



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE WASHBACK EFFECTS OF THE UNIVERSITY ENTRANCE
EXAMINATION AND ITS RELATION WITH SPEAKING SKILLS**

M.A. THESIS

Melisa KÜÇÜKÇANKAYA

Nicosia

January, 2022

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January, 2022

Approval

We certify that we have read the thesis submitted by Melisa Küçükçankaya titled **“The washback effects of the university entrance examination and its relation with speaking skills”** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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Declaration

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Melisa K ucuk ankaya

01/02/2022

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Melisa Küçükçankaya

Abstract

The washback effects of the university entrance examination and its relation with speaking skills

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The language teaching and language examination system in Turkey appear to be grammar oriented which affects the language learning process negatively. Moreover, the university entrance examination (UEE) for language departments in Turkey appears to test students' reading and translation skills in addition to their lexical and grammatical skills. Since speaking skills of the university candidates are not taken into consideration while placing them to universities, it is essential to investigate the relation between students' achievement in this standardized test, and their speaking skills. In addition, it is also necessary to investigate students' perceptions regarding this examination and their educational backgrounds. The results displayed that students were exposed to traditional methods during their high school education. The findings also displayed that although students' university entrance examination scores vary, their speaking scores were generally consistent. Students who participated in this study generally had high speaking scores and grades. It was revealed that most students could not improve their speaking skills in high school, but improved during their university education. The results of the analysis revealed that there was no relation between students' achievement in UEE and speaking classes. Thus, it was found in this study that students' achievement in the UEE does not reveal their actual language skills, particularly in terms of the speaking skill. It was also revealed that the UEE has negative effects on classroom practices, and most students have negative perceptions towards this examination.

Keywords: Turkish students, university entrance examination (UEE), speaking skills, English departments, perceptions.

Öz

Üniversite giriş sınavının etkileri ve bunun konuşma becerileri ile olan ilişkisi

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Danışman: Assoc. Prof. Dr. Hanife Bensen Bostancı

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Türkiye'deki dil öğretme sistemi ve sınav sistemi fazlaca dil bilgisi odaklı görünmektedir ve bu durum öğrencilerin öğrenme sürecini kötü etkilemektedir. Bununla beraber, ÖSYM tarafından yürütülen dil bölümleri için üniversite giriş sınavı öğrencilerin yalnızca okuma ve çeviri yapma becerilerine ek olarak dil bilgisi ve kelime bilgilerini test etmektedir. Öğrencilerin üniversiteye yerleştirilme sürecinde konuşma becerileri dikkate alınmadığı için, öğrencilerin bu sınavdaki başarıları ile konuşma derslerindeki başarıları arasındaki ilişkiyi araştırmak gerekli görülmüştür. Öğrencilerin bu sınav hakkındaki görüşleri ve eğitim geçmişleri de araştırılmalıdır. Çalışmanın sonunda, öğrencilerin lise eğitimi sürecinde geleneksel öğrenim yöntemlerine maruz kaldığı ortaya çıkmıştır. Ayrıca, öğrencilerin ÖSYM puanlarının değişken oldukları bulunurken, konuşma beceri puanlarının genellikle birbirlerine yakın seviyede olduğu bulunmuştur. Bu araştırmada bulunan öğrencilerin genellikle yüksek konuşma becerilerine sahip oldukları görülmüştür. Öğrencilerin konuşma becerilerini lise eğitiminde değil, üniversite eğitiminde geliştirdiği de ortaya çıkmıştır. Ayrıca, öğrencilerin üniversite giriş sınavında gösterdikleri başarı ile konuşma becerileri dersinde gösterdikleri başarı arasında bir ilişki bulunamamıştır. Öğrencilerin ÖSYM sınavında aldıkları puan onların tüm dil becerilerini, özellikle konuşma becerilerini kapsamaz. Üniversite giriş sınavının sınıflardaki öğrenim sürecini etkilediği bulunurken, çoğu öğrencinin bu sınav hakkındaki düşüncelerinin olumsuz olduğu da ortaya çıkmıştır.

Anahtar kelimeler: Türk öğrenciler, üniversite giriş sınavı, konuşma becerileri, İngilizce bölümler, algılar.

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List of Abbreviations

- TRNC:** Turkish Republic of North Cyprus
SSPC: Student Selection and Placement Centre
ÖSYM: Öğrenci Seçme ve Yerleştirme Merkezi
UEE: University Entrance Examination
ELT: English Language Teaching
ELL: English Language and Literature
TRN: Translation and Interpretation
ESL: English as a Second Language
EFL: English as a Foreign Language
GTM: Grammar Translation Method
ALM: Audio-lingual Method
TPR: Total Physical Response
CLT: Communicative Language Teaching
TBA: Task Based Approach
ALES: Akademik Personel ve Lisansüstü Eğitim Giriş Sınavı
YDS: Yabancı Dil Bilgisi Seviye Tespit Sınavı
YÖKDİL: Yükseköğretim Kurumları Yabancı Dil Sınavı

CHAPTER I

Introduction

This chapter includes information regarding the background, the purpose, and the significance of the current study in addition to the problem statement and limitations.

Background of the Study

It is a fact that globalization has raised the demand for international interaction since it directs nations to associate their diplomatic, social, and financial concerns. This demand for international interaction has made learning different languages a requirement in order to keep pace with current developments all over the world. Individuals should master a common language that individuals from various backgrounds and ethnicities have been adopting to develop global interactions. To put it another way, learning a foreign language is significant for one's individual improvement and occupational achievement (Kaygısız et al., 2018). The first language is the native language of an individual. In other words, individuals acquire their first language subconsciously during childhood. Second language is the language that an individual learns or acquires after they acquire their native language. The term second language can also be used for the fifth or seventh language which has been learned. It should be noted that the second language can be acquired or learned in a natural environment as well as a classroom environment (Gass & Selinker, 2008).

Moreover, the language of English has become considerably more than a single language. It has been regarded as the international language of technology, art and design, entertainment, trade, and diplomacy, as well as a vehicle for global interaction, travelling, and academic education. Approached from this angle, it has become much more essential to learn English, demanding the engagement of competent English lecturers (Kaygısız et al., 2018).

Furthermore, during the language learning process, there are four fundamental skills that should be obtained in order to gain proficiency in the target language. These skills are reading, writing, listening, and speaking which have a significant role during the process of language learning. These four fundamental skills may seem separate, however, they create the wholeness of a language. Thus,

students should be trained for all these four fundamental skills in language classrooms in order to be competent in the target language. This competency can be obtained with the help of innovative language teaching methods (Sadiku, 2015).

According to Akçor and Savaşçı (2020), language lecturers in Turkey face “difficulty in the implementation of the communicative approach in their classes” (p. 23). In other words, language departments in high schools in Turkey rely on traditional methods which are teacher centered focusing on deductive grammar teaching (Oktay, 2015). Mallia (2014) describes deductive grammar teaching as:

Deductive teaching involves the use of metalinguistic information presented explicitly by the teacher to the students at the onset of the lesson. This generally involves the provision of specific language rules, demonstrating how the new structures are formed and a breakdown of their components, and illustrating the type of contexts where they can be used (Al-Kharrat, 2000). Language rule input is therefore, in the first instance, supplied by the teacher in a systematic and logical manner, often through the use of grammatical terminology. Successively, learners are exposed to examples showing the meaning and use of the new grammatical structures, and then asked to create similar new sentences. (p. 222)

Therefore, students cannot improve their speaking and listening skills as well as their reading and writing skills since the curriculum used in classrooms is grammar oriented and teacher centered (Oktay, 2015). In addition, the university entrance examination for language departments by the Student Selection and Placement Centre (SSPC) in Turkey is not designed according to these four significant skills as well. The university entrance examination focuses on students’ grammatical and lexical abilities only. The examination consists of vocabulary, grammar, translation, and reading questions (see Appendix A). Thus, teachers and students stick with traditional methods focusing on deductive grammar teaching in classrooms in Turkey during high school education to prepare to the university entrance examination for language departments since it is one of the most important examinations in Turkey which is obligatory in order to enroll to language departments in universities such as English Language and Literature, English Language Teaching, and English Translation and Interpretation (Hatipoğlu, 2016).

For this reason, the speaking skills of students cannot be developed as much as their grammatical skills since the high school curriculum and university entrance

examination focuses on grammatical skills (Oktay, 2015). However, speaking is an essential part of a language. Speaking skills should be obtained adequately in order to communicate. Communication is the key of a language (Sanjaya & Natsir, 2014). Furthermore, obtaining proficient speaking skills is the most challenging aspect of the language learning process. For these reasons, innovative language teaching approaches have become popular all around the world, overtaking teacher centered traditional language teaching approaches and shifting to student-centeredness (Abusteen, 2015). According to a research carried out by Salih (2015),

Purpose of language is communication and this is done mostly through speaking, at least in terms of daily use. Brown (2001) states that speaking is construction of meaning that needs interaction which in turn includes making, receiving and handling information. For this process to happen in a native-like fashion, learners must be engaged in activities that involve the whole aspect of speaking including the sub-skills of pitch, stress, intonation and the paralinguistic features, such as body language and facial expression. (p. 4)

Put it another way, it is essential for students to engage in communicative activities in order to strengthen their speaking skills since speaking skills are significant for their language proficiency and communicative competence (Salih, 2015).

The Statement of the Problem

The basic principle of the Turkish Student Selection and Placement Centre (SSPC) is to create a valid, reliable and fair measurement and evaluation system by constantly renewing itself and adapting rapidly to change, planning all its works in line with scientific methods (Republic of Turkey Student Selection and Placement Centre, 2021). The institution provides numerous examinations annually including the university entrance examination which is a standardized test taken by almost all individuals who graduate from high school. Numerous individuals who graduated from high school enters the two-step university entrance exam in order to register into a university each year (Berberoğlu, 1996). The first step of the examination is basic proficiency examination which every university candidate has to take regardless of their fields. Every high school graduate who would like to study in a university take the same examination at first. Then, university candidates take the second examination named field proficiency examination which is designed in accordance with the candidates' fields (Student Selection and Placement Centre,

2021). For instance, a high school graduate who would like to study English Language Teaching has to take the English field proficiency examination. However, the field proficiency examination in English focuses on grammatical abilities of the candidates only. It is a standardized test which generally focuses on grammar and vocabulary by questions designed for translation skills or reading comprehension of the high school graduates who would like to enroll to one of the language departments in a university which are English Language Teaching, English Language and Literature, and English Translation and Interpretation (Hatipoğlu, 2016).

Therefore, listening and speaking abilities in English of the candidates are not taken into consideration while placing them into these English departments since the examination consists of multiple-choice questions which are designed to test only vocabulary knowledge, translation proficiency, and reading comprehension of the candidates (see Appendix A). Thus, teachers in their teachings and students tend to focus on grammar skills only since it is the main focus of the university entrance examination by Student Selection and Placement Centre which may affect students negatively during the exam preparation process (Hatipoğlu, 2016). The particular reason for this negative effect is that through traditional language teaching approaches, students may become familiar with writing structures by translation and reading questions. In addition, students may also improve their listening skills while listening to their teacher in a teacher centered classroom. However, it is not possible for candidates to improve their speaking skills while focusing on grammatical concepts in a classroom where students are not active since the first language of the students is being used in these classroom in order to provide a better understanding on grammatical structures of the target language (Hatipoğlu, 2016). To sum up, university entrance examination and its effects on students are vital for the educational system in Turkey (Berberoğlu, 1996). According to Karataş & Okan (2019), “very little attention is given to questioning the uses of tests and examining their power, intentions, effects, consequences and roles in education and society from the perspective of individuals who are exposed to tests” (p. 212). Therefore, it is essential to investigate students’ level of achievement in university entrance examination by Student Selection and Placement Centre in regards to speaking skills in which students seem to be weak in, in addition to the students’ perceptions regarding this examination to reveal the washback effects of university entrance examination in Turkey. Impacts of examinations on classroom practices have been

regarded as washback effects, which may be either pleasant or unpleasant. It is observed that significant examinations affect classroom practices negatively in exam oriented countries such as Turkey (Sağlam & Farhady, 2019). Within this framework, more studies regarding the reliability of language testing system in Turkey should be conducted in order to reveal the effectiveness of these examinations and their negative impacts on students (Külekcı, 2016).

The Aim of the Study

The aim of this study is to investigate the washback effects of the university entrance examination and its relation with speaking skills in the Turkish context in order to find out students' perceptions regarding the university entrance exam and discover whether there is a relation between students' speaking skills and their achievement in this examination. This study is guided by the following research questions:

1. What are the most and least scores obtained by language department students in:
 - a. the university entrance examination (UEE) by Student Selection and Placement Centre (SSPC) in accordance with their departments?
 - b. speaking classes in accordance with their departments?
2. Is there any significant difference between language department undergraduate students' speaking skills and their achievement in UEE in accordance with their departments?
3. What are language department students' perceptions regarding
 - a. the university entrance examination?
 - b. their speaking skills in English?

The Significance of the Study

The language of English is the most common language which is recognized as a global language that is being used in order to interact with individuals from all over the world. Speaking skills have become popular in language teaching methods all around the world. Since English has been a global language, adopting greater efficient techniques to educate English speaking has become essential due to the increasing demand for proficient speaking skills (Abusteen, 2015). Throughout the

process of English language learning, students experience difficulties, particularly in speaking. Educators should assist learners to develop and strengthen their speaking skills (Abusteen, 2015). Nonetheless, traditional language teaching methods focusing on deductive grammar teaching remain popular in classrooms in Turkey. The traditional language teaching curriculum in Turkey do not put adequate emphasis on speaking skills. In addition, the language testing system in Turkey also remains traditional since speaking skills of the students are not being tested (Hatipoğlu, 2016). To this respect, it is essential to investigate the relation between speaking skills of students who have been educated in these teacher centered classrooms and their achievement in university entrance examination which is a standardized grammar test by SSPC, in addition to the students' perceptions regarding this examination.

Limitations

This study is limited to Turkish undergraduate students from three departments namely English Translation and Interpretation, English Language Teaching, and English Language and Literature in a private international university in North Cyprus due to their necessity of taking the English university entrance examination by SSPC for their university education. Moreover, quantitative data collected from 80 students in this study is limited to participants' departments, university entrance examination by SSPC scores, speaking scores, and speaking grades only. In addition, qualitative data collected from 15 students is limited to students' educational backgrounds, and their perceptions on the university entrance examination. It should also be highlighted that the number of students who participated in this study is limited to 95.

In conclusion, there are four fundamental skills of a language which are reading, writing, listening, and speaking. However, university entrance examination by SSPC in Turkey consists of grammar, vocabulary, reading, and translation questions only. For this reason, university candidates' speaking abilities are not taken into consideration while placing them into language departments namely English Language Teaching, English Language and Literature, and English Translation and Interpretation. On the other hand, candidates must also be competent in speaking since it is forbidden to speak their mother tongue in language departments in universities. Therefore, it is necessary to investigate whether there is a relation

between students' achievement in English university entrance examination and their achievement in English speaking classes. In addition, students' perceptions regarding this examination should also be investigated in order to reveal the washback effects of university entrance examination.

In this chapter, the curricular system in language departments in high schools, and the concept of university entrance examination by SSPC in Turkey were briefly discussed. Moreover, the background, the problem, the purpose, the significance, and the limitations of the current study were presented. In the second chapter which is the literature review, the literature regarding language teaching methods including traditional and non-traditional methodologies and syllabus designs used in classrooms, the importance of speaking skills and teaching of speaking skills for students, challenges in foreign language classrooms in Turkey, and the detailed concept of university entrance examination will be discussed in addition to the related studies regarding the effects of university entrance examination and its relation with speaking skills.

CHAPTER II

Literature Review

In this chapter, literature regarding challenges faced in foreign language teaching classrooms, and the university entrance examination for language departments in Turkey are discussed comprehensively in addition to the significance of speaking skills, and teaching of speaking skills. Moreover, language teaching methodologies including traditional methods and non-traditional methods, and syllabus designs are also included in this chapter. Following these, related studies have been discussed.

Theoretical Framework

There are various language teaching approaches, methodologies, and techniques for teaching a foreign language which concerns the language teaching world including language teachers, scholars, and curriculum designers. The application of a suitable method to teach a language is essential for students and it should be chosen in accordance with the students' needs. The four fundamental skills in a language: writing, reading, speaking, and listening can be built by mixing different methodologies (Richards, 2015). According to Richards and Rogers (2014), "different approaches and methods reflect different understandings of the nature of the language and different views as to what the essential building blocks of language proficiency are" (p. 364). Suitable methodologies can be determined by taking into consideration the learners' needs in addition to their aim of learning the language (Hatipoğlu, 2016). According to Richards (2015), "a good teaching method would lead the reluctant learner through the learning process" (p. 158).

