

ABSTRACT

The purpose of this study is to reveal the quality of the measurement instrument used as the final exam which was implemented at Mersin University School of Foreign Languages at the end of 2002-2003 academic year considering its psychometric characteristics such as item difficulty index, item discrimination index, test reliability, and the consistency between the items and the objectives of the curriculum.

The necessary data for the item difficulty index, the item discrimination index, and the test reliability were gathered from the responses of the students to the measurement instrument used as the final exam of Mersin University School of Foreign Languages 2002-2003 English preparatory classes.

The necessary data for developing the table of specifications belonging to the programme were gathered via the scale form developed by the researcher from the views of the instructors of the preparatory classes. Moreover, the data for determining the cognitive levels related to the items were gathered via the scale form developed by the researcher from the views of measurement and evaluation experts and the views of curriculum development experts.

In order to compute the item discrimination index, point-biserial correlation coefficients were computed. Besides, Kuder Richardson-20 reliability coefficient was computed for determining the test reliability. Some statistics (the mean, median, mode, standard deviation, skewness, kurtosis, range, and minimum and maximum scores) were also computed.

Frequencies and percentage ratios related to the responses of the teachers and the experts were utilized in order to determine the topics and the cognitive levels placed in the table of specifications and the cognitive levels of the items used in the exam. The analyses were made by using SPSS 12.0 statistics package programme.

The findings indicated that 4 items (0,11-0,20) used in the exam were very difficult, 11 items (0,24-0,36) were difficult, 25 items (0,41-0,59) were moderately difficult, 33 items (0,62-0,80) were easy, and 21 items (0,82-0,95) are quite easy.

The findings related to the item discrimination index indicated that 22 items could not discriminate the students who acquired the intended behaviours and who did not. Besides, it was found out that 49 items could discriminate the examinees who had the necessary knowledge for responding to the items correctly and who did not have it.

The reliability of the measurement instrument was found as 0.89. It can be stated that the measurement instrument is adequately reliable.

When the topics and the cognitive levels in the measurement instrument and the topics and the cognitive levels in the table of specifications were examined, 9 topics placed in the table of specifications do not seem to be measured via the items in the measurement instrument. Moreover, it was revealed that 11 items which belonged to other cognitive levels rather than the intended ones in the table of specifications were included in the exam.

The findings also revealed that the responses of the teachers were in conformity with the experts' in the cognitive levels of only 24 items used in the exam.

Keywords: Language curriculum, language exams, item difficulty index, item discrimination index, reliability, validity.

MERSİN ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU

2002-2003 AKADEMİK YILI İNGİLİZCE HAZIRLIK SINIFLARI

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ÖZET

Bu çalışmanın amacı Mersin Üniversitesi Yabancı Diller Yüksekokulu 2002-2003 eğitim öğretim yılında İngilizce Hazırlık sınıfları final sınavı olarak uygulanan ölçme aracının niteliğini madde güçlük indeksi, madde ayırıcılık gücü indeksi, test güvenirliliği ve programın hedefleri ile sınavda kullanılan maddeler arasındaki tutarlık gibi psikometrik özellikleri bakımından ortaya koymaktır.

Madde güçlük ve madde ayırıcılık gücü indeksi ile test güvenirliliğinin belirlenmesi için gerekli veriler Mersin üniversitesi Yabancı Diller Yüksekokulu 2002-2003 eğitim öğretim yılında İngilizce Hazırlık sınıfları final sınavı olarak uygulanan ölçme aracına öğrencilerin verdikleri cevaplardan elde edilmiştir.

Programa ilişkin belirtke tablosunun geliştirilmesi için gerekli veriler, araştırmacı tarafından geliştirilen ölçek formu yardımıyla ders veren öğretim elemanlarının; maddelerin ilgili olduğu hedef basamaklarının belirlenmesi için gerekli veriler de yine araştırmacı tarafından geliştirilen ölçek formu yardımıyla ölçme ve değerlendirme ve program geliştirme uzmanlarının görüşleri yardımıyla elde edilmiştir.

