır.					
15. Ara sınavın kelime bilgim üzerinde olumlu etkisi vardır.					
16. Final sınavı içeriği, kitap ve ders içi öğretim ile paraleldir.					
17. Final sınavına hazırlanmak için sınıf içerisinde yeterli pratik yapılmaktadır.					
18. Final sınavlarından sonra, öğrenciler geri bildirim alırlar ve bu öğrenmemizi geliştirir.					
19. Final sınavı beni çalışmaya motive eder ve hatalarımı					

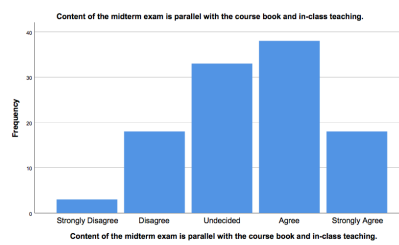
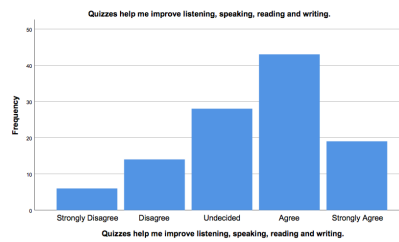
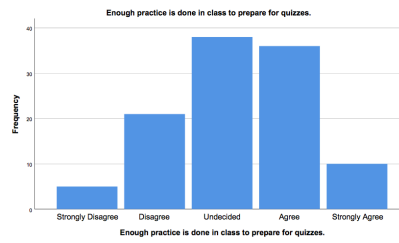
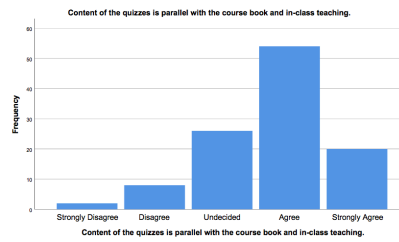
düeltmeme yardımcı olur.					
20. Final sınavının dinleme becerim üzerinde olumlu etkisi vardır.					
21. Final sınavının konuşma becerim üzerinde olumlu etkisi vardır.					
22. Final sınavının okuma becerim üzerinde olumlu etkisi vardır.					
23. Final sınavının yazma becerim üzerinde olumlu etkisi vardır.					
24. Final sınavının dilbilgisi seviyem üzerinde olumlu etkisi vardır.					

25. Final sınavının kelime bilgim üzerinde olumlu etkisi vardır.					
26. Konuşma sınavları esnasında rahat hissederim.					
27. Sınavlar esnasında yeterli zamanımız olmaktadır.					
28. Öğretmenler quizleri takiben geri bildirim vermektedir.					
29. Öğretmenler vize sınavını takiben geri bildirim vermektedir.					
30. Öğretmenler final sınavını takiben geri bildirim					

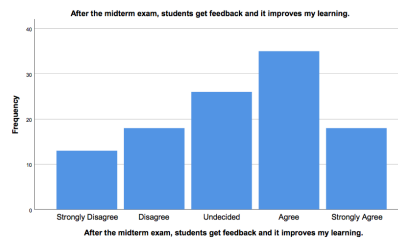
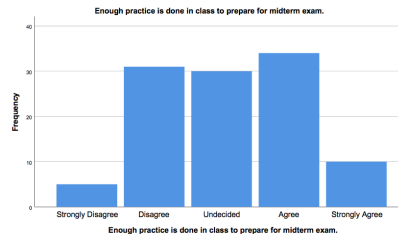
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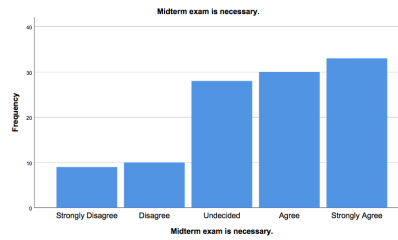
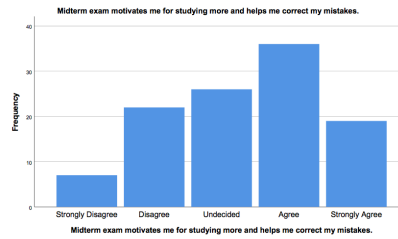
SPSS V.25 GRAPHS: THE STUDENT QUESTIONNAIRE ITEMS (1-4) AND RESPONSES