Traditional Language Teaching Methodologies

Grammar Translation Method (GTM). Grammar translation method was proposed by Karl Plotz in the early 19th century and is being used in many language classrooms all over the world although it is recognized traditional (Richards & Rodgers, 2014). This method was designed to assist learners in studying and comprehending materials in different languages. This was a convenient and simple approach to build up new lexical and structural skills. Learners would detect characteristics of two languages by concentrating on the regulations of the target

language's grammar, which can make language acquisition simpler. Translation of source language to the target language or vice versa is essential in this method. Basically, command of language structures and lexical skills are prioritized in this approach. In simple words, it was expected to ease the language learning process. The GTM empowers students with the tools and exercises they require in order to use the language properly, productively, and fluently (Mart, 2013). It should also be noted that classrooms where GTM is applied are teacher centered. In addition, the main focus of the GTM are lexical, grammatical, reading, and writing skills (Richards & Rodgers, 2014). Approached from this angle, the fundamental skills that learners obtain in GTM are reading and writing. On the one hand, translation exercises can provide learners clarification of the target language. It is also worth noting that translation exercises will enhance attention of both the source language and the second language, in addition to the cultures of two languages involved. In the process of learning a second language, translation increases comprehension (Mart, 2013). On the other hand, according to Richards and Rodgers (2014), "reading and writing are the major focus; little or no systematic attention is paid to speaking or listening" (p. 6). Moreover, since the aim of classrooms where GTM is used is to build grammatical and lexical skills in addition to reading and writing skills, the tools being used in these classrooms are based on vocabulary memorization and translation practices. Students in these classrooms are generally given a list of vocabulary where they can find the unknown words and their equivalent meanings similar to a small dictionary in order to develop their lexical skills. Furthermore, teachers generally use the first language in these classrooms in order to make grammatical structures more understandable. In simple words, learners develop their reading and writing skills by memorizing vocabulary, listening their lecturers who are explaining grammatical structures of the target language by using the source language. Thus, learners' speaking and listening skills cannot be developed as well as their reading and writing skills in this method (Richards & Rodgers, 2014). Nonetheless, the GTM has found to be beneficial for learners who study a foreign language since it develops individuals' lexical skills, improves interpretation skills, and allows learners to create related useful writings by taking a leaf from the finest authors, since translation pushes learners to recognize specific features that may otherwise go unnoticed by a casual viewer (Mart, 2013).

Direct Method. Direct method which is also recognized as the natural method is a language teaching methodology founded by Charles Berlitz around 1900s. In this method, the use of source language is avoided, and only the target language can be used in order to guide students. In other words, mother tongue of learners cannot be utilized so that they can communicate in the second language (Qing-xue & Jin-fang, 2007). Richards & Rodgers (2014) lists the principles and procedures of the direct method as follows:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized. (p. 12)

On the whole, this methodology is considerably different from grammar translation method since the use of mother tongue is avoided as well as the technique of translation between source language to target language or vice versa. However, it has a common point with GTM which is the emphasis on grammar. Grammatical skills are emphasized in both grammar translation method and direct method (Qing-xue & Jin-fang, 2007). Nonetheless, vocabulary is taught through demonstration in direct method instead of creating a list of unknown words similar to a small dictionary as in GTM. Moreover, speaking and listening skills of the students are also the focus of direct method. Students improve their speaking and listening skills through the use of target language in daily life conversations (Richards & Rodgers, 2014).

Audio-lingual Method (ALM). American linguists proposed audio-lingual method in 1950s. The aim of this method is to achieve communicative proficiency in the target language. In other words, the main focus of audio-lingual method is speaking skills. Language is taught by conversations and dialogues that emphasizes on routine construction of learners in this method. Learners can obtain

communicative proficiency through constructing new routines in the second language and reversing previous routines in their mother tongues (Mart, 2013). According to Qing-xue and Jin-fang (2007), this method is considerably different than other methodologies since “it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology” (p. 71). ALM method regarded language as a component of behavior that could be acquired via the development of proper communication routines. To put another way, the purpose of this approach is to enable students develop native-like language routines. It should be noted that these routines are usually formed through dialogues and repetition exercises. Approached from this angle, learning process gets better as learners repeat tasks, and consider these tasks as habits (Mart, 2013). According to Mart (2013), audio-lingual method consists of following characteristics:

1. The teacher reads a dialogue by modeling it. It has been always motivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environments. Teachers as a role model will encourage and inspire the students to strive for learning the target language.
2. Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this method it is desirable that students form a habit formation to use the target language with ease, therefore, the more they repeat, the easier they will speak the target language without thinking.
3. Some words or phrases are changed in the dialogue. Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple-slot substitution, and transformation students are given the opportunity to produce speech in the target language, furthermore, these patterns will let them see how language functions. Students learn how to respond correctly when they practice the drills. (p. 64)

The point here is that this method prioritizes speaking skills, and its goal is to enable learners strengthen their speaking proficiency. To enable students acquire language skills efficiently, language components are introduced to them in audible style without referring to the native language. The objective of this approach is to facilitate learners to reply rapidly and properly in oral communication by establishing lexical

and grammatical proficiency by using dialogues. Repetition and drills are essential and utilized to teach the dialogues in audio-lingual method (Mart, 2013).

Silent Way. This method which includes silence during the teaching process is founded by Caleb Gattegno in the early 1970s (Richards & Rodgers, 2010).

Gattegno (2010) states the aim of silent way method as follows:

The Silent Way is but a way. It is not a structural or a linguistic or a direct (or any other) method of teaching languages. In the hands of expert teachers the materials would lose their predominance, the teacher his dominant role, the language its appearance as the target. Instead, everything and everybody serves one aim, to make everyone into the most competent learner. (p. 121)

This expression reveals that silent way is more than a structured teaching methodology. Moreover, neither lecturers nor materials used in classrooms are superior in this method. Students and teachers work together during the language learning process (Gattegno, 2010). During the application of the silent way method, lecturers remain silent most of the time to encourage students to be active and use the language in the classroom. Materials used in these classrooms are generally colorful Cuisenaire rods and charts that can bring up speaking topics (Richards & Rodgers, 2010). The features of silent way method can be listed as follows according to Richards and Rodgers (2010):

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

Approached from this angle, students can discover their capability of language and practice the language in this method with the help of physical object such as charts in the classroom (Richards & Rodgers, 2010). Furthermore, the main focus of this method is speaking skills. It should also be pointed that it is one of the student centered methodologies since the teacher remains silent and students are active while using the language during most of the lesson time (Gattegno, 2010).

Total Physical Response (TPR). This method is a combination of techniques that aims to establish an effective language learning process founded by psychology

professor Dr. James J. Asher in the 1960s. The approach was developed on the belief that a second language can be acquired and mastered by a decoding process equivalent to how the first language is acquired. This language acquisition process requires a lengthy time of comprehension and improvement. The assumption behind this method is that the human brain is naturally designed to acquire a native language through engagement. The significance of social engagement in language development cannot be overstated. It can be seen in children that language acquisition occurs naturally by engaging with their parents during their toddler period (Hounhanou, 2020). In other words, individuals acquire their first language beginning from the day they were born by listening to their parents or different sounds (Gass, 2008). Children embrace the language even when they are not capable of speaking it for months. Following this stage, children can spontaneously replicate the language by integrating words with actions and expressions to achieve linguistic proficiency. To sum up, it is assumed in total physical response method that individuals can acquire a language by social interaction (Hounhanou, 2020). Furthermore, the main goals of this method can be briefly summarized as follows according to Hounhanaou (2020):

TPR develops listening and speaking skills at a beginning level. However, listening and physical response skills are emphasized over oral production. Using comprehension as a means of speaking. Students are not required to speak until they feel naturally ready or confident enough to do so. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language. In addition, the teacher directs and students “act” in response. (p. 25)

From this point of view, students can acquire a language while listening to their teachers and acting in accordance with the tasks they are given (Hounhanaou, 2020). According to Bancroft (2005), “learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively” (p. 5). As an example, students can learn the meaning of actions such as standing up, sitting down, turning right or left, washing their hands, or etc. while behaving in accordance with these actions given by their teachers. In other words, students are physically active in classrooms where TPR is applied during the language learning process (Hounhanaou, 2020).

Suggestopedia. In the 1970s, educator and therapist Georgi Lozanov founded suggestopedia, which is built by suggestology theory (Colliander & Fejes, 2020). According to Bancroft (1976), “suggestology investigates the subsensory signals or subliminal stimuli which come from the physical or social environment and which are absorbed into the unconscious mind before receiving a conscious expression” (p. 1). Moreover, the main argument of this method is that interpersonal communication can be developed not only intentional but also unintentional. Individuals’ inner potential could be enhanced utilizing a suggestion approach in classrooms where lecturers apply various stimuli to assist students exchange unpleasant perspectives with creativity and enthusiasm while also improving memorization skills (Colliander & Fejes, 2020). Bancroft (1976) states that,

Suggestion, especially spoken suggestion, activates the reserve capacities of the mind or the memory. Suggestopedia increases memorization capacities. Hypermnnesia is facilitated by relaxation techniques (derived from yoga and autogenic therapy) which increase the subject's suggestibility to spoken suggestions or unconscious stimuli. The principal theoretical elements of suggestopedia are: authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passivity. (p. 1)

Moreover, not only the memory but also the character of the students need be promoted in classrooms where the Suggestopedia method is applied. Therefore, the context must be organized into logical parts, and the methodologies and tools involved in the process of teaching must be aesthetic. In order to focus on learning, being psychologically calm is essential for learners. Moreover, it is also essential not to include unpleasant terms or activities during teaching or administrative issues. Educators need to be motivated and sympathetic in suggestopedia. They also should have a favorable posture for their learners. Nonetheless, it is significant for lecturers to remain dominant while being positive and sympathetic (Colliander & Fejes, 2020). To sum up, Bancroft (2005) states as follows:

It is Suggestopedia and its derivatives which best illustrate the third category: voice quality, suggestion, peripheral stimuli, an atmosphere of psychological relaxation and special concert presentations are all used to enhance the “absorption” process. As we shall see, Suggestopedia makes great demands on its teachers; in addition to proficiency in the target language as well as the

native language of the students, suggestopedic language instructors must have good voice quality; acting abilities (including effective use of body language); knowledge of music, suggestion and relaxation techniques. (p. 14)

It should also be noted that suggestopedia has been found to be beneficial for the promptness of learning process by Bulgarian researchers (Bancroft, 2005).

Furthermore in Sweden, this approach appears to have revived demand in the department of language teaching. However, lately studies demonstrate that although suggestopedia and other similar methods were popular in 1970s, they are not being utilized in classrooms nowadays. Nevertheless, there have lately been regional teaching programs, some of which are financed by the European Union, in which the suggestopedia is utilized or provided for migrants' language learning process. It should be noted that there are not many researches regarding suggestopedia in comparison with other methodologies (Colliander & Fejes, 2020).

Non-traditional Language Teaching Methodologies

Communicative Language Teaching (CLT). The main focus of communicative language teaching method is communicative competence as can be understood from the method's name itself (Sanjaya, 2013). This method was originally developed by Dell Hymes and Michael Halliday who are linguists that consider language fundamentally for communication in 1973 (Kumar et al., 2013). It should firstly be noted that not only speaking skills but also three other fundamental skills which are listening, writing, and reading are taken into consideration during the language learning process in communicative language teaching approach. Students obtain all four fundamental skills through communicative exercises (Sanjaya, 2013). According to Richards (2005), "the process of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence" (p. 4). In other words, the main focus of this method is speaking skills. Approached from this angle, CLT is almost the opposite version of methods which focus on deductive grammar teaching (Richards, 2005). Features of linguistic expertise addressed in communicative proficiency can be listed as follows, according to Richards (2005):

1. Knowing how to use language for a range of different purposes and functions.

2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies). (p. 3)

It should also be pointed that CLT is a student centered approach where students can be active in the language learning process. The role of the lecturer in a classroom where this method is applied is guider and facilitator (Sanjaya, 2013). When communicative language teaching approach has taken place of other methodologies, new responsibilities and roles occurred for lecturers and students through the sort of in-class practices suggested in this method. Learners were now required to engage in team work instead of individualized activities during the lesson. Instead of depending on the lecturer as a reference, learners needed to get used to interacting with their classmates in team work projects. From a broader perspective, this method encourages students to shoulder more responsibility for their individual education (Richards, 2015). Within this framework, motivation and enthusiasm levels of learners are increased during the learning process since their lecturers give them the opportunity to be active while participating in authentic activities instead of giving them grammatical memorization tasks. CLT also encourages and enables students to be more social and friendly. Furthermore, learners are not allowed to use their native language in these classrooms. Instead, they use the target language in communicative exercises such as role plays and games that assist students to improve their social and communicative competence. These exercises are also presented and explained to students in the target language. Therefore, students can socialize with each other by using the target language while improving their communicative proficiency (Sanjaya, 2013).

Task Based Approach (TBA). According to Sanchez (2004), this method “has gained popularity in the field of language teaching since the last decade of the

20th Century and significant scholars have joined the discussion and increased the amount

of analytical studies on the issue” (p. 39). Furthermore, Sanchez (2004) discusses the emergence of task based approach as follows:

The emergence of the TBA is connected to what became known as the 'Bangalore Project' (Prabhu 1987) initiated in 1979 and completed in 1984. The word 'task' is often used here to refer to the special kind of activities carried on in the classroom. Such activities are characterized among other features, by the emphasis put on meaning and the importance assigned to the process of doing things (how) vs. the prevailing role given to content (what) in the teaching practice of that decade. (p. 41)

In these terms, TBA was primarily developed by Narahari Umanath Prabhu in 1980s. According to his theory, learners can acquire a language subconsciously while engaging in tasks. In the field of second language acquisition, the term 'task' have been studied and modified by numerous researchers, and it still remains as a debatable issue (Chandy, 2017). Nonetheless, the term 'task' used in this method can be defined as exercises which aims to improve language competency. Students can acquire the language subconsciously through related exercises and activities in classrooms (Ellis, 2003). Moreover, according to Ellis (2003), “a task requires the participants to function primarily as language users in the sense that they must employ the same kinds of communicative processes as those involved in real-world activities. Thus, any learning that takes place is incidental” (p. 5). In general, this method prioritizes proficiency and interaction in order to develop contextual speaking skills. According to Prabhu's definition, proficiency is linguistic proficiency which displays the capability to conduct grammatical rules spontaneously, and interaction is being able to comprehend or transmit a message. In this method, it is assumed that communicative proficiency can be built during the application of exercises focused on content. It is worth noting that linguistic proficiency can be developed through students' intrinsic mechanisms, which would assist in the transmission of messages in ideal circumstances. Lecturers' primary role is to provide settings that allows students to interact in meaningful circumstances. Thus, teachers should avoid including grammatical rules in their lesson plans before these activities in task based approach (Sanchez, 2004). On the whole, in classrooms where TBA is applied, students can acquire all four fundamental skills which are

reading, writing, listening, and speaking through exercises and activities that allow them to communicate with each other. Although teaching grammatical regulations is avoided in this method, grammatical competence can be built during communicative exercises. Thus, students can develop their grammatical skills as well as their communicative skills (Ellis, 2003).

Syllabus Designs

A syllabus is a fundamental agreement between the lecturer and the learners that outlines the roles and requirements of each parties. It is mainly a navigation that illustrates the overall features of the program, significant events, and symbols that can ensure students are on the correct track (Brigham Young University, 2021). Recognizing the identity of the learners, determining what students should accomplish, establishing assessment tools for learner progress, and preparing exercises, tasks, and tools that enhance learner achievement are all significant components of a beneficial syllabus design (University of Washington, 2013). There are six types of main syllabus designs. It should also be pointed out that traditional syllabus designs are being assumed as out of date nowadays, and teachers temp to shift to student centered classrooms with innovative syllabus designs in order to keep students active in the language learning process (Şanal, 2016). According to Riviere et al. (2014), features of innovative syllabus designs are as follows:

Learner centered syllabus establishes an early point of contact and connection between student and instructor, helps set the tone for the course, describes your beliefs about educational purposes, acquaints students with the logistics of the course, contains collected hand outs, defines student responsibilities for successful coursework, describes active learning helps students assess their readiness for your course, sets the course in a broader context for learning, provides a conceptual framework, describes available learning resources, communicates the role of technology in the course, can provide difficult-to-obtain reading material, can improve the effectiveness of student note taking, can include material that supports learning outside the classroom, can serve as a learning contract.

Nonetheless, teacher centered syllabus designs still remain common in most classrooms (British Council, n.d.)

Grammar Based (Structural) Syllabus. Structural (formal) syllabus is a traditional type of syllabus that primarily focuses on linguistic structures (British Council, n.d.). Şanal (2016) briefly defines grammar based syllabus design as “the content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on” (p. 191). This syllabus design can be contrasted with other types of syllabus that are organized around activities, terminology, applications, and subjects. Students study grammatical forms in a pattern that illustrates sophistication of grammatical rules instead of their utility in a conversation. This brings about a variety of misleading situations for exercises and possibly, a difficulty to integrate knowledge to authentic interaction. Although designing education under a structural syllabus is being criticized for this, it remains as the most popular syllabus type, owing to its easiness for application (British Council, n.d.).

Functional/Notional Syllabus. According to Şanal (2016), in a functional syllabus design, “the content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express” (p. 191). In addition, function samples consist of “informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time, and so on” (p. 191). In simple words, students use the language in functional activities in the classroom (Şanal, 2016).

Situational Syllabus. In this type of syllabus, language teaching format is a representation of authentic or fictional contexts where the language is utilized. In a circumstance, multiple students are being involved in practices in a predetermined environment. Situational syllabus aims to teach language that appears in settings applicable to language learners' current or upcoming requirements, and to train them to adopt the language (Krahnk & Azimi, 2017).