Madde ayırıcılık gücü indeksinin hesaplanmasında nokta-çift serili korelasyon katsayısından; testin güvenilirliğinin belirlenmesinde ise Kuder Richardson-20 güvenilirliğinden yararlanılmıştır. Yine, final sınavı puanlarına ilişkin bazı istatistikler (aritmetik ortalama, medyan, mod, standard sapma, çarpıklık, basıklık, ranj ve en düşük ve en yüksek puanlar) hesaplanmıştır.

Sınavda kullanılan maddelerin hedef basamakları ile belirtke tablosunda yer alan konu ve hedef basamaklarını belirlemek amacıyla öğretim elemanlarının ve uzmanların tepkilerine ilişkin frekans ve yüzdelerden yararlanılmıştır. Analizlerin yapılmasında SPSS 12.0 paket programından yararlanılmıştır.

Bulgular, sınavdaki 4 maddenin çok zor (0,11-0,20), 11 maddenin zor (0,24-0,36), 25 maddenin orta (0,41-0,59), 33 maddenin kolay (0,62-0,80), 21 adet maddenin de çok kolay (0,82-0,95) maddeler olduğunu ortaya koymuştur.

Madde ayırıcılık gücüne ilişkin bulgular, 22 maddenin, o maddelerle ölçülmek istenen davranışları gerçekleştiren ve gerçekleştiremeyen öğrencileri ayırt edemediğini göstermektedir. Sınavdaki 49 maddenin, o maddeleri cevaplamak için gerekli bilgiye sahip olan ve olmayan öğrencileri ayırt edebildiği bulgulanmıştır.

Ölçme aracının güvenilirliği 0,89 olarak hesaplanmış olup sınavın yeterli güvenirlikte olduğu ifade edilebilir.

Ölçme aracında yer alan maddelerin konuları ve hedef basamakları ile belirtke tablosundaki konuları ve hedef basamakları karşılıklı incelendiğinde belirtke tablosunda yer alan 9 konunun ölçme aracındaki maddeler aracılığıyla ölçülmediği ve ölçme aracında, belirtke tablosunda yer alan hedef basamaklarından farklı hedef basamaklarına ait 11 adet maddenin yer aldığı belirlenmiştir.

Öğretim elemanlarının ve uzmanların sınavdaki maddelerin hangi hedef basamaklarına yönelik olduğuna ilişkin tepkileri karşılaştırıldığında sadece 24 madde üzerinde uzlaşma olduğu ortaya konmuştur.

Anahtar Kelimeler: Dil programı, dil sınavları, madde güçlük indeksi, madde ayıricılık gücü indeksi, güvenilirlik, geçerlik.

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INTRODUCTION

Education is the most important means of the attempts for making individuals qualified in order to develop societies. It is a process of creating positive changes on individuals' behaviours via their own experiences (Ertürk, 1982: 12). Qualified and fully developed individuals are the signifiers of developed countries thanks to education. The length of the education process and its prompt in behaviour change to individuals prove that this process cannot be realized by any coincidence or insensitivity.

The developments in science and technology have increased the amount of the behaviours which are needed to be learnt for the development of the society. Moreover, several concepts and principles that people need to learn have been shaped in different ways rapidly. The continual change of information network and existing knowledge necessitate that the educational system has to be developed and renewed due to changing conditions.

Schools are the basis of the educational process which is needed for forming the experiences of individuals in order to provide a continuous development. Schools are responsible for making individuals gain the intended behaviours on purpose. The education at schools is a process which is realized in a frame of planned and purposeful curriculums.

Curriculums are the means for the determination of the intended behaviours. Thus, educators try to make the students acquire those behaviours. Teaching and

learning process is performed with the curriculums. These curriculums have to be qualified, carefully controlled, and completely applicable.

An effective