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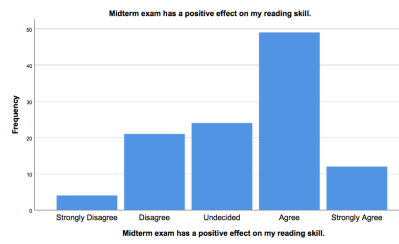
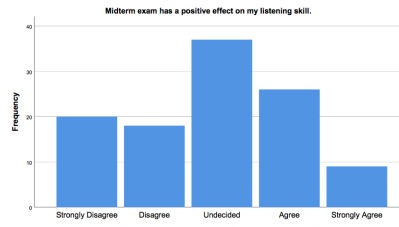
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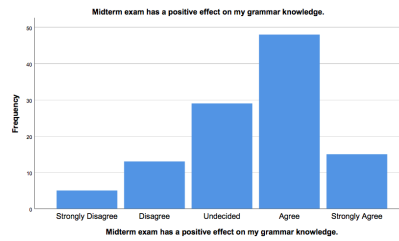
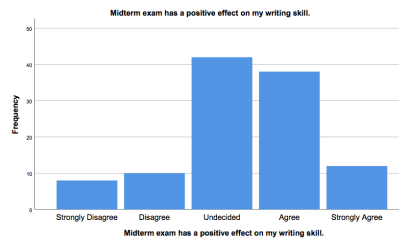
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RESPONSES





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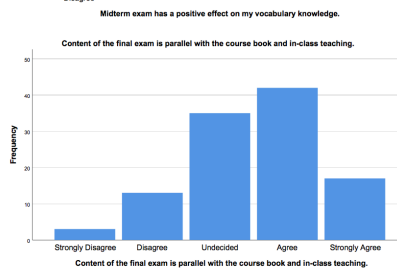
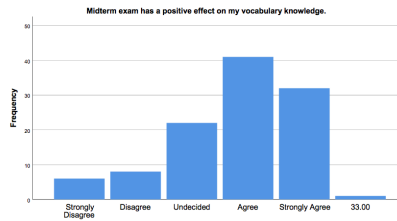
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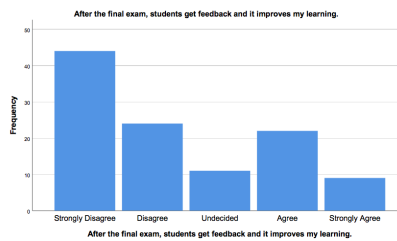
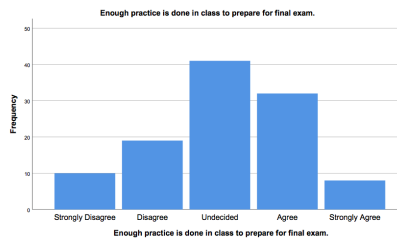
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SPSS V.25 GRAPHS: THE STUDENT QUESTIONNAIRE ITEMS (13-16) AND RESPONSES

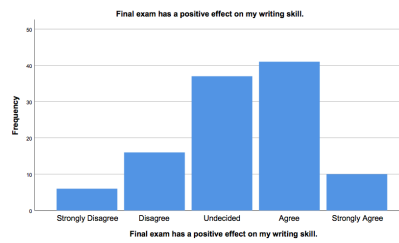
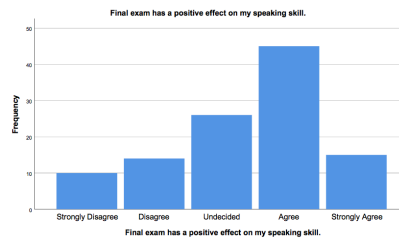
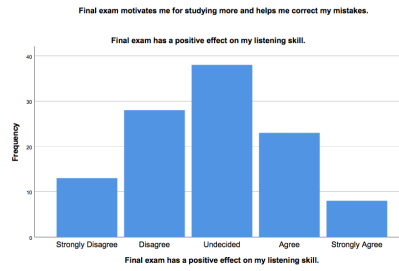
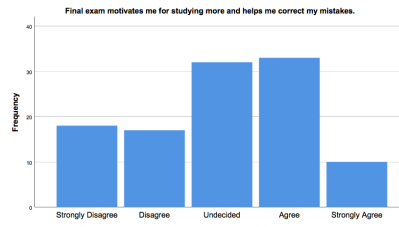