Skills Based Syllabus. Şanal (2016) states that this syllabus design mainly aims to teach the particular skill of the course. The language teaching format in a skill based syllabus is a mixture of various skills that may contribute in utilizing language. Skills are elements that individual need be able to accomplish in order to

be proficient in a language, regardless of the circumstance or environment where the language can be utilized. According to Şanal (2016), “while situational syllabi group functions together into specific settings of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior” (p. 191). Producing structured compositions, paying attention to the spoken language for the fundamental theme, producing well-formed compositions, and making oral presentations can be some examples of these abovementioned behaviors (Şanal, 2016).

Task Based Syllabus. As can be understood from the name of the syllabus, tasks are the focus of this type of syllabi. Tasks can be defined as exercises or practices in this context. All four skills namely writing, speaking, listening, and reading can be taught through activities by a task based syllabus in language teaching classrooms (Ellis, 2003). According to Rahimpour (2005), task based syllabus “reject linguistic elements such as words, structures, notions, functions and situations as the unit of analysis and instead they adopt task as the unit of analysis” (p. 48). In other words, tasks incorporate language skills as well as related abilities in contexts where language is adopted (Şanal, 2016).

Content Based Syllabus. The fundamental objective of this syllabi is to provide a particular subject or knowledge to learners while they are concurrently learning the language. Learners acquire the language while learning another content presented in the classroom. Thus, the process of learning the language happens subconsciously in content based syllabus. (Şanal, 2016).

Challenges in Foreign Language Learning Classrooms in Turkey

Teachers and students face some challenges in foreign language classrooms in Turkey. First of all, it should be noted that classrooms in public schools in Turkey are generally crowded. It can be challenging for students to study in these crowded classrooms. In addition, foreign language lesson hours are found to be inadequate in order for students to learn the language sufficiently. Students have more lesson hours of social studies, Turkish language, science, and mathematics in comparison with the English language. Thus, the crowdedness in classrooms and inadequate lesson hours of English lessons affect the language learning process negatively (Oktay, 2016).

Besides the learning environment and period, it is found that the approaches, methodologies, techniques, and tools being used in classrooms are traditional (Özmat & Senemoğlu, 2021). According to Hatipoğlu (2016), “the methodologies they use to train language teachers and to assess language proficiency not only mirror and reinforce general attitudes about language and language learning but also create closed systems that are usually highly resistant to change and innovation” (p. 136). On the one hand, the language curricular system tends to focus on four fundamental skills which are writing, speaking, listening, and reading. On the other hand, the main focus of language classrooms in Turkey are mostly based on grammar which leads students to develop their grammatical skills more than their communicative skills. According to Akdoğan and Akbarov (2014), “most students complain about the translation and the grammatical paradigms being the most prevalent teaching approach in classes” (p. 672). In other words, language classrooms in Turkey are teacher centered where students cannot be active adequately since teachers and students are exposed to traditional teaching methodologies that focus on deductive grammar teaching instead of communicative methodologies (Oktay, 2016). Nonetheless, speaking and listening skills are significant for language learning as well as reading and writing skills. However, the language curriculum system in Turkey relies on traditional methodologies which cannot develop proficiency in all four fundamental skills (Özmat & Senemoğlu, 2021). Özmat and Senemoğlu (2021) states as follows regarding the significance of communicative competence:

Communication ability in a foreign language is necessary to keep pace with science and technology in today’s global society. Students should have command of one or more foreign languages in order to be successful in both higher education and professional life after school. (p.42)

To put another way, students should be able to communicate in a foreign language in order to have a successful career even if they are not planning to become language teachers or translators. Therefore, communicative skills must be the concern of the teaching system in Turkey as well as grammatical skills (Özmat & Senemoğlu, 2021), since the four fundamental skills which are reading, writing, speaking, and listening construct the unity of language proficiency even though they seem distinctive from each other (Sadiku, 2015). In other words, it is essential for students to learn these four fundamental skills with an effective combination in order to gain

proficiency in English. Hence, students' communicative skills must also be the focus of language classrooms (Sadiku, 2015).

Furthermore, it was found out that students think the tools being used in language classrooms are tedious. The particular reason for this circumstance is that the tools are generally limited to books and these books are designed in accordance with the traditional teaching approaches. Thus, language books used in classrooms consist of mostly reading and writing activities rather than speaking and listening activities. In other words, grammar and vocabulary are the main focus of these books (Özmat & Senemoğlu, 2021).

On the whole, according to Akdoğan and Akbarov (2014), four fundamental language skills are "listening, speaking, reading, writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling" (p. 673). All these skills play a vital role in language competency. Language proficiency in accordance with four fundamental skills can be developed with the help of suitable teaching and learning methodologies. The methods used in language classrooms are momentous and should be chosen in accordance with students' needs (Hatipoğlu, 2016). The proficiency can be built by non-traditional methodologies or mixing different methods (Richards & Rodgers, 2014). In other words, it is a fact that applying a suitable methodology to teach English is vital for the language learning process (Hatipoğlu, 2016). In addition, English lecturers has a significant role in the teaching process since the classrooms are teacher centered (Oktay, 2016). Sadiku (2015) states as follows regarding the role of teachers:

Teachers should set high standards for an ESL classroom. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. (p. 29)

Nevertheless, Kaygısız et al. (2018) conducted an investigation regarding the correlation between English lecturer's competency and the methodologies they apply in their classrooms in Turkey. It was found that teachers' competency in English and teaching English has a vital role on the methodologies they adopt. Lecturers who do

not define themselves adequately competent prefer traditional methodologies such as grammar translation method since they can use their mother tongue during the lesson in this method (Kaygısız et al., 2018). In addition, grammar translation method was found to be easy to apply by teachers since it is limited to representation of grammatical rules and memorization of vocabulary (Mart, 2013). Thus, teachers who are not competent in English prefer GTM or related teacher centered methodologies in classrooms. Moreover, lecturers who are qualified enough to teach English prefer innovative teaching approaches such as communicative approach in order for students to obtain proficiency in speaking which is also one of the four fundamental skills of a language. The point here is that the competencies of English lecturers in Turkey also has a crucial role for language teaching (Kaygısız et al., 2018).

At this stage, it can be assumed that there are various factors that affect English learning negatively in Turkey. These factors can be categorized as crowdedness, inadequate lesson hours (Oktay, 2016), traditional teaching approaches (Hatipoğlu, 2016), limited tools (Özmat & Senemoğlu, 2021), and incompetency of lecturers (Kaygısız et al., 2018). These abovementioned factors appear to have a negative impact of language teaching on Turkish students (Hatipoğlu, 2016).

University Entrance Examination by Student Selection and Placement Centre in Turkey

Student Selection and Placement Centre which provides exam services to more than 10 million candidates annually on a national scale and is one of the leading institutions in the world in terms of the number of exams it gives and the size of the candidate group it serves, continues on its way with the mission of being a valid, reliable and fair measurement, selection and placement institution. The basic principle of the institution is to create a valid, reliable and fair measurement and evaluation system by constantly renewing itself and adapting rapidly to change, planning all its works in line with scientific methods. Student Selection and Placement Centre which sees being everywhere for everyone, serving the candidates with disabilities, health problems and special conditions in their province, being innovative in the examination processes, being accountable and maintaining reliability in the society, as the basic principles of its existence, continues its work for this purpose, together with all its stakeholders with a team approach. Student Selection and Placement Centre, while carrying out the task of selecting students for

universities in its establishment, has been transformed into an institution where approximately 50 exams are held every year, with new exams added since 1981 according to the historical development and the needs of Turkey. In other words, university entrance examination is one this institution's tests. (Republic of Turkey Student Selection and Placement Centre, 2021). A study of Berberoğlu (1996) represents the history and emerge of Student Selection and Placement Centre as follows:

Before 1950, students were selected and placed in universities through the high school graduation examination and a matriculation examination carried out by the Ministry of National Education. However, with time, the number of applicants exceeded the capacity of the universities. This development started a new movement toward the administration of a selection examination by the universities which were completely independent of each other. The type of examinations used by the universities during this period was basically essays. But increase in the demand for higher education combined with the subjectivity of the essay type examinations used by the universities created a crisis. The evaluation of the essay examinations of the thousands of applicants eventually became a major issue. Moreover, it was practically impossible for the candidate to take the exams given by different institutions on the same date. As a result, in 1963, an Interuniversity Board conducted an Interuniversity Entrance Examination Commission for the purpose of establishing a centralized entrance system for the universities. The commission first extended the examinations held by Ankara University to the other universities in the country. (p. 363)

Moreover, the existing system of examination was being conducted by a number of academic institutions until 1974. After that, the board established a regular facility named the Interuniversity Student Selection and Placement Centre since the quantity of candidates for academic entrance grew. The purpose of this establishment was to implement a coordinated university admission procedure. Later in 1981, the Centre's title was updated to the Student Selection and Placement Centre (SSPC), which was legally associated to the Higher Education Council. That following year, the two-step university entrance examination was launched under the supervision of SSPC (Berberoğlu, 1996).

As an example, a university candidate who would like to study English Language Teaching, English Language and Literature, or English Translation and Interpretation has to take the English Field Proficiency Examination after taking the first examination which is Basic Proficiency Examination (Republic of Turkey Student Selection and Placement Centre, 2021).

It should be noted that the examination system constantly changes in Turkey, however, the main idea and the principles of the examination remain the same (Berberoğlu, 1996). It is a fact that one of the most contentious topics in Turkish education is the procedure for enrolling university education. Students are at the center of this topic, which is of particular concern to scholastic authorities, however, they have been generally excluded from the argument, and they have been compelled to agree modifications to the test procedure. It should be pointed that university education is demanded from many individuals in Turkey. Nevertheless, the number of students seeking university education exceeds the capacity of the universities (Bal & Kutlu, 2011). Moreover, Karataş and Okan (2019) state that “there is no doubt that tests do have a very influential role in our lives, especially when an educational system is based on standardised tests” (p. 210). Hence, the reliability of Turkey's examination system became one of the most significant educational issues (Bal & Kutlu, 2011). In addition, according to Grant (1990), “the selection system may also be criticized for its very heavy reliance upon objective testing” (p. 123). In addition, it may not be reliable to test students' achievement in a foreign language through a standardized test since they cannot present their listening and speaking skills during this test. In other words, testing students through standardized tests that focus on grammatical and lexical skills related to reading skills may not be adequate for the reliability and validity of language proficiency since the other skills which are writing, listening, and speaking cannot be tested through these standardized tests. Nonetheless, the curriculum system in language classrooms in Turkey should also be taken into consideration while criticizing the university entrance examination (Hatipoğlu, 2016) since as Ayrar et al. (2014) states “the exams, which are usually administered by a public agency, tend to be based on the schools' curriculum and grade student performance into multiple levels of achievement based on an external standard, not just relative to students in a class” (p. 722). The point here is that not only the examination system but also the curriculum system in Turkey rely on traditional methodologies focusing on grammatical and lexical skills that may not

provide an accurate picture of achievement. Galaczi (2018) indicates the significance of testing all four language skills as follows:

Learners' development in the four skills is often unbalanced and testing only some language skills may give an inaccurate picture. It is common for language abilities across the four skills to be interrelated. However, such relationships are not strong enough to allow measurement of one skill to substitute for another. Learners' development of the four skills can be unbalanced, e.g. a learner could be strong in reading, but weak in listening or writing or speaking. Research has suggested that the ability to speak is distinct from the ability to read/listen/write. Therefore, a proficient reader/writer/listener may not necessarily be a proficient speaker.

Approached from this angle, all four fundamental skills for language learning is essential and the testing system should be designed in accordance with these skills (Galaczi, 2018). Nonetheless, the language examination system in Turkey is limited to grammatical and lexical skills that are affiliated with writing and reading skills (Hatipoğlu, 2016).

According to Hatipoğlu (2016), "there is a widespread belief among practitioners, academics, students and parents that university entrance exam has a negative impact on the teaching and learning of foreign languages in Turkey" (p. 137). It can be assumed here that the university entrance examination in Turkey affects not only the language teaching procedures and also students since it is one of the most significant exams for students who would like to study in a university (Hatipoğlu, 2016). In addition, Karabulut (2007) conducted a study regarding the effects of the examination by Student Selection and Placement Centre on language classrooms in Turkey. According to this research, "the results suggest that the test is a major factor determining the flow of English lessons," and it is added that "the test influences what teachers teach, how they teach, what students learn and how they learn. The primary goal of language learning is to score high on the test and be able to attend the university" (p. 50). In other words, it can be assumed that lecturers and students rely on traditional methods since these methods cover their needs (Karabulut, 2007).

Nonetheless, testing only grammatical and lexical skills cannot display all proficiency in English (Galaczi, 2018). To put another way, it may not be reliable to consider students competent who obtained higher scores in the central examination

(Ayril et al., 2014). In addition, a study of Cepik (2011) presents that reliability of examination system can be criticized since “those who become familiar with the testing system well can receive even much better scores. Although they receive promising scores in receptive skills, they hardly succeed in communicative skills, particularly speaking” (p. 519). Hence, students who got used to the testing system can achieve better results than the ones who are competent enough but are not familiar with the testing procedures (Cepik, 2011).

Significance of Speaking Skills in English

The language of English is widely adopted throughout the globe, hence it has earned the title of universal language. English is extensively utilized in academic world. It is found that over 85% of research papers are in English. Nonetheless, the wide use of English is not limited to educational world only. Various fields including finance, economics, business, vacation, accommodation, entertainment, travel, journalism, press, technology, innovation, internet, technology, health, and construction also utilize the language of English. Approached from this angle, it is essential for individuals to have a good command of English regardless of their fields. Nowadays, the entire globe appears to have become an international civilization, and individuals interact with one another through a common tongue which is the language of English (Rao, 2019). Individuals should gain mastery in the language's fundamental skills in order to be competent during their career. On another level, speaking can be displayed as the most essential one of these abilities. The aim of communication cannot be accomplished successfully unless this skill is developed (Akhter, 2021). To put another way, in order to communicate with others, speaking skills can be considered crucial (Rao, 2019). Owens (2012) describes speaking mainly as follows:

Speech is a verbal means of communicating. Other ways of communicating include but are not limited to writing, drawing, and manual signing. The result of planning and executing specific motor sequences, speech is a process that requires very precise neuromuscular coordination. Each spoken language has specific sounds, or phonemes, and sound combinations that are characteristic of that language. (p. 6)

In other words, it is possible to consider language as a vessel for understanding or a way of communication. It functions as a tool for conveying and receiving messages,

as well as a means of establishing and maintaining efficient cultural and personal interactions (Shaniga, 2021). Individuals cannot exist in the absence of communication. People seek to convey their perceptions, beliefs, and ideas, and language can enable them to do so. In our globalized world, individuals should be able to interact with one another, and English can serve this goal (Akhter, 2021). Hence, speaking is one of the skills that students must master when studying the English language since it is a fundamental tool for communication (Shaniga, 2021). Furthermore, according to Kırkgöz (2005),

In Turkey, English plays a crucial role in all aspects of life, from politics and economics to education. With a total area of 780,580 square kilometers, 97% in Asia and 3% in Europe, the nation acts as a physical and cultural bridge between the two continents. Its location as a geographical crossroad has meant that throughout history, Turkey has been the cradle of many great civilizations. Bordering eight nations and surrounded by three seas, Turkey has a strategic and geopolitical status that makes the learning of English particularly important. A member of NATO since 1952, Turkey has engaged in extensive collaboration with Europe from the 1960's on economics, education, politics and cultural affairs.

Put it another way, the language of English is significant for individuals in Turkey. The main reason for this particular circumstance can also be the growing need of achievement in education and career life (Kara et al., 2017) since The Republic of Turkey is a developing country that includes numerous institutions, companies, and universities (Kırkgöz, 2005). Nevertheless, the employers in Turkey generally seek for employees who have a good command of English. Thus, students in Turkey generally seek for university education in English in order to have English competency regardless of their fields for their future career. Kara et al. (2017) states as follows regarding the significance of English competency in business life in Turkey,

The private companies look for employees having relevant professional expertise in English and besides, in public areas they get a rise in their salaries when they demonstrate their competence in one of the nationwide foreign language proficiency examinations (Alptekin and Tatar, 2009). In such an atmosphere, learning English becomes inevitable and compulsory for any person who either seeks work or just desires to follow the new

developments, innovations and events to keep up with the age in social, economic, scientific and technological aspects. (p. 66)

Teaching and Learning of the Speaking Skill

Although speaking skills are crucial in language proficiency, it is devalued in many classrooms (Rao, 2019). On the one hand, it is found that many lecturers prefer applying teacher centered methodologies focusing on deductive grammar teaching since these methods are easy to apply (Mart, 2013). On the other hand, there are many lecturers who prefer communicative approaches. However, it appears that many lecturers who prefer communicative methods proceed teaching skills through basic drills or dialogues that can be memorized easily. Thus, application of traditional methodologies and misapplication of non-traditional methodologies affect the teaching process of speaking skills negatively. Nevertheless, speaking skills are different than the other three fundamental skills since it can be challenging to produce sentences orally for learners. In other words, speaking skills require more effort than the other fundamental language skills (Rao, 2019). Akdoğan and Akbarov (2014) states as follows regarding the dissimilarity of speaking skills:

The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. (p. 673)

Approached from this angle, speaking skills require more attention than listening, reading, and writing (Akdoğan & Akbarov, 2014). Communicative competency can be built through communicative approaches that mainly focus on learners' speaking skills through communicative exercises such as real-life dialogues or variegated repetitions. It should be noted that these exercises should be authentic activities based on daily life routines since it is essential for students to learn how to integrate with individuals in various conditions. Students can also obtain grammatical skills

through these exercises which will be significant for their career. Within this framework, learners can have a successful career (Rao, 2019).

Related Studies

According to Göktürk Sağlam (2018), “Turkey is known with its test-oriented education system which exerts strong negative washback on teaching and learning” (p. 156). Washback effect can be defined as impacts of tests on learning and teaching processes (Göktürk Sağlam & Farhday, 2019). Tabatabaei and Safikhani (2011) investigated the washback effects of the university entrance examination and revealed that the exam plays a significant role and has a negative impact on English classrooms in high schools. Karabulut (2007) also conducted a study regarding the washback effects of the English university entrance examination and found that the university entrance examination by SSPC in Turkey affects not only students but also teachers in their teachings since teachers tend to design their lessons in accordance with students’ needs. Thus, they focus on grammatical and lexical skills in addition to reading and translation skills. For this reason, students cannot develop their competencies in accordance with four fundamental skills (Karabulut, 2007). Sadighi et al. (2018) conducted a research regarding the attitudes of English lecturers towards the washback effects of the university entrance examination and found as follows:

Although the English textbook was designed to follow the communicative teaching and learning objectives, the teachers were influenced by these types of exams being against the purposes of the syllabus. Also, these tests and the supplementary materials showed negative wash-effects on the students’ learning objectives and teachers’ class practices. Teachers’ different years of experience and their views on the effect of university entrance exams on the education goals and the way teachers use the materials were statistically significant, but their gender distinction was not significant. (p. 1)

The study of Güneş (2019) also revealed that most of the English lecturers think the English university entrance examination by SSPC is not designed in accordance with all language skills and this causes students to focus more on their reading skills since the examination consists of mostly reading questions in addition to grammatical and lexical questions. Moreover, it was found that students face difficulties in their listening, writing, and speaking skills since they did not focus on these skills before they enrolled to the university. It can be assumed here that not only speaking skills,

but also listening, and writing skills of the students are being affected negatively because of the examination system in Turkey (Güneş, 2019).

Furthermore, students' opinions regarding the examination system should also be taken into consideration. However, it appears that although they are the ones who are at the point of this system, they are being kept outside the argument (Bal & Kutlu, 2011). Sayın and Aslan (2016) conducted a study regarding the perceptions of students regarding the English university entrance examination by SSPC. It is found that most of the students think the examination cannot reveal their proficiency in accordance with all language skills. Kutlu et al. (2020) conducted a study regarding the washback effects of English university entrance examination. It is found that students' perceptions on the exam is negative. It should also be highlighted that according to Kutlu et al. (2020) "there is need for improvements with respect to content, style and reliability, and validity of the examination for it to be more positive and practical for the candidates" (p. 121). On the whole, it appears that both English lecturers (Güneş, 2019), and students who have taken the English university entrance examination generally have negative perspectives on the university entrance examination by SSPC (Sayın & Aslan, 2019).

Various studies regarding the other language proficiency examinations in Turkey also exist. Akpınar and Çakıldere (2013) conducted a study regarding the washback effects of KPDS and ÜDS which are language testing examinations by SSPC in Turkey, and stated that individuals who take these exams "will mostly focus on passing the exam. As a result, they will not spend any effort to improve the skills such as listening, speaking and writing that are not included in these tests" (p. 88). Put it another way, since language tests in Turkey focus on grammatical and lexical skills through multiple choice questions, students cannot develop their language competency in accordance with four fundamental skills. For this reason, the language testing system in Turkey should be updated in order to reveal students' all language skills (Akpınar & Çakıldere, 2013).

Külekçi (2016) states as follows regarding the potential washbacks of YDS examination which is also a language testing exam by SSPC:

The construct analysis of YDS-English reveals that the test mainly focuses on grammatical and textual knowledge more than pragmatic knowledge, and by its nature it neglects communicative and productive language abilities of test takers. While Rimmer (2006) states that grammatical knowledge highly

‘correlates with overall proficiency’ (p.497), Kitao and Kitao (1996) underline that today well-designed proficiency tests should directly address communicative competence. Moreover, proficiency tests should involve both receptive and productive skills, and reflect language use in real life, thus turning into an authentic assessment tool for language proficiency. In the light of these points, YDS-English can be (re)constructed more effectively by addressing all areas of language knowledge and encompassing communicative and strategic aspects of language use. (pp. 311-312)

Göktürk Sağlam (2018) revealed that the testing system has a negative washback effect on the curriculum system and approaches used in classrooms. Göktürk Sağlam and Farhady (2019) also found a negative impact “upon learning since students were inclined to prioritize test-oriented practice” (p. 177), regarding the washback effects of university English language proficiency examination. Kılıçkaya (2016) carried out a research regarding the washback effects of English chapter of Transition Examination from Primary to Secondary Education. It is revealed that various elements, notably the form and the structure of the English test, have a significant impact on language teaching processes. The primary negative washback of this test was the tendency of lecturers to not to educate skills that are not being tested namely writing, speaking, and listening. Şenel and Tütüniş (2011) also found a negative effect of testing on students in writing classes particularly anxiety and fear of failure.

Speaking skills of the language students is a common problem in Turkey (Hatıoğlu, 2016). According to a study conducted by Kara et al. (2017) regarding the English speaking skills of students in Turkey, it was found that although students achieve better listening, writing, and reading skills, they face challenges in terms of speaking skills. The reason for this phenomenon can be defined as “language learning anxiety, learners’ autonomy, deficiencies in teacher education and teachers’ development, and lack of material or/and technology in EFL classes” (p. 66). Moreover, Dağtan and Cabaroğlu (2021) also revealed that English Language Teaching students in Turkey face problems with regard to speaking skills. According to Dağtan and Cabaroğlu (2021), “the results indicated that although they had been studying English for more than 6 years, a great majority of the participants could not speak English as proficiently as they were supposed to do” (p. 359). In addition, the study also found that ELT students face difficulties in terms of confidence and

fluency while speaking English (Dağtan & Cabaroğlu, 2021). Çelik and Özcan (2013) stated that university entrance examination in Turkey “can only test the reading-comprehension skills of students. As written expression, listening-comprehension and oral expression competences cannot be tested, the exam does not yield satisfactory data about the level of the students” (p. 293). In addition, the university entrance examination by SSPC tests students’ translation skills. This testing system may seem suitable for students who would like to study Translation and Interpretation. Nonetheless, speaking skills of the TRN students must also be the concern of the examination system since oral interpretation fields such as conference interpretation, simultaneous interpretation, and consecutive interpretation are also a part of this profession (Çelik & Özcan, 2013). On the whole, the reason for students’ problematic speaking skills may be the impact of university entrance examination by SSPC since the examination does not focus or test speaking skills of the students (Hatipoğlu, 2016).

In this chapter, detailed literature regarding language teaching methodologies including traditional and non-traditional methods, challenges faced in language classrooms in Turkey, the concept of university entrance examination for language departments by Student Selection and Placement Centre in Turkey, the significance of speaking skills in English, and teaching speaking skills were discussed. Following these, literature regarding related studies have also been discussed. In the next chapter which is methodology, the information regarding the research design and procedures, sampling and participants, data collection, data analysis, reliability and validity, and ethical consideration of the current study will be presented.

CHAPTER III

Methodology

This chapter includes detailed information regarding the methodology of the present study which examines the washback effects of the university entrance examination and its relation with speaking skills. Research design and procedures, sampling and participants, data collection procedures, data analysis procedures, and reliability and validity are comprehensively represented in this chapter. The overall methodology is summarized at the end of the chapter.

Research Design and Procedures

This research investigates the washback effects of university entrance examination by SSPC and its relation with the speaking skills by following a mixed methods design. According to Wisdom and Creswell (2013),

The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. (p. 1)

Put another way, this study includes both quantitative and qualitative data. Quantitative studies focus on the collection and the analysis of data which is investigated numerically (Goertzen, 2017), and qualitative studies “involve collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research”, according to Bhandari (2020).

Quantitative data was collected through an online survey in this research. The online survey was prepared through Survey Monkey. The website of Survey Monkey was firstly opened via the laptop of the researcher. A membership was created under the name of the researcher. After creating the membership, the button for creating a survey was clicked. The survey was named as NEU/ES/2021/642 since it is the official name of the study. Then, questions of the survey was added. The survey consists of four questions that investigates undergraduate students’ departments,

university entrance examination scores, speaking scores and grades which had been obtained during their speaking classes (see Appendix B). Each question on the survey was explained in brackets in order to clarify questions to obtain accurate answers. The survey was published on Neu English social media website which is being followed by current and graduated students in the university (see Appendix C & D). Since the questions are based on departments, scores, and grades only, it took approximately two minutes for student to fill the survey. Moreover, the online survey was prepared and published in April 2021, and the quantitative data analysis began in December 2021. Thus, the process of quantitative data collection continued for eight months for this study.

In addition, qualitative data was collected through online semi-structured interviews via Google Meet. According to Pollock (2013),

A semi-structured interview is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned in advance. Since semi-structured interviews combine both the structured and unstructured interview styles, they can offer the advantages of both. They allow for the objective comparison of candidates, while also providing an opportunity to spontaneously explore topics relevant to that particular candidate.

In other words, semi-structured interviews was found to be convenient for this study since it provides the opportunity to discover more themes related to the issue. The interview was prepared regarding students' perceptions on the UEE and their high school education in order to reveal the washback effects of the exam. A list was obtained from the department with information regarding student names, surnames and e-mails in language departments. Students were firstly contacted through social media Instagram and then an online meeting was arranged. A consent form was prepared and given to participants before the meeting (see Appendix E). All students had individual one-to-one meetings. During the online meeting, the researcher asked the questions and took notes regarding the students' answers. The online meetings were also recorded with the consent of participants in order to strengthen the reliability of the study. Then, the answers of the students were transcribed. Each interview took approximately 15 minutes, in total 225 minutes. In addition, the process of data collection through interviews began on 17th of January, and the data analysis began on 30th of January.

Accordingly, the process of qualitative data collection through online meetings lasted approximately two weeks.

The Private University's Administration Scores

According to the 2021 enrollment SSPC scores of the university, the English Language Teaching (ELT) department of the university requires at least the score of 281.23 from the university entrance examination by SSPC in order to have a 50% scholarship. In addition, in order to have a 100% scholarship, ELT student candidates must obtain at least the score of 353. The department does not offer other scholarship options. Moreover, in order to enroll to the English Language and Literature (ELL) department of the university, candidates must obtain at least the score of 180 in order to have a 50% scholarship. In addition, 100% scholarship in the department of ELL requires at least the score of 275.88. Other scholarship options do not exist for the ELL department as well. Furthermore, the department of English Translation and Interpretation (TRN) requires at least the score of 180 which provides students a 50% of scholarship. In addition, 100% scholarship can be obtained by candidates with the university entrance examination score of 274. The department of TRN also do not provide other scholarship options. It should be noted at this point that these administration scores only apply to candidates in 2021 (Near East University, 2021), since administration scores of the universities change every year in accordance with the minimum scores of the students placed in the universities (Ösymli, 2020).

Furthermore, students enrolled in the English departments of the university are required to take the English proficiency examinations. Students who are successful in these exams can begin their bachelor education directly. Students who are not successful in the English proficiency exam are placed in groups at the Preparatory School according to the results of the exam. It should be pointed that students who have completed a desired level of English program at another university in the last two years can begin their bachelor education directly. In addition, students who have completed their secondary education in a country where English is used as the dominant language can also begin their undergraduate education directly. These countries include the United States, England, New Zealand, and Australia. Those who have studied or come from a country where English is not the mother tongue but an official language (for example, Nigeria and India) are not exempt from the Preparatory School language test. These students have to take the

English proficiency exam of the university. It should also be noted that students who have equivalent certificates of English proficiency can also begin their bachelor education without taking the English proficiency examination (Near East University, n.d.). These equivalent certificates can be seen in Table 1.

Table 1

Equivalent Examinations and Valid Scores of the University

Examination	Valid Score
Cambridge English FCE	160 and above
IELTS	Average 5.5 and above
TOEFL IBT	72 and above
TOEFL CBT	200 and above
TOEFL PBT	520 and above
YDS by SSPC	75 and above
YÖKDİL by SSPC	75 and above
Pearson PTE	55 and above
SAT Reading and Writing	350 and above
IGCSE	A, B, C
UNPT	60 and above
ACT	22 and above

(Near East University, n.d.)

Lecturers' Methodologies in Speaking Classes

According to Near East University (2018), speaking classes aim to develop oral communication skills using appropriate expressions and strategies for various verbal communication situations, to improve the ability to express feelings and thoughts effectively through conversation, presentation and discussion activities, and to develop speaking and listening comprehension skills by using up-to-date, original, auditory, audio-visual materials. In addition, integrated methodology incorporating all the four fundamental language skills is being used in classrooms in the university. However, due to the fact that the speaking course is based only on speaking skills, based syllabus design is being followed. The speaking classes are student-centered, and students obtain their speaking scores in accordance with the speaking assessment criteria (see Appendix F).

Sampling and Participants

Investigators utilize the procedure of sampling in order to make inference regarding a group from the findings of a relatively smaller group of the target group instead of carrying out a research including all people in the target group (Barratt & Shantikumar, 2018). The sampling in this study consist of undergraduate students from three language departments namely Translation and Interpretation, English Language Teaching, and English Language and Literature. The participants are bachelor students in an international private university in the Turkish Republic of Northern Cyprus where Turkish is spoken as the dominate language of communication. Only undergraduate students from the Republic of Turkey are participants in this study due to their necessity of taking the university entrance examination by the SSPC in Turkey before administering to the university. The first language of all participants was Turkish. The method of sampling used in this study is convenience sampling. According to Barratt & Shantikumar (2018), “convenience sampling is perhaps the easiest method of sampling, because participants are selected based on availability and willingness to take part.” The reason for this sampling method was chosen for the current study is that the process of data collection had been carried out online due to the lockdown because of the Covid-19 pandemic. In other words, during the data collection process, students were proceeding their education online from their hometowns, instead of the classrooms in the faculty. Therefore, students’ availability was taken into consideration while collecting data.

The quantitative data was collected from 80 students from three different language departments namely Translation and Interpretation (TRN), English Language Teaching (ELT), and English Language and Literature (ELL). Even though there are more Turkish students in the aforementioned departments, only 80 of the students voluntarily filled out the survey. Thirty-three participants were from the department of TRN, 29 participants were from the ELT department, and 18 of the participants were from the department of ELL.

It can be seen in Table 2 that 41.3% of the students who participated in the survey were from the TRN department. Moreover, 36.3% of the participants were from the ELT department. In addition, 22.5% of the participants were from the department of ELL.

Table 2*Distribution of Participants in Accordance with their Departments*

Department	N	%
TRN	33	41.3%
ELT	29	36.3%
ELL	18	22.5 %
Total	80	100

Key: N: Number, %: Percentage

Furthermore, the qualitative data was collected from additional 15 students who also study in these language departments. The students who participated in the online survey could not participate in the online interview since their identity remained anonymous during data collection. In total, 95 students participated in this study.

Table 3*Distribution of Participants in Accordance with their Departments*

Department	N	%
TRN	5	33.3%
ELT	5	33.3%
ELL	5	33.3%
Total	15	100

Key: N: Number, %: Percentage

Table 3 displayed that the number of students who participated in the online interview was 15 including 5 TRN students, 5 ELT students, and 5 ELL students with the same percentage of 33.3%. On the whole, the total number of students who participated in this study is 95.

Data Collection

Quantitative data was collected by an online survey (see Appendix B) because students were exposed to online education during the Covid-19 pandemic. The online survey used in this study was prepared via Survey Monkey which is a company that provides survey preparation and data collection. Moreover, the company ensures that every participant fills

the survey only once through their devices. In other words, students cannot participate in the survey more than once. The aim of the Survey Monkey company is to provide new ways for those who would like to collect data or share data. (Survey Monkey, 2021). In other words, the online survey has been prepared via Survey Monkey due to its accessibility and reliability. Survey Monkey provides free survey preparation that can include up to 40 participants, however, premium membership which is not free is necessary in order to collect data from more than 40 participants. It is also possible to create multiple surveys for free in order to collect more data (Survey Monkey, 2021). The data in this study was collected through Survey Monkey's monthly paid premium membership in order to have more than 40 respondents in one survey. The survey consisted of four basic questions:

1. Which department are you studying? (Translation and Interpretation, English Language Teaching, English Language and Literature)
2. What is your Student Selection and Placement Centre (ÖSYM) Examination result? (Example: 250, 375, 450...) Please write your score, not your ranking.
3. What is your English speaking score? (0-100) Please write the total score you obtained from your speaking course by exams, projects, presentations, etc.
4. What is your English speaking grade? (AA, BA, BB, CB, CC, DC, DD, FF)

First question refers to the students' departments since the study also investigates the achievement level in different departments. Second question refers to the students' university entrance examination by SSPC scores that had been obtained before administering to the university. Third question refers to the students' scores in their speaking classes which had been obtained in accordance with the oral test criteria (see Appendix F). Fourth question refers to the students' speaking grades. Even though questions 3 and 4 are similar, both questions were added to ensure the reliability of the answers. The online survey was published on the Neu English Social Media Facebook Website (see Appendix C & D) which is followed by almost all students who study English Translation and Interpretation, English Language Teaching, and English Language and Literature. It should be noted that students who graduated recently from these departments could also respond to the survey if they still follow the website. In other words, it was possible for alumnis to participate in the survey through the link posted on Neu English Facebook Website. The link to the survey was published multiple times both in Turkish to ensure understanding which is the mother tongue of the participants and in English in order to reach more students (see Appendix C & D). In addition, the link to the

survey was e-mailed to all the lecturers lecturing the three departments. The lecturers further forwarded the e-mail to all their students who had taken the Speaking course. What is more, the Monkey Survey was placed on the departments' educational website (english.neu.edu.tr) as an announcement.