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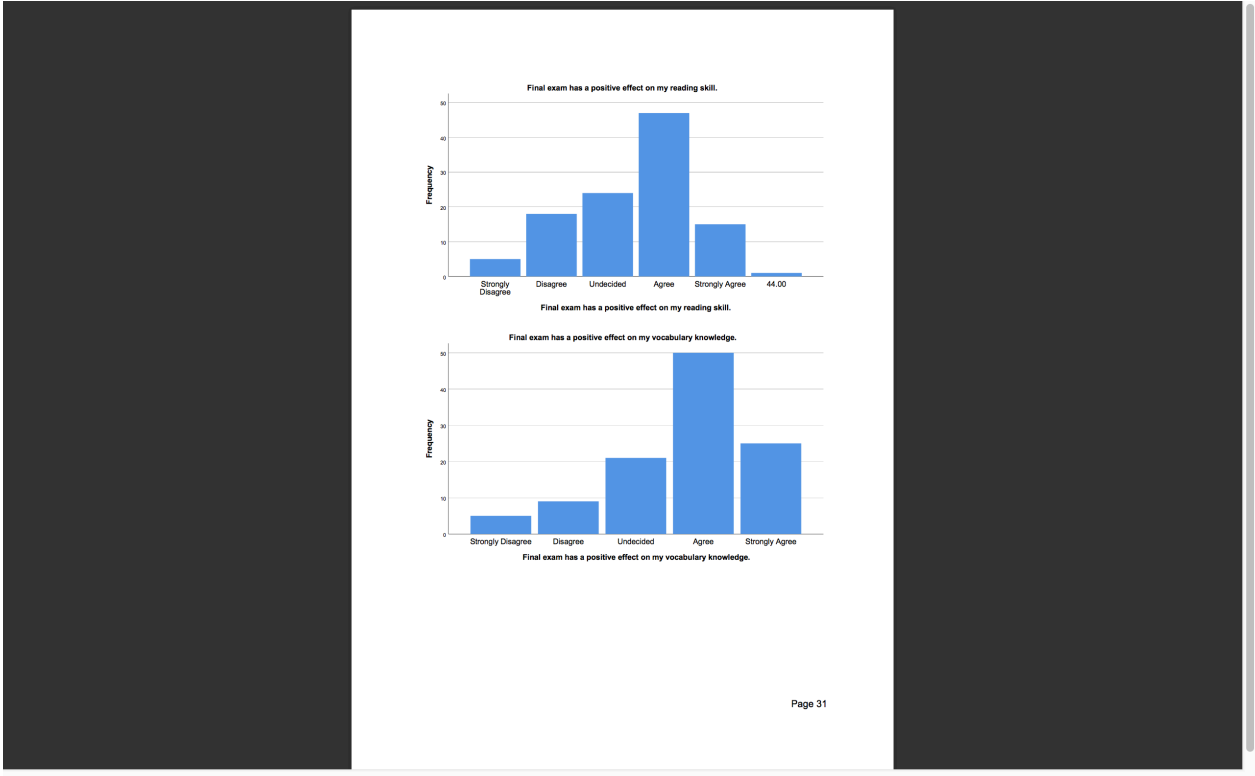


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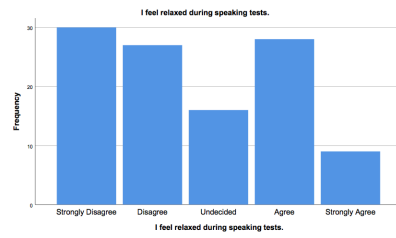
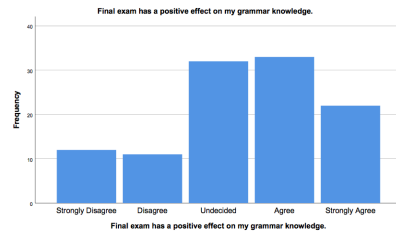
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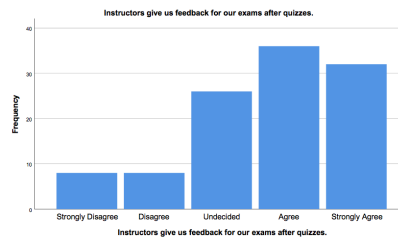
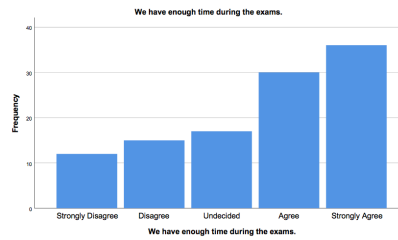
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SPSS V. 25 GRAPHS: THE STUDENT QUESTIONNAIR ITEMS (23-26) AND RESPONSES

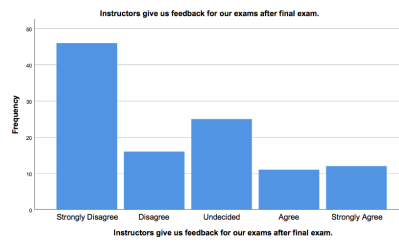
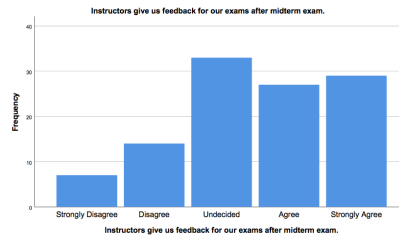