It should be highlighted that, more than 80 students filled in the Monkey Survey, however, due to irrelevant responses, e.g. some students replied by saying they scored 60 in the speaking course but then added they received BA as grade, some students replied by stating that they scored 60 in the SSPC exam which is not a valid score, these responses were removed from data collection to ensure reliability.

Moreover, qualitative data was collected through online interviews via Google Meet. Students were firstly contacted through social media Instagram to inform them regarding the research and to arrange an online meeting. A semi-structured interview was used in this study. In a semi-structured interview, some questions are structured and extra questions are added related to the issue in accordance with the direction of the interview (Pollock, 2013). Students' perceptions regarding the university entrance examination were asked during these online interviews in addition to their educational backgrounds in high school. The questions used in this interview were as follows:

Section I.

1. During the YDT preparation process, which language skills did you mostly focus on?
2. During the YDT preparation process, which types of questions did you mostly practise?
3. During the YDT preparation process, which techniques did you utilize to study? (E.g. memorization, repetition, etc.)
4. Which types of questions were the most challenging for you?
5. During your university education, do you benefit from the things you learned while you were preparing for YDT?
6. Do you think YDT can measure language proficiency properly?
7. If you had the opportunity to modify the design of YDT, what would you change? Why?

Section II.

1. During your high school education, which language did your English lecturer use in classes?

2. Which language skills did your English lecturer mostly focus on during your high school education?
3. Which language skills did you mostly focus on during your high school education?
4. How often did you practise writing, reading, speaking, and listening in your English lessons in high school?
5. Did you manage to improve your communicative skills as much as your grammatical and lexical skills?
6. Do you think YDT examination effects the English teaching process in high schools?

The interview included some similar questions between each other in order to ensure reliability of the students' answers. Extra questions were added during interviews if necessary according to students' answers during the interview to avoid misunderstanding of the concepts. The time spent in each interview was approximately 15 minutes. The interviews were recorded with the consent of participants. Then, the researcher transcribed the interviews after watching the recordings. The process of qualitative data collection through interviews lasted approximately two weeks.

Data Analysis

Quantitative data collected from an online survey in this study were analyzed via 28th version of Statistical Package for the Social Sciences (SPSS). Descriptive statistics of students' university entrance examination scores, and speaking scores, and frequencies and percentages of their speaking grades and departments were analyzed. Hayes et al. (2021) define descriptive statistics as follows:

Descriptive statistics are brief descriptive coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of a population. Descriptive statistics are broken down into measures of central tendency and measures of variability (spread). Measures of central tendency include the mean, median, and mode, while measures of variability include standard deviation, variance, minimum and maximum variables, kurtosis, and skewness.

In simple words, the summary of collected data's features can be comprehensively seen by calculating descriptive statistics (Hayes et al., 2021). Thus, descriptive statistics were used as a tool in this study to reveal summarized features of students' university entrance

examination and speaking scores before analyzing the correlation between these two variables. Moreover, frequencies and percentages of students' departments, and grades were also analyzed through descriptive statistics with frequency option via SPSS.

In addition, bivariate Pearson r correlation was used to analyze the relation between students UEE scores and speaking scores. Kent State University (2021) states that "the bivariate Pearson Correlation measures the strength and direction of linear relationships between pairs of continuous variables," and adds that Pearson correlation presents "whether a statistically significant linear relationship exists between two continuous variables." Approached from this angle, Pearson's correlation is a convenient tool for studies that investigate the relationship between two or more different but relatable data (Kent State University, 2021). Therefore, Pearson r correlation was convenient for this research since it investigates the relation between students' achievement in university entrance examination and their speaking skills.

Moreover, coding technique was used to analyze collected qualitative data which were through interviews in order to reveal significant themes of the study. According to University of California Santa Barbara (2019), "coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it" (p. 1). Codes and themes of the students' answers were firstly detected. Then, the frequencies of these codes were analyzed through descriptive statistics via SPSS version 28.

Reliability and Validity

According to Roberts and Priest (2006), "reliability and validity are ways of demonstrating and communicating the rigour of research processes and the trustworthiness of research findings" (p. 1). In other words, studies must be reliable and valid in order to provide appropriate data for readers. Data collection is a significant part of a research. Therefore, researchers must utilize from reliable and valid data during investigation (Roberts & Priest, 2006).

Quantitative data used in this study was collected via Survey Monkey which is a website for survey preparation and data collection. Survey Monkey allows researchers to prepare a free survey which is limited to 40 respondents. It should be pointed that in order to have more than 40 respondents, a paid membership was necessary. On the other hand, the company allows researchers to create more than one survey. Approached from this angle, it is possible for researchers to create multiple surveys to collect data from more than 40 participants. Moreover, Survey Monkey can be considered easy to use since it can

be reached via computers, laptops, tablets, and phones. It also has an application for researchers that provides notifications when a participant responds to a survey. Thus, it is a convenient company for online researchers. Furthermore, in terms of reliability, the company of Survey Monkey allows participants to respond to a survey only once in order to prevent deceptiveness. In other words, participants can only have one response to the survey. In addition, the company ensures researchers that all the data collected in the survey are accessible until the end of membership (Survey Monkey, 2021). Therefore, Survey Monkey was convenient for this online study due to its reliability, validity, and accessibility.

Furthermore, in terms of reliability of qualitative data, during online interviews, the researcher briefly clarified the questions to students in order to avoid misunderstanding. Similar questions were added to the interview to strengthen the reliability of students' answers. In addition, the researcher avoided leading questions to find out objective perspectives of the students. Moreover, online meetings were recorded with the consent of participants in this study. The researcher took notes during the interviews, and then watched the recordings again to transcribe the whole dialogues.

Ethical Consideration

According to Near East University Ethics Review Board (2021), "any research involving human participants and use of personal data should apply to the ethics committee of the university." In other words, ethical approval must be obtained from the university where the study which includes information regarding personal data of participants will be conducted before the data collection process. Ethical approval for this study regarding the relation between students' achievement in university entrance examination by Student Selection and Placement Centre and their achievement in speaking classes was applied on 24th of March, 2021, and obtained on 8th of April, 2021 from the Near East University Ethics Review Board (see Appendix G). In addition, participants were given a consent form before the online interviews (see Appendix E). Moreover, the validity of this study was checked through Turnitin in order to reveal the rate of similarity to other studies (see Appendix J).

In conclusion, detailed information regarding the methodology of the present study which examines the washback effects of the English university entrance examination by SSPC in Turkey and its relation with speaking skills has been comprehensively clarified in this chapter. Methodology chapter included research design and procedures, sampling and

participants, data collection procedures, data analysis procedures, ethical consideration, and reliability and validity of the current study. The next chapter includes results of the data analysis.

CHAPTER IV

Findings

This chapter presents the findings of this study regarding the washback effects of the university entrance examination by Student Selection and Placement Centre in Turkey and its relation with speaking skills. Within this framework, analysis of this study was guided through the following research questions:

1. What are the most and least scores obtained by students in:
 - a. the university entrance examination (UEE) by Student Selection and Placement Centre (SSPC) in accordance with their departments?
 - b. speaking classes in accordance with their departments?
2. Is there any significant difference between undergraduate students' speaking skills and their achievement in UEE in accordance with their departments?
3. What are language department students' perceptions regarding
 - a. the university entrance examination?
 - b. their speaking skills in English?

Students' Experiences of the English Language in High School

Frequencies and percentages were used to analyse students' educational backgrounds in English classrooms during their high school education to discover the approaches, methodologies, and techniques they have been exposed to, to reveal the washback effects of the university entrance examination on the high school English classrooms.

Table 4

Use of Language in High School Classrooms

Language	N	%
English	2	13.3
Turkish	13	86.7
Total	15	100

Key: N: Number, %: Percentage

According to Table 4, most of the students were exposed to the Turkish language during English classes with the percentage of 86.7 in high school. In addition, it can be seen that only 13.3% of the participants had English speaking teachers in high school.

Table 5

Frequencies of Language Skills Studied in High School Classrooms

Skill	N	Student Responses									
		Always		Usually		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
Reading	15	12	80.0	0	0	1	6.7	1	6.7	1	6.7
Writing	15	4	26.7	1	6.7	4	26.7	4	26.7	2	13.3
Speaking	15	2	13.3	0	0	2	13.3	8	53.3	3	20.0
Listening	15	2	13.3	2	13.3	4	26.7	6	40.0	1	6.7

Key: N: Number, %: Percentage

Table 5 illustrated the frequencies of English teaching classrooms' focus of language skills. It can be seen that twelve students stated that they always practised reading. It can also be seen that none of the participants responded usually for reading skills. One student stated sometimes, one student stated rarely, and one student stated never. The most common response for the frequency of reading skills was always with the percentage of 80.0. Within this framework, the majority of the students always practised reading skills in English teaching classrooms during their high school education.

In addition, four students stated that they always practised writing. One student stated usually, four students stated sometimes, four students stated rarely, and two of the students stated never. At this stage, the most common answers for the frequency of writing skills were always, sometimes, and rarely with the same percentage of 26.7, in addition to the least response which was usually with 6.7%. Approached from this angle, the focus on writing skills varies between schools. In other words, while some English lecturers focus always on writing skills, some lecturers focus rarely in high schools.

Moreover, two of the students stated that they always practised speaking skills in high school. It can be seen in Table 5 that none of the students stated usually. Two of the students responded sometimes, eight of the students stated rarely,

and three of the students responded never for the practise of speaking skills. It can be understood at this point that most of the students practised speaking skills rarely during their high school education with the percentage of 53.3.

In terms of listening skills, two of the students answered always, two of them responded usually, four of them stated sometimes, six of them responded rarely, and one of the students answered never for the practise of listening skills during their high school education. Viewed in this light, the practise of listening skills appeared to be mostly rare in students' high school education with the percentage of 40.0.

Table 6

Students' Perceptions regarding the UEE

Interview Questions	Student Responses					
	N		Yes		No	
	N	%	N	%	N	%
Did you manage to improve your speaking skills as much as your grammatical and lexical skills in high school?	15	3	20.0	12	80.0	
Do you think the university entrance examination affects the English teaching process in high schools?	15	13	86.7	2	13.3	

Key: N: Number, %: Percentage

Table 6 displayed two of the yes/no interview questions regarding students' high school experiences. It can be seen that 12 of the students claimed that they could not develop their speaking skills as much as their grammatical and lexical skills. It can also be seen that three of the students managed to improve their speaking skills during their high school education. Within this framework, the majority of the students could not improve their English speaking skills during their high school education with the percentage of 80.0.

In addition, Table 6 also displayed that thirteen students stated that the university entrance examination has an impact on the language teaching process in high schools. Only two of the students did not think the exam affects the English teaching process in high schools. At this stage, most of the students with 86.7% believed that the university entrance examination has an impact on English teaching

processes in high schools, while the minority of students stated they did not agree with this argument with 13.3%.

Level of Achievement with Regard to Departments

University Entrance Examination (UEE) and Speaking

Students' UEE scores and speaking scores were analysed through descriptive statistics via SPSS. Descriptive statistics displayed the number of students, minimum and maximum scores obtained by students, the average of the scores, and the standard deviation.

According to Table 7, descriptive statistics illustrated that the minimum score obtained by the student from the department of Translation and Interpretation was 242, and the maximum was 399. In addition, it appears that the mean score of the UEE scores was 312.27, and the standard deviation was 48.73. Within this framework, it can be understood that students' achievement in UEE was varying. In simple words, students generally had different UEE score levels in the department of TRN.

Table 7

TRN Students' UEE and Speaking Scores

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
UEE Scores	33	242.00	399.00	312.27	48.73
Speaking Scores	33	60.00	100.00	87.48	9.08
Valid N	33				

Key: N: Number, Min: Minimum, Max: Maximum, M: Mean, SD: Standard Deviation

Furthermore, the minimum speaking score obtained by the students from the TRN department was 60, and the maximum was 100. It can also be seen that the mean speaking score was 87.48, and the standard deviation was 9.08. Therefore, the table illustrated that students' speaking scores were not strongly distant to the average score. In simple words, the level of speaking skills of the students were found to be generally alike.

According to Table 8, the minimum score obtained by the student from the department of English Language Teaching in the university entrance examination was 210, and the maximum score was 410. In addition, the mean UEE score was

292.17 and the standard deviation was 52.39. Here it appeared that the UEE scores of the students were varying. To put another way, achievement in the UEE were in different levels between ELT students.

Furthermore, in terms of speaking scores, the minimum score obtained by the student was 65, and the maximum score was 100. In addition, the mean speaking score appeared to be 86.00, and the standard deviation was 8.44. Within this framework, ELT students' speaking scores were generally consistent. Thus, the speaking skills of the students were at similar levels.

Table 8

ELT Students' UEE and Speaking Scores

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
UEE Scores	29	210.00	410.00	292.17	52.39
Speaking Scores	29	65.00	100.00	86.00	8.44
Valid N	29				

Key: N: Number, Min: Minimum, Max: Maximum, M: Mean, SD: Standard Deviation

Table 9

ELL Students' UEE and Speaking scores

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
UEE Scores	18	238.00	430.00	339.24	55.96
Speaking Scores	18	39.00	96.00	74.55	15.49
Valid N	18				

Key: N: Number, Min: Minimum, Max: Maximum, M: Mean, SD: Standard Deviation

It can be seen in Table 9 that descriptive statistics of English Language and Literature students' scores illustrated that the minimum university entrance examination score obtained by the student from the ELL department was 238, in addition to the maximum score which was 430. Moreover, it can be seen that the mean UEE score was 339.24, and the standard deviation was 55.96. In these terms, the table displayed that students' UEE scores were not consistent. Therefore, the achievement level in UEE appeared to be in different levels between ELL students.

In addition, the lowest speaking score obtained by the student from the department of ELL appeared to be 39, and the highest score was 96. The table also showed that the mean speaking score was 74.55, and the standard deviation was 15.49. As a result, speaking skills of ELL students were found to be varying. In other words, ELL students generally had different levels of speaking skills.

According to Table 10, the analysis of descriptive statistics displayed that the minimum UEE score obtained by the students was 210, and the maximum score was 430. It was also found that average score of UEE scores was 311.35, in addition to the standard deviation which was 53.82. Approached from this angle, students' UEE scores were found to be distant from the average score, which causes inconsistency. In other words, the UEE achievement level of students varied.

Table 10

Students' UEE and Speaking Scores

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
UEE Scores	80	210.00	430.00	311.35	53.82
Speaking Scores	80	39.00	100.00	84.03	11.71
Valid N	80				

Key: N: Number, Min: Minimum, Max: Maximum, M: Mean, SD: Standard Deviation

It was also found that the minimum speaking score obtained was 39, and the maximum score was 100. In addition, the mean speaking score appeared to be 84.03, and the standard deviation was 11.71. In these terms, students' speaking skills were found to be in different levels between all students.

Speaking Grades

Table 11 displayed the grade system of the university including scores, and co-efficiency (Near East University, 2015). According to the table, the highest grade that can be obtained by students is AA with the score of 90 to 100. It can also be seen that obtaining AA provides the best co-efficiency. In addition, the lowest grade is FF that can be obtained with the score of 49 or less. Students who obtain FF also obtain 0 co-efficiency that causes them to fail the course.

Table 11*Score Table of the University*

Grade	Score	Co-efficient
AA	90-100	4
BA	85-89	3.5
BB	80-84	3
CB	75-79	2.5
CC	70-74	2
DC	60-69	1.5
DD	50-59	1
FF	49 and below	0

Table 12*TRN Students' Speaking Grades*

Grade	N	%
AA	15	45.5
BA	8	24.2
BB	7	21.2
CC	2	6.1
DC	1	3.0
Total	33	100

Key: N: Number, %: Percentage

It can be seen in Table 12 that the most common grade obtained by the students from the department of Translation and Interpretation was AA with the percentage of 45.5. Furthermore, the least common grade obtained by TRN students was DC with the percentage of 3.0. It was made evident in the table that most of the TRN students had high grades in their speaking classes. It should also be noted that none of the TRN students failed the course. As a result, all TRN students had competent or adequate speaking skills.

According to Table 13, the most common speaking grade obtained by English Language Teaching students was AA with the percentage of 48.3. In addition, the least common speaking grade was DC with the percentage of 3.4. The table

displayed that all students from the department of ELT had adequate speaking skills in order to pass the course. Moreover, it can also be seen that most of the ELT students obtained high grades in their speaking classes.

Table 13

ELT Students' Speaking Grades

Grades	N	%
AA	14	48.3
BA	5	17.2
BB	5	17.2
CB	2	6.9
CC	2	6.9
DC	1	3.4
Total	29	100

Key: N: Number, %: Percentage

Table 14

ELL Students' Speaking Grades

Grade	N	%
AA	4	22.2
DC	4	22.2
CB	3	16.7
CC	2	11.1
BA	2	11.1
BB	1	5.6
DD	1	5.6
FF	1	5.6
Total	18	100.0

Key: N: Number, %: Percentage

Table 14 illustrated that the most common grades obtained by the students from English Language and Literature department were AA and DC with the percentage of 22.2. Moreover, the least common grades were BB, DD, and FF with the same percentage which was 5.6. It can also be seen in the table that one of the

students failed the course. Nonetheless, most of the ELL students obtained adequate speaking grades.

According to Table 15, in terms of all students' speaking grades, the most common speaking grade obtained by the students was AA with the percentage of 41.3. In addition, BA with 18.8%, and BB with 16.3% also appeared to be common. Nonetheless, the grades of DD and FF appeared to be the least common grades with the same percentage 1.3. It was found that most of the students had competent speaking skills since the most frequent grades with high percentages were AA, BA, and BB which were presented as the highest three grades in the grade table of the university. It can also be seen that only one of the students have failed the speaking course. Nonetheless, it can be seen on the whole that students who study in language departments namely English Language and Literature, Translation and Interpretation, and English Language Teaching were found to be mostly competent in speaking skills.

Table 15

Students' Grades in Speaking Classes

Grade	N	%
AA	33	41.3
BA	15	18.8
BB	13	16.3
CC	6	7.5
DC	6	7.5
CB	5	6.3
DD	1	1.3
FF	1	1.3
Total	80	100

Key: N: Number, %: Percentage

Students' Development of Speaking Skills

Students were asked how they improved their speaking skills during the interview. The results were analysed through thematic coding.

According to Table 16, five of the students developed their speaking skills during their university education in language departments namely English Language

Teaching, English Language and Literature, and Translation and Interpretation. In addition, three of the students stated that they improved their speaking skills through interaction with foreign friends. The third common way to develop speaking skills was found to be high school education, and application and games with the same number of students respectively. It was also found that one student took additional English courses, one them improved communicative skills during his internship in high school, and one student stated that he/she could not improve his/her speaking skills. From this point of view, it can be understood that the majority of the students improved their speaking skills during their university education in language departments with the percentage of 33.3. Moreover, the least common environments where students improved their communicative skills were found to be additional courses and internship with the same percentage of 6.7.

Table 16

The Environment where Students Improved Their Speaking Skills

Students' Responses	N	%
In university	5	33.3
With foreign friends	3	20.0
In high school	2	13.3
Through English teaching applications and games	2	13.3
Through additional courses	1	6.7
During internship in high school	1	6.7
Could not improve	1	6.7
Total	15	100

Key: N: Number, %: Percentage

Relation between Achievement in UEE and Speaking Skills

Pearson r correlation was used to find out whether there was a significant difference between students' UEE scores and their speaking course scores.

It can be seen in Table 17 that there was no relation was found between TRN students' university entrance examination scores and speaking scores with 0.037. Within this framework, the speaking scores and UEE scores of TRN students did not correlate. In simple words, the TRN students' achievement in UEE and their speaking skills were not statistically significant.

Table 17*TRN Students' UEE and Speaking Scores*

		UEE Scores	Speaking Scores
UEE Scores	Pearson Correlation	1	0.037
	Sig. (2-tailed)		0.839
	N	33	33
Speaking Scores	Pearson Correlation	0.037	1
	Sig. (2-tailed)	0.839	
	N	33	33

*Key: N: Number***Table 18***ELT Students' UEE and Speaking Scores*

		Speaking Scores	UEE Scores
UEE Scores	Pearson Correlation	-0.136	1
	Sig. (2-tailed)	0.482	
	N	29	29
Speaking Scores	Pearson Correlation	1	-0.136
	Sig. (2-tailed)		0.482
	N	29	29

Key: N: Number

Table 18 illustrated that there was no relation between ELT students' UEE scores and their speaking scores with -0.136, since the correlation is close to 0. In these terms, ELT students' achievement in UEE and their achievement in speaking classes were not correlated. The results was not statistically significant.

It can be seen in Table 19 that ELL students' university entrance examination scores and their speaking scores had no correlation with 0.167. The ELL students' achievement in UEE and their speaking skills scores were different. Again, they were not statistically significant.

Table 19*ELL Students' UEE Scores and Speaking Scores*

		UEE Scores	Speaking Scores
UEE Scores	Pearson Correlation	1	0.167
	Sig. (2-tailed)		0.507
	N	18	18
Speaking Scores	Pearson Correlation	0.167	1
	Sig. (2-tailed)	0.507	
	N	18	18

Key: N: Number

According to Table 20, a relation was not found between UEE scores and speaking scores of the overall students who study in language departments namely ELT, ELL, and TRN (-0.090). In this respect, the UEE scores and the speaking scores of the student participants were not associated since the scores did not achieve to the significance level. In other words, the results were not statistically significant as the students' speaking skills and their achievement in the UEE did not correlate.

Table 20*Students' UEE Scores and Speaking Scores*

		UEE Scores	Speaking Scores
UEE Scores	Pearson Correlation	1	-0.090
	Sig. (2-tailed)		0.428
	N	80	80
Speaking Scores	Pearson Correlation	-0.090	1
	Sig. (2-tailed)	0.428	
	N	80	80

*Key: N: Number***Students Perceptions regarding the UEE**

Students' perceptions towards the university entrance examination were asked to students from different aspects and then analysed through thematic coding.

Challenging Questions

Table 21 illustrated the students' responses regarding the most challenging questions in the university entrance examination by SSPC. Four students stated that grammar questions were the most difficult part of the exam while three of the students responded reading questions as the most challenging questions. Two of the students thought that questions that test lexical skills were the most challenging part. In addition, the answers of paraphrasing, odd one out, translation, translation and vocabulary, reading and grammar, and all were found to be the least common responses of the students with the same percentage of 6.7.

Table 21

The Most Challenging Questions

Question Types	N	%
Grammar	4	26.7
Reading	3	20.0
Vocabulary	2	13.3
Paraphrasing	1	6.7
Odd one out	1	6.7
Translation	1	6.7
Translation and vocabulary	1	6.7
Reading and grammar	1	6.7
All	1	6.7
Total	15	100

Key: N: Number, %: Percentage

Approached from this angle, it can be understood that most of the students found the grammar, reading, and vocabulary questions difficult in the university entrance examination. It can also be seen that grammar questions were the most difficult part of this examination for the language students who participated in this research with the percentage of 26.7.

Usefulness and Reliability of the UEE

According to Table 22, six students benefited from the practices they had done during their preparation process to the university entrance examination in their university education in language departments, and six of them did not benefit from

the things they had practiced. In addition, three of the students stated that they sometimes benefited their practices for UEE. At this stage, it can be understood that the preparation process for UEE was beneficial for some students during their university education, and some of the students did not benefit from this process with the same percentage of 40.0. It should also be noted that this process was sometimes beneficial for the minority of students. Moreover, most of the students stated that they did not think the UEE can measure their language proficiency properly. In addition to this, three students stated that it can measure language competency appropriately. Within this framework, most of the students stated that the English university entrance examination cannot test their language competency properly with 80%.

Table 22

Students' Perceptions towards the UEE

Interview Questions	Students' Responses								
	N		Yes		Sometimes		No		
	N	%	N	%	N	%	N	%	
During your university education, do you benefit from the things you learned while you were preparing for UEE?	15	6	40.0	3	20.0	6	40.0		
Do you think UEE can measure language proficiency properly?	15	3	20.0	0	0	12	80.0		

Key: N: Number, %: Percentage

Necessary Modifications on the UEE

Table 23 illustrated the responses of students regarding their perceptions on the university entrance examination by SSPC. It can be seen that most of the students stated that the examination is not adequate to test all language skills namely writing, reading, listening, and speaking with the percentage of 33.3. Four of the students stated that the examination is difficult and confusing.

In addition, three of the students stated that the exam is grammar oriented. One of the students claimed that it is possible to become familiar with tips and hints to achieve higher scores. One student thought that the university entrance

examination is convenient to test English skills, and one students stated that the examination is unnecessary and should be removed with the same percentage of 6.7.

Table 23

Students' Perceptions regarding the UEE

Students' Responses	N	%
Not enough for all skills	5	33.3
Difficult and confusing	4	26.7
Grammar based	3	20.0
Easy to memorize tips and hints	1	6.7
Enough	1	6.7
Unnecessary	1	6.7
Total	15	100

Key: N: Number, %: Percentage

Table 24

Necessary Modifications on the UEE

Students' Responses	N	%
Make it four sections	4	26.7
Make it more basic	4	26.7
Add speaking	3	20.0
Nothing	2	13.3
Remove it completely	1	6.7
Remove paragraph	1	6.7
Total	15	100

Key: N: Number, %: Percentage

According to Table 24, four of the students stated that the university entrance examination should be designed to test all four language skills namely reading, writing, listening, and speaking. Four of the students stated that the exam should be simple and should not include confusing questions. Three of the students stated that they would add testing of speaking skills if they had the opportunity to modify the design of the UEE. In addition, two of the students stated that they would not change anything. One student stated that the UEE is unnecessary and it should be removed so that students can be placed to university in accordance with their high school

achievement. Moreover, one of the students stated that paragraph questions should be removed from the examination. At this stage, most of the students think the design of the university entrance examination should be modified in order to test full language proficiency. In addition, while the most common answers regarding the necessary changes in the UEE were found to be making it four sections, and making it simpler with the same percentage of 26.7, the less common responses were found to be removing the paragraph questions, and removing it completely with the same percentage of 6.7.

The findings of the current study regarding the washback effects of English UEE by SSPC in Turkey and its relation with speaking skills were presented through tables and brief clarifications in this chapter. A comprehensive discussion of the findings will be discussed in the next chapter.

CHAPTER V

Discussion

This chapter includes the discussion of the findings and their relationship with the related literature presented in this study regarding the washback effects of university entrance examination and its relation with speaking skills.

The participants of the study were from three different language departments namely English Language and Literature (ELL), Translation and Interpretation (TRN), and English Language Teaching (ELT). According to the findings of the current study, most of the participants were from the department of Translation and Interpretation. In addition, the less common department was found to be English Language and Literature. The reason for this particular circumstance may be the minority of Turkish students in the department of ELL since the study was conducted only with students from Turkey.

Students' Experiences of the English Language in High School

Students' educational backgrounds in English classrooms during their high school education were investigated in order to reveal the washback effects of the university entrance examination by SSPC. It was found in this study that the majority of the language students were exposed to the language of Turkish during their English lessons. It can be understood at this point that aspects of traditional approaches such as the grammar translation (GTM), and audio-lingual (ALM) methods were being applied in high school language classrooms in Turkey, since the first language is used in classrooms where GTM and ALM are applied (Mart, 2013).

In addition, in terms of the four fundamental language skills namely reading, writing, listening, and speaking, it was found that the practice of reading skills was the main focus of English classrooms in high school since most of the students stated that they always practiced reading while the frequency of always was not found for other skills as much as reading. At this stage, it could be assumed a fact that students were exposed to traditional methodologies in language classrooms before their university education. Hatipoğlu (2016) found that language classrooms in high schools are teacher centered and traditional. In addition, Oktay (2016) also stated that language students in Turkey are exposed to traditional approaches that focus on reading, grammatical, and lexical skills more than communicative skills. It was also

found in this research that the practice of writing skills varied between schools since some students stated they always practiced writing while some students stated that they sometimes or rarely practiced writing. It should also be highlighted that the majority of students stated that they rarely had speaking and listening activities in English classrooms in high school. Only a few number of students stated that they always practiced speaking and listening. Within this framework, it appeared that the main focus of high school English education in Turkey was mostly reading skills, and the minor focus was on listening and speaking skills. Furthermore, the findings of this study displayed that the majority of students could not improve their speaking skills during their high school education. Özmat and Senemoğlu (2021) also stated that communicative skills are essential, however, language students in Turkey are generally exposed to lessons that focus more on grammatical skills than speaking skills, which causes students to improve their grammatical skills more than speaking skills. Rao (2019) also stated that speaking skills of the English language is significant for students. Nonetheless, it is devalued during English classes.

The reason behind this situation regarding the less focus on speaking and listening skills in English classrooms in Turkey may be the effect of the UEE since it only focuses on students' reading, grammatical, and lexical skills (Hatipoğlu, 2016). Accordingly, it appeared in this research that the majority of the undergraduate students who study ELT, ELL, and TRN claimed that the university entrance examination affects the language teaching process in Turkey. Put another way, it was stated in the students' perspectives that the UEE has a significant impact on high school education. Karabulut (2007) found previously that this central examination affects the language teaching process in classrooms. Hatipoğlu (2016) also argued previously that the stakeholders of the UEE such as students, parents, teachers, and academics mostly believe that the central examination has a negative washback effect on classroom practices in Turkey.

Level of Achievement with Regard to Departments

Achievement in University Entrance Examination (UEE)

It is a fact that UEE affects students negatively since it is challenging for individuals to rely their future on a standardized test that they can take once a year (Hatipoğlu, 2016). Students are being placed to universities in accordance with the scores they obtain in this examination (Berberoğlu, 1996). The level of UEE

achievement of the students appeared to be varying in this study. The findings revealed that the maximum university entrance examination score obtained by TRN students was 399. In addition, the minimum UEE score of the students from the department of TRN was 242. The analysis also displayed that their scores were generally distant from the average score. In other words, TRN students had different levels of UEE achievement. In terms of ELT students' scores, the highest UEE score was 410, in addition to the lowest score of 210. The findings also showed that ELT students' UEE scores were mostly different from the mean score. The reason for this particular circumstance was found to be their different levels of accomplishment in the university entrance examination. With regard to ELL students, the maximum UEE score was 430, and the minimum score was 238. Moreover, ELL students' UEE scores were also inconsistent. In simple words, ELL students' achievement in UEE were at different levels.

On the whole, the highest score obtained by the students was 430 which was from the department of English Language and Literature. In addition, the lowest score appeared to be 210 which was from the department of English Language Teaching. Approached from this angle, students who study in language departments had variable UEE scores. In other words, there were students with high UEE scores and students with low UEE scores in the same departments. Moreover, in terms of average scores, it is found that the average score of TRN students was 312, the average score of ELT students was 292, and the mean score of ELL students was 339. Within this framework, the achievement level in university entrance examination of English Language and Literature students were found to be the highest. In addition, English language teaching students' achievement in UEE were found to be the lowest. Nonetheless, these scores cannot determine their achievement in their courses in universities (Ayril et al., 2014). Bal and Kutlu (2011) state that the reliability of examination system is one of the controversial topics in Turkey, since it relies on objective testing (Grant, 1990). It should also be noted that students obtained abovementioned scores in a standardized exam. This examination tests their grammatical, lexical competencies in addition to their reading and translation skills (Hatipoğlu, 2016). It should also be pointed that it is possible for some students who became familiar with the testing system can achieve higher scores (Cepik, 2011). On the whole, students' achievement in UEE cannot display all their proficiencies since it does not test all fundamental language skills (Hatipoğlu, 2016). Nevertheless,

Galaczi (2018) states that all skills of the students should be tested to find out students' overall competencies. Testing writing, reading, listening, and speaking skills can present more reliable achievement level.

Speaking Scores

Speaking skills are essential for students for their career. Therefore, the significance of speaking skills must not be devalued (Rao, 2019). Kara et al. (2017) stated that although students in Turkey achieve better writing, reading, and listening skills, they cannot achieve speaking skills as much as other skills. In this study, the speaking skills of the students were found to be slightly varying as well. Nonetheless, it was found that speaking scores did not vary as strong as university entrance examination scores. According to the findings of the study, the highest speaking score obtained by the student participants from the department of TRN was 100, and the lowest score was 60. Moreover, the maximum score from the ELT department was also 100, in addition to the minimum score of 65. Furthermore, the highest speaking score obtained by ELL students appeared to be 96, and the lowest score was 39. It should also be pointed that consistency of ELL students' speaking scores was found less than the other two departments. In other words, TRN and ELT students generally had similar levels of speaking skills, however, ELL students' speaking scores were generally at different stages.

As a result, it can be stated that students from the departments of TRN and ELT obtained the highest speaking scores. This result is not in line with the findings of Dağtan and Cabaroğlu (2021) who revealed that ELT students' achievement in speaking skills were in lower levels. In addition, the lowest score of the students was obtained from the department of ELL. From this standpoint, it can be assumed that the highest speaking competency was seen in the departments of TRN and ELT. Moreover, the lowest speaking achievement was seen in the ELL department. It should also be noted that the average score is also essential in order to see the level of achievement in speaking classes. It was found in this study that the mean speaking score of TRN students was 87, the mean score of ELT students was 86, and the mean score of ELL students was 74. Within this framework, it can be stated that TRN students achieved higher speaking scores. Moreover, ELL students achieved lower speaking scores.

It should also be pointed out that the average speaking score of overall students was found to be 84. From this perspective, it can be understood that students who participated in this study generally had competent speaking skills. It was previously stated in this study that Turkish students are educated in teacher centered classrooms in Turkey (Oktay, 2016), and they cannot develop their speaking skills since they spend their time mostly on grammatical questions to prepare for the university entrance examination (Hatipoğlu, 2016). Moreover, Akpınar and Çakıldere (2013) stated that since language proficiency examinations in Turkey focus on grammatical and lexical skills, students tend to disregard communicative skills and focus on passing these examinations. Thus, students do not practice on their speaking skills. However, the speaking skills of Turkish students in language departments were found to be proficient in this study after the analysis of collected data with respect to their speaking scores. Even though, it is observed that students are the weakest in the speaking skill, the students in these particular departments were seen to have sufficient levels of English proficiency.