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SPSS V. 25 GRAPHS: THE STUDENT QUESTIONNAIR ITEMS (29-30) AND RESPONSES



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Descriptives

APPENDIX C: STUDENT INTERVIEW QUESTIONS

Dear Participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Istanbul Sabahattin Zaim University (IZU). For my master thesis, I am conducting a study of washback effect of exams/tests on learning and teaching English for the English Preparatory School students at Ibn Haldun University (IHU). The aim of this questionnaire is to obtain information for this purpose. Participation is voluntary and completion of the questionnaire means that you grant permission for your answers to be used for this study. Responses will be kept confidential and anonymous. Your assistance is appreciated.

Thanks in advance.

Mehmet Akın Bulut

Istanbul Sabahattin Zaim University Master of Arts in Teaching English as a Foreign Language

1. What do you think are the negative and positive aspects of the quizzes?
2. What do you think are the negative and positive aspects of the mid-term exam?
3. What do you think are the negative and positive aspects of the final exam?
4. What do you think are the effects of the quizzes, midterm and final exams on your learning?

5. What are the positive and negative aspects of teachers and their methods on your motivation and learning?

(TURKISH)

1. Quizlerin olumlu ve olumsuz yönleri sizce nelerdir?
2. Ara sınavların olumlu ve olumsuz yönleri sizce nelerdir?
3. Final sınavlarının olumlu ve olumsuz yönleri sizce nelerdir?
4. Ara sınavların, quizlerin ve sonuçlarının öğreniminize etkileri sizce nelerdir?
5. Öğretmenlerin ve metodlarının motivasyonunuz ve öğrenmeniz üzerine olumlu ve olumsuz etkileri nelerdir?

APPENDIX D:

Dear Participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Istanbul Sabahattin Zaim University (IZU). For my master thesis, I am conducting a study of washback effect of exams/tests on learning and teaching English for the English Preparatory School students at Ibn Haldun University (IHU). The aim of this questionnaire is to obtain information for this purpose. Participation is voluntary and completion of the questionnaire means that you grant permission for your answers to be used for this study. Responses will be kept confidential and anonymous. Your assistance is appreciated.

Thanks in advance.

Mehmet Akın Bulut

Istanbul Sabahattin Zaim University Master of Arts in Teaching English as a Foreign Language

INSTRUCTOR INTERVIEW QUESTIONS

- . 1) Do you think that the content of quizzes, the midterm and the final exam matches with coursebooks and in-class teaching?
- . 2) Do you believe that the results of quizzes, the midterm and the final exam increase your teaching motivation?
- . 3) In your view, do the exam results have positive or negative impacts on students' motivation and learning?

- . 4) What strategies and methodologies do you employ in classes?

- . 5) What do you believe should be added into or taken out from the courses, the quizzes, the mid-term and final exam?



APPENDIX E: COMPUTER-ASSISTED PTE ACADEMIC STUDENT QUESTIONNAIRE

Dear Participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Istanbul Sabahattin Zaim University (IZU). For my master thesis, I am conducting a study of washback effect of exams/tests on learning and teaching English for the English Preparatory School students at Ibn Haldun University (IHU). The aim of this questionnaire is to obtain information for this purpose. Participation is voluntary and completion of the questionnaire means that you grant permission for your answers to be used for this study. Responses will be kept confidential and anonymous. Your assistance is appreciated.

Thanks in advance.

Mehmet Akın Bulut

Istanbul Sabahattin Zaim University Master of Arts in Teaching English as a Foreign Language

1. Do you think that content of the PTE is parallel with the course book and in-class activities?
2. Do you think that PTE exam on computer improves speaking skills?
3. Do you think that PTE exam on computer improves listening skills?
4. Do you think that PTE exam on computer improves reading skills?
5. Do you think that PTE exam on computer improves writing skills?
6. Do you think that PTE exam on computer improves vocabulary&grammar usage skills?

7. Do you think that PTE motivates you to learn English?
8. Can you say that you had no technical problem with computer equipments during PTE?
9. It is comfortable to use keyboard and mouse while answering the questions.
10. Do you think that it is comfortable to hear audio tracks via headphones during the PTE?
11. Do you think that it is comfortable to speak to a device rather than a human?
12. Do you think that it is comfortable to look at the screen to read texts and decipher words and sentences in general?
13. What was the easiest part/s in PTE? Which question types? _____
14. What was the most challenging part/s in PTE? Which question types? _____
15. What do you think can be done in Prep School classes to improve PTE score? _____