Speaking Grades

According to the grade system of the university, the highest grade AA can be obtained with the scores between 90 and 100. In addition, the lowest grade FF can be obtained with the scores of 49 and less, which causes students to fail the course. Findings display that the most frequent grade obtained by participants from the department of Translation and Interpretation was AA, and the least frequent grade was DC. It is also found that most of the students had competent or adequate speaking grades. In addition, none of the TRN participants failed the course of speaking skills. From this standpoint, speaking skills of Translation and Interpretation students can be considered proficient.

In terms of speaking grades of ELT students, the most common grade appeared to be AA, and the least common grade was DC. It should also be pointed that none of the participants from the department of ELT failed the course as well. Dağtan and Cabaroğlu (2021) previously found that ELT students could not speak English competently. However, according to the findings of the current study, the achievement of ELT students in speaking classes are seen to be competent.

Furthermore, according to the analysis of ELL students' grade frequencies, the most common grades were AA and DC, and the least common grades were BB,

DD and FF. It was revealed that one of the ELL participants failed the course. Nevertheless, it appeared that most of the students from the department of ELL had adequate speaking skills in order to pass the course of speaking skills.

On the whole, the most common grade collected in this study was found to be AA, however, it appeared that the grades of BA and BB were also frequent among students. The analysis seems to suggest that most of the students achieved high grades in their speaking classes since the most frequent speaking grades found in this study were AA, BA, and BB which were displayed in the grade table of the university as the highest grades. In addition, there were students who obtained adequate grades and passed their speaking courses. Moreover, the least common grades were found to be DD and FF which were presented as the lowest grades in the grade table of the university. In addition, only one of the students failed the course. Within this context, speaking skills of the students participated in this study were found to be mostly proficient. Although the educational system in Turkey appears to be traditional and focused on deductive grammar teaching (Oktay, 2016), speaking skills of students who participated in this study were found to be competent. The competency of speaking skills in English provide students a successful education and career since it is a common language that is being used in all fields (Rao, 2019).

Students' Development of Speaking Skills

It was stated previously that most of the students could not improve their speaking skills during their high school education. According to the findings of this study, the majority of the students developed their speaking skills during their university education in language departments. The reason for this particular circumstance may be the non-traditional student centered syllabus design in speaking classes in the university they study in. Moreover, some students stated that they improved their communicative skills by communicating with their foreign friends. At university level, it is inevitable to not come across foreign friends. Rao (2019) also stated that communicative exercises are crucial for students to improve their speaking skills. In addition, some of the students used applications or games to improve their speaking skills. The other environments where students developed their speaking skills were found to be internship, and additional courses. It should also be noted that one student in this study claimed that she could not improve her speaking skills in any environment. Dağtan and Cabaroğlu (2021) also found that

English language students faced difficulties during their development of speaking skills.

Relation between Speaking Skills and UEE Achievement

It was previously found that participants' UEE scores and speaking scores were varying. In simple words, students who had high scores and students with low scores participated in this study. Moreover, it was found that most of the students achieved high or adequate grades in their speaking classes. Nonetheless, in terms of the correlation between students' speaking skills and their achievement in UEE, a correlation was not found in this study. Hatipoğlu (2016) stated that the university entrance examination cannot display students' all language proficiencies. This lack of correlation between students' speaking skills and their achievement in UEE can also be the evidence of this hypothesis. Külekçi (2016) stated that more studies should be conducted in order to reveal the reliability of language proficiency examinations in Turkey. Since the students' language skills were found to be not correlated in this study, the reliability of language proficiency examinations can be criticized. It should also be noted that in terms of average scores, although ELL students were found to have higher scores in UEE than TRN and ELT students, it was found that ELL students' speaking scores were lower than the other two departments. Thus, UEE scores of the students do not determine how proficient their English speaking skills are since the university entrance examination focuses on students' grammatical and lexical skills in addition to their reading skills (Hatipoğlu, 2016). Moreover, Galaczi (2018) states that in order to reveal all the competencies of students, all skills must be tested. In other words, students can obtain more reliable scores if the testing system categorizes examinations as writing, listening, speaking, and reading. Thus, students who have more competent speaking skills could achieve higher scores in UEE if their speaking skills were tested. Furthermore, Akpınar and Çakıldere (2013) revealed that students who take language proficiency examinations in Turkey tend to disregard their communicative skills since these examinations do not focus on these skills. Students must be taught that English speaking skills are also essential for their education (Rao, 2019).

Students' Perceptions regarding the UEE

This study focused on students' perceptions regarding the different aspects of UEE in order to reveal the washback effects of this examination.

The Most Challenging Questions

It was found in this study that most of the students faced difficulties regarding the types of questions in the exam. The most challenging question types were found to be paragraph, grammar, and vocabulary questions. In addition, some students stated that they had difficulties on translation, paraphrasing, and odd one out questions. One of the students claimed that the exam was very difficult and all of the questions were challenging.

Usefulness of the UEE Preparation Process

It was revealed that while some of the students benefit from their practices during the preparation process of the UEE, some of the students did not find these practices beneficial. The minority of the students claimed that they sometimes benefit from their practices during their university education in language departments.

Reliability of the UEE

In terms of the reliability of the UEE, the majority of the students claimed that they did not think the UEE could measure English language proficiency properly. The reason behind this situation could be based on the design of the examination since it focuses on reading, grammatical, and lexical skills only (Hatipoğlu, 2016). Akdoğan and Akbarov (2014) also found that students had negative perceptions towards the language educational system in Turkey since the main focus is on grammar. Çelik and Özcan (2013) previously stated that the UEE could only test reading comprehension of the university candidates. Accordingly, the majority of the students claimed in this study that the examination was not enough to test all English language skills namely writing, reading, listening, and speaking. Put another way, according to most of the students' beliefs, the examination could only test reading in terms of the four macro skills. Güneş (2019) also stated that the UEE cannot test all skills. In addition, most of the students stated that the examination was difficult and the questions were complicated and confusing. Some of the students

claimed that it was grammar oriented. Only one of the students claimed that the UEE was well structured. One of the students stated that it is possible for students to learn tip points of the examination and follow the hints if they become familiar with the types of questions. This highlights the need to emphasize that learning the strategies of the examination could help one to pass. Cepik (2011) also stated that students who become familiar with the examination system can achieve higher scores. In addition, one student stated that the UEE was unnecessary and claimed that students should be placed to university departments in accordance with their high school grades.

Necessary Modifications on the UEE

Students were asked which changes should be made regarding the design of the UEE. The majority of the students claimed that it should consist of four sections including writing, reading, listening, and speaking. According to the students' perspectives, the examination should be designed in accordance with these four skills. In addition, most of the students claimed that the exam was challenging and should be simpler. Some of the students stated that a speaking exam should be added to the present examination. The minority of students stated that nothing should be changed on the design of the exam. While one of the student claimed that paragraph questions based on reading skills should be removed, one student stated that the exam should be removed completely so that students can be placed to universities without an examination since their high school grades are also essential in determining their educational future.

The findings of the current research and their relationship with the literature presented in the study were discussed in this chapter. Literature related to this study, the methodology of the research, and the findings will be summarized in the next chapter. In addition, implications for practice, and suggestions for further research will be given.

CHAPTER VI

Conclusion and Recommendations

In this chapter, the findings of the current study regarding the washback effects of university entrance examination (UEE) by Student Selection and Placement Centre (SSPC) in Turkey, and its relation with speaking skills will be summarized, implications for practice will be discussed, and recommendation will be given for further research.

Conclusion

The fundamental skills in a language which are reading, writing, speaking, and listening are all significant during the language learning process. These skills must be taught to learners with suitable language teaching approaches for the language proficiency to be strengthened (Akdoğan & Akbarov, 2014).

The aim of this study was to reveal the washback effects of the UEE and its relation with speaking skills considering that the UEE does not examine students' speaking skills while placing them into universities. The participants of this study were from language departments including Translation and Interpretation (TRN), English Language Teaching (ELT), and English Language and Literature (ELL) in a private university in North Cyprus where Turkish is used as the dominant language for communication. This study followed a mixed methods design in order to collect not only quantitative but also qualitative data. In terms of quantitative data, the minimum and maximum UEE and speaking scores of the students and the frequencies of their speaking grades were analyzed through descriptive statistics, and the correlation was analyzed through Pearson r correlation via SPSS. Moreover, qualitative data was analyzed through coding technique via descriptive statistics.

The findings of this research revealed that students were exposed to traditional teaching methodologies that focus on grammatical skills more than communicative skills before their university education. In addition, although students' UEE scores were varying, their speaking scores were generally consistent. Students who participated in this study generally had high speaking scores and grades. In other words, there were students who had lower UEE scores in language departments, however, they achieved higher scores in speaking classes. This may be due to the effective teaching methodology employed in the speaking course by the

lecturers in these departments since most of the students stated that they improved their speaking skills during their university education.

This study also revealed that there was no correlation between students' achievement in the university entrance examination and their speaking skills regardless of their departments. It was found that speaking skills and the achievement in UEE of participants from three language departments namely ELT, TRN and ELL were not correlated. In simple words, this study revealed that it cannot be assumed granted that students who have higher scores in university entrance examination can achieve better speaking skills. In addition, it was found that students who have lower scores in university entrance examinations can obtain higher scores in their speaking classes. In short, the UEE does not affect students' speaking skills. Nonetheless, it appeared in this research that the UEE has negative washback effects on English teaching process in high schools since the majority of students claimed that the UEE affects this process. According to the data collected from students, it was found that they and their lecturers in high school mostly focused on reading skills and grammatical structures in addition to translation practices since these are the main focus of the UEE. Most of the students claimed that they could not improve their speaking skills as much as their grammatical skills in high school due to this issue.

Implications for Practice

There are four fundamental skills that can be categorized as macro skills: writing, reading, speaking, and listening. These all skills should be considered vital and none of these skills should be prioritized in order for students to have a balanced competency. In addition, there are micro skills which are also significant: lexical, pronunciation, grammatical, and spelling. Beginning with macro skills and proceeding with micro skills can provide students language proficiency (Akdoğan & Akbarov, 2014). This proficiency in accordance with all fundamental skills can be built through appropriate language teaching methods.

Various approaches are present for language teaching. The application of suitable language teaching methodologies including traditional methods and non-traditional methods is essential for students' achievement during their education. Methodologies used in classrooms should be chosen according to students' needs. Traditional methods may build reading and writing skills in addition to their grammatical and lexical skills. However, these methods may lack speaking and

listening skills in addition to the spelling and pronunciation skills. Thus, application of non-traditional approaches or mixing different methodologies can provide language proficiency in an integrated path (Richards & Rodgers, 2014).

Although the education and examination system in Turkey seems to rely on traditional approaches, it should be taken into consideration that speaking skills are also essential for students in order for them to communicate. In order to obtain efficient speaking skills, students should be trained with communicative exercises in the classroom (Oktay, 2016). The teaching methodologies employed in speaking courses should be based on communicative language teaching to develop students' communicative competence.

Furthermore, it was revealed in this study that most of the students achieved high scores in their speaking classes. In addition, it was seen that students who have lower UEE scores can obtain high speaking scores. Nonetheless, their speaking skills have not been tested before placing them into the university (Hatipoğlu, 2016). It would be possible for these students to obtain higher scores in UEE if their speaking skills were improved and tested. It is hoped in this study to encourage language examination designers to test all four fundamental skills which are writing, reading, listening, and speaking in order to draw a more reliable picture of students' language achievement.

Recommendations for Further Research

This present study is limited to a small scale of Turkish participants since it is conducted in an international private university in Northern Cyprus. Broader investigation should be conducted in public universities in Turkey where the majority of students are Turkish in order to collect more comprehensive data and investigate whether there is a significant positive, negative, or neutral correlation between students' university entrance examination scores and their speaking scores.

In addition, participants from the department of ELL were less than participants from the other two departments which are TRN and ELT in this study. Further research could be carried out with more of ELL students. Nonetheless, it was found that although ELL students' UEE scores were higher than the participants from the other two departments, their speaking scores were lower. Thus, more research should be conducted with students from different language departments in order to reveal the success level differences between language departments.

Moreover, this study could not find a correlation between bachelor students' achievement in university entrance examination and their speaking skills. Thus, other related examinations by Student Selection and Placement Centre in Turkey such as ALES which is also an obligatory exam for those who would like to study master's degree or doctor of philosophy regardless of their fields, YDS and YÖKDİL which are designed to test language proficiency (Student Selection and Placement Centre, 2021) should also be investigated with M.A. or Ph.D. students.

Furthermore, this study presented traditional and non-traditional language teaching methodologies and stated that traditional methods are applied in Turkish classrooms more than non-traditional methods (Hatipoğlu, 2016). The success levels in accordance with the four fundamental skills which are reading, writing, speaking, and listening of students who are exposed to traditional methods and non-traditional methods should also be investigated in order to reveal which methodologies are more convenient for language students in Turkey.

In addition, it is mentioned in this study that lecturer competency plays a significant role on application of non-traditional teaching methodologies. Nonetheless, there is lack of evidence regarding this topic. A study of Kaygısız et al. (2018) revealed that proficiency of teachers appear to be essential on application of communicative approaches. In other words, the rareness of communicative teaching methodologies in classrooms in Turkey may be the impact of lecturer competency. Therefore, lecturer competency in language teaching departments in Turkey should be investigated comprehensively in order to reveal the correlation between lecturer competency and application of communicative approaches.

This current research revealed that there was not a correlation between students' speaking skills and their achievement in university entrance examination by Student Selection and Placement Centre in Turkey. It was also found that this examination affects the language learning process in high schools. It is in this study's prospect to enlighten language lecturers to place emphasis on students' communicative skills as well as their grammatical or lexical skills through non-traditional or combination of various approaches, methodologies, tools, and exercises.

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Appendices

Appendix A

Examples of UEE Questions

İNGİLİZCE TESTİ

Bu testte 80 soru vardır.

1. - 8. sorularda, cümlede boş bırakılan yerlere uygun düşen sözcük veya ifadeyi bulunuz.

1. Using the word 'cosmos' rather than the word 'universe' implies viewing the universe as a complex and orderly ----; the opposite of chaos.

A) accusation
B) prediction
C) servant
D) entity
E) attitude

2. In November of 1992, the government of Czechoslovakia voted to split the country into ---- Czech and Slovak republics as of January 1, 1993.

A) frequent
B) separate
C) enabling
D) significant
E) banned

3. When intensive care or emergency surgery are used ----, doctors sometimes offer as an excuse their uncertainty about the law.

A) inappropriately
B) artificially
C) cognitively
D) originally
E) attractively

4. A mated pair of rats can ---- up to 15,000 babies in one year.

A) profit
B) prize
C) prove
D) produce
E) perplex

5. The toco toucan is one of the world's most recognizable birds whose bill ---- almost half its length.

A) derives from
B) acts on
C) sees to
D) brings down
E) accounts for

6. On 27 April 1813, the magazine of Fort York in York, Ontario, which ---- now Toronto, ---- by retreating British troops during an American invasion.

A) has been / is fired
B) had been / would be fired
C) is / was fired
D) will be / has been fired
E) was / had been fired

7. Since the 1940s, fungi ---- for the production of antibiotics, and, today, various enzymes produced by fungi ---- industrially and in detergents.

A) have been used / can be used
B) were used / would be used
C) are being used / should be used
D) had been used / would have been used
E) will be used / may be used

8. Cable television is a system of delivering television programming to consumers via radio frequency (RF) signals ---- through fibre-optic cables.

A) transmitting
B) transmitted
C) to transmitting
D) having transmitted
E) been transmitted

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3

PİNAR KILIÇ - ŞEYMA DOĞRU MERT - ZEYNEP SELEN SAYDAM ERDİNÇ

Diğer sayfaya geçiniz.

Kılıç, P., Doğru Mert, Ş., & Saydam Erdinç, Z. S. (n.d.). *Success in YDT 5 deneme sınavı*. Pelikan Yayınevi.

DENEME - 1

YDT/İNG

29. - 31. soruları aşağıdaki parçaya göre cevaplayınız.

Lies may serve a variety of instrumental, interpersonal, or psychological functions for the individuals who use them. Generally, the term "lie" carries a negative connotation, and depending on the context, a person who communicates a lie may be subject to social, legal, religious, or criminal punishments. It is asserted that the capacity to lie is a talent all human beings possess universally. The presumption is that humans are individuals living in a world of competition and strict social norms, where they are able to use lies and deception to enhance chances of survival and reproduction. Studies have shown that humans begin lying at a mere age of six months, through crying and laughing, to gain attention. Scientific studies have also shown the presence of gender differences in lying. Although men and women lie at equal frequencies, men are more likely to lie in order to please themselves while women are more likely to lie to please others.

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29. It can be inferred from the passage that in certain religions, ----.

A) lying can be accepted for psychological functions
B) there is a kind of payback for telling lies
C) lying is seen as just an instrument
D) social norms mostly cause individuals to lie
E) the negative connotation of lying is controversial

30. Which of the following is NOT true according to the passage?

A) People may lie to maintain their existence.
B) Ethics of a society may lead its people to tell lies.
C) Crying is the most common way of lying for babies.
D) Competition is one of the reasons why people lie.
E) It is believed that everyone has the capability to lie.

31. What does the passage say about gender difference in lying?

A) It is a hot topic among psychology experts in the field.
B) The amount of lies men and women tell is quite different.
C) The two genders are believed to lie due to varying motives.
D) Women tend to cry more than men do while lying.
E) Resarch yields results that are open to discussion.

PINAR KILIÇ - ŞEYMA DOĞRU MERT - ZEYNEP SELEN SAYDAM ERDİNÇ

8

Diğer sayfaya geçiniz.

Kılıç, P., Doğru Mert, Ş., & Saydam Erdinç, Z. S. (n.d.). *Success in YDT 5 deneme sınavı*. Pelikan Yayınevi.

YDT/İNG **DENEME - 1**

64. - 69. sorularda, verilen İngilizce cümleye anlamca en yakın Türkçe cümleyi bulunuz.

64. Baghdad, which has been an important center of history, science, culture, politics and trade for centuries, was established near the ruins of Babylon, the world-famous ancient civilization center.

A) Dünyaca ünlü antik uygarlık merkezi Babil kalıntılarının yakınında kurulmuş olan Bağdat, yüzyıllardır önemli bir tarih, bilim, kültür, politika ve ticaret merkezi olmuştur.

B) Bağdat, dünyaca ünlü antik uygarlık merkezi olan Babil kalıntılarının yakınında kurulduğu için yüzyıllardır önemli bir tarih, bilim, kültür, politika ve ticaret merkezi olmuştur.

C) Yüzyıllar boyunca önemli tarih, ilim, kültür, siyaset ve ticaret merkezi olan Bağdat, dünyaca ünlü eski medeniyet merkezi olan Babil kalıntılarının yakınında kurulmuştur.

D) Bağdat yüzyıllar boyunca önemli bir tarih, bilim, kültür, siyaset ve ticaret merkezi olduktan sonra, dünyaca ünlü antik uygarlık merkezi Babil kalıntılarının yakınında ilerlemiştir.

E) Bağdat yüzyıllar boyunca önemli bir tarih, bilim, kültür, siyaset ve ticaret merkezi haline geldiğinden, dünyaca ünlü antik uygarlık merkezi Babil kalıntılarının yakınında kurulmuştur.

65. Around Niagara Falls, you can watch the rainbow formed by the waters flying into the air from Niagara Park, and take part in boat trips that go down to the bottom of the waterfall.

A) Niagara Park'tan havaya uçan suların oluşturduğu gökkuşağını seyredebilir, şelalenin dibine inen tekne turlarına katılabilirsiniz.

B) Niagara Şelalesi çevresinde, Niagara Park'tan havaya uçan suların oluşturduğu gökkuşağını seyretmeli, şelalenin dibine inen tekne turlarına katılmalısınız.

C) Niagara Şelalesi çevresinde, Niagara Park'tan havaya uçan suların oluşturduğu gökkuşağı izlenebilir, şelalenin dibine inen tekne turlarına da katılabilirsiniz.

D) Niagara şelalesi çevresinde, Niagara Park'tan havaya uçan suların oluşturduğu gökkuşağını izleyebilir, şelalenin altına kadar ilerleyen bot gezilerine katılabilirsiniz.

E) Niagara Şelalesi, Niagara Park'tan havaya uçan suların oluşturduğu gökkuşağı ve şelalenin dibine inen tekne turları ile görülmeye değerdir.

66. The first benefit of sweating is to protect the body's heat in extreme heat by evaporating the fluid after it is disposed from the body.

A) Terlemenin en önemli faydası, vücuttan atıldıktan sonra sıvıyı buharlaştırarak aşırı sıcakta vücut ısımızı korumaktır.

B) Terlemenin ilk faydası, vücuttan atıldıktan sonra sıvıyı buharlaştırarak aşırı sıcakta vücut ısınıni korumaktır.

C) Terlemenin ilk faydası, sıvıyı vücuttan atıldıktan sonra buharlaştırarak vücut ısınıni ortalama sıcaklıkta tutmaktır.

D) Sıvı vücuttan atıldıktan sonra buharlaşarak vücut ısınıni ortalama sıcaklıkta tutmanın ilk yolu terlemedir.

E) Terleme öncelikle sıvıyı vücuttan atıldıktan sonra buharlaştırarak vücut ısınısinin aşırı sıcakta korunmasına yardımcı olur.

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PİNAR KILIÇ - ŞEYMA DOĞRU MERT - ZEYNEP SELEN SAYDAM ERDİNÇ **20** *Diğer sayfaya geçiniz.*

Kılıç, P., Doğru Mert, Ş., & Saydam Erdinç, Z. S. (n.d.). *Success in YDT 5 deneme sınavı*. Pelikan Yayınevi.

Appendix B

Online Survey of the Study

Correlation between Students' Speaking Skills and Their Achievement in Student Selection and Placement Center Examination

**1. Which department are you studying?
(Translation & Interpretation, English Language Teaching, English Language and Literature)**

2. What is your ÖSYM Examination score (YDT or LYS5)? (Example: 250, 375, 450...) Please write your score, NOT YOUR RANKING.

**3. What is your English speaking score? (0-100)
Please write the total score you obtained from your speaking course by exams, projects, presentations, etc.**

4. What is your English speaking grade? (AA, BA, BB, CB, CC, DC, DD, FF)

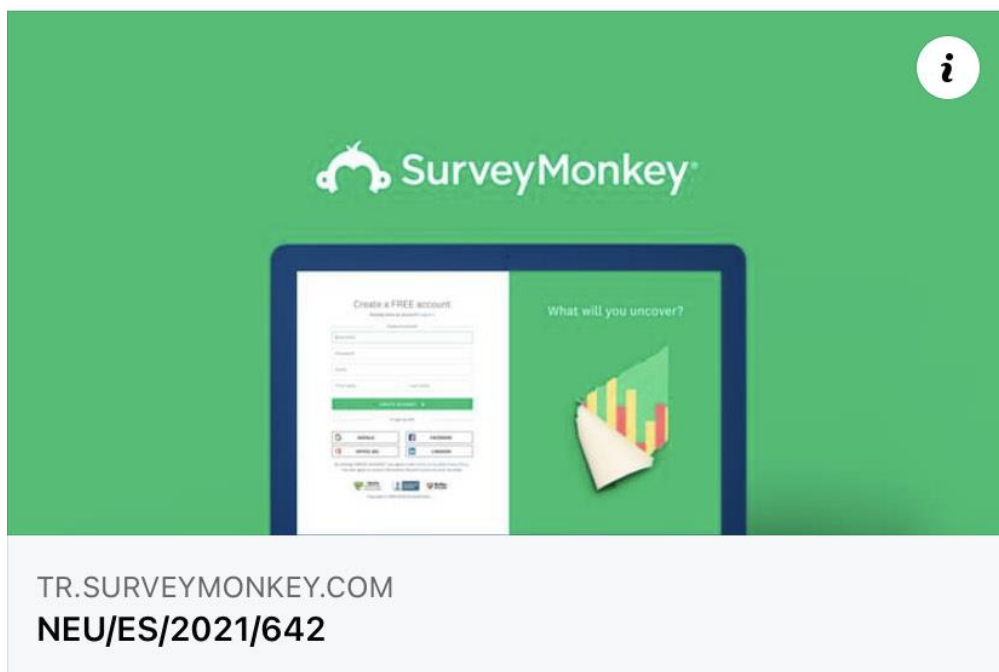
Appendix C

The Post of Online Survey on Neu English Facebook Website

Dear BA (ELL, ELT, & TRN) students,

We are carrying out a research to discover whether there is any correlation between your Student Selection and Placement Center (ÖSYM) examination result and your grades in speaking classes. Here is the link to the online survey for those who would like to participate: <https://tr.surveymonkey.com/r/XL99ZVG>

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. Your identity will not be revealed in any case to third parties. You may quit participating in this study at any time by contacting us. Thank you for your time and consideration.

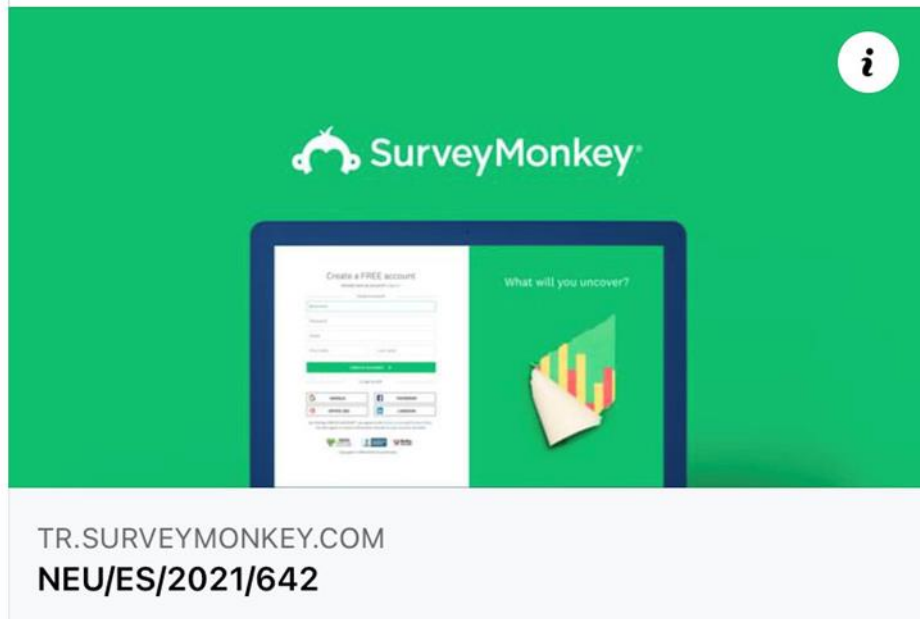
The image is a promotional graphic for a SurveyMonkey survey. It features a green background. At the top right, there is a white circular icon with a lowercase 'i'. In the center, the SurveyMonkey logo is displayed in white. Below the logo, a tablet screen is shown, divided into two panels. The left panel is titled 'Create a FREE account' and contains a registration form with fields for email, password, and name, along with social media login options for Google, Facebook, and Twitter. The right panel is titled 'What will you uncover?' and features a 3D bar chart with four bars of increasing height. At the bottom of the graphic, a white rectangular box contains the text 'TR.SURVEYMONKEY.COM' and 'NEU/ES/2021/642' in black, bold font.

Appendix D

Turkish Version of the Post of Survey on Neu English Facebook Website

Bölgümlere ÖSYM (YDT veya LYS-5) sınavıyla yerleşmiş T.C. uyruklu İngiliz dili ve edebiyatı, İngilizce öğretmenliği ve mütercim tercümanlık öğrencilerinin dikkatine, İngilizce konuşma becerileriniz ile ÖSYM yerleşme puanınız arasında bir bağlantı olup olmadığına ilişkin bir araştırma yürütüyoruz. Bu araştırma için veriler 4 kısa sorudan oluşan online bir anket ile toplanmaktadır ve kimliğiniz biz dahil kimse tarafından bilinmeyecektir. Ankete katılmak isteyen öğrenciler bu linke tıklayarak telefonlarından kolaylıkla anketi doldurabilir: <https://tr.surveymonkey.com/r/XL99ZVG>

Bu ankete katılıp katılmamak tamamen sizin tercihinizdir ve yukarıda belirtildiği gibi kimliğiniz gizli kalacaktır. Anketteki sorular yalnızca bölümünüz, ösym yerleşme puanınız, konuşma dersinde aldığınız puan ve notu içermektedir. Katılım sağlayan öğrencilere şimdiden teşekkür ederiz. Araştırma ile ilgili herhangi bir sorunuz veya anlamadığınız bir nokta olursa bana ulaşabilirsiniz.



The image is a promotional banner for SurveyMonkey. It features a green background with the SurveyMonkey logo at the top center. Below the logo, there is a central graphic of a tablet displaying two survey-related screens: one titled 'Create a FREE account' and another titled 'What will you uncover?' with a bar chart. In the top right corner of the banner, there is a white circular icon with a lowercase 'i'. At the bottom of the banner, the text 'TR.SURVEYMONKEY.COM' and 'NEU/ES/2021/642' is displayed in white on a dark green background.

Appendix E

Consent Form for Participation

An Investigation of the Washback Effects of the University Entrance Examination and Its Relation with Speaking Skills

Participant Information Sheet and Informed Consent Form

Dear Participant,

This interview is part of a research study that we are carrying out in order to discover your perspectives on the university entrance examination and its washback effects. Collected data will be used to reveal students' opinions regarding this examination. By filling in the following form, you agree to participate in this study.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. Your identity will not be revealed in any case to third parties. The data collected during this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below.

Assoc. Prof. Dr. Hanife Bensen Bostanci
English Language Teaching,
Near East University
E-mail: hanife.bensen@neu.edu.tr

Melisa Küçükçankaya
English Language Teaching,
Near East University
E-mail: 20192834@std.neu.edu.tr

By signing below, you agree to take part in this study.

Name and Surname

Date

Appendix F

Oral Test Criteria

ORAL TEST CRITERIA

Fluency		
	4	<i>Very Good:</i> Confident, smooth speech with very natural delivery.
	3	<i>Good</i> Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	2	<i>Adequate</i> The student has a rather halting delivery, but can maintain a flow of speech
	1	<i>Poor</i> Speech is slow, halting and fragmented. The student avoids longer sentence structures and phrases
Pronunciation		
	4	<i>Very Good:</i> Few errors of pronunciation and consistent use of rhythm and intonation. Although for eign accents is evident, the utterances are easily understood
	3	<i>Good</i> Occasional errors of pronunciation but comprehension are not impeded; some consistencies of rhythm and intonation are still evident (i.e. marked foreign accent).
	2	<i>Adequate</i> Rhythm, intonation and pronunciation require more careful listening; errors of pronunciation may occasionally lead to incomprehension
	1	<i>Poor</i> Comprehension suffers due to rhythm and intonation and frequent repetition is required.
Vocabulary		
	4	<i>Very Good:</i> Good: Sophisticated and extensive range of vocabulary for the level allows for full discussion.
	3	<i>Good</i> Range of vocabulary is demonstrated in non-general topics. Occasional inaccuracies in use of sophisticated words.
	2	<i>Adequate</i> Range of vocabulary is adequate for everyday topics. Some lexical inaccuracies may limit the range of discussion.
	1	<i>Poor</i> Range of vocabulary is simple and limited. Frequent lexical inaccuracies and repetitions are evident.
Grammatical accuracy		
	4	<i>Very Good</i> Sophisticated and accurate use of wide range sentence structures, mastery of the grammatical rules at the level being tested is evident.
	3	<i>Good</i> Wide range of sentence structures with few grammatical errors evident.
	2	<i>Adequate</i> Accurate use of simple sentence structures and grammatical forms where occasional errors do not interfere with comprehension; frequent errors are evident in more complex sentence structures.
	1	<i>Poor</i> Speech is broken and distorted by frequent errors in basic structures
Organization of speech		
	4	<i>Very Good</i> Well-structured with clear introduction, development and conclusion.
	3	<i>Good</i> Overall structure is clear. Satisfactory introduction, development and conclusion, however, the transition between stages may not always be clear.
	2	<i>Adequate</i> An overall structure is apparent.
	1	<i>Poor</i> Very little organization of content. Underlying structure not sufficiently apparent.

Appendix G

Ethical Approval of the Study

**NAER EAST UNIVERSITY****SCIENTIFIC RESEARCH ETHICS COMMITTEE**

08.04.2021

Dear Melisa Küçükçankaya

Your application titled **“Correlation between Students’ Achievement in Student Selection and Placement Center Examination and Speaking Classes”** with the application number NEU/ES/2021/642 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix H

Permission Request for Question Examples

Tez yazımında ek olarak yayınlarınızın kullanılması

me 17 Dec
to bilgi ^

From Melisa Küçükçankaya
melisa.kucukcankaya35@gmail.com

To bilgi@pelikankitabevi.com.tr


Date 17 Dec 2021 17:22




Merhabalar,
Öğrencilerin YDT sınavındaki başarıları ile konuşma derslerindeki başarıları arasındaki ilişkiyi araştıran bir tez yazıyorum. YDT hazırlık kitaplarınız asıl sınava çok benzer. Eğer izniniz olursa, yaprak testlerinizden birkaç sayfayı tezimin sonuna 'appendix' olarak adlandırdığımız bölümde soru örnekleri olarak eklemek isterim. Elbette ki referans göstermek şartıyla.


İyi çalışmalar,
Melisa Küçükçankaya

Appendix I

Obtained Permission of Example Questions

Tez yazımında ek olarak
yayınlarımızın kullanılması hk. Inbox 

 Gamze Çelik 21 Dec
to me ^  

From Gamze Çelik yayin.pelikan@gmail.com
To melisa.kucukcankaya35@gmail.com
Date 21 Dec 2021 13:07
 Standard encryption (TLS)
[Learn more](#)

Merhabalar,

Konuyla ilgili bizimle iletişime geçtiğiniz için
teşekkür ederiz.
Referans göstererek birkaç sayfayı kullanabilirsiniz.

Başarılar dileriz...

...

--
Gamze ÇELİK
Pelikan Yayıncılık
(0312) 434 07 44-45
0553 135 61 16
Ataç 1 sok. No:3/A Sıhhiye-Ankara

Appendix J.

Turnitin Similarity Report

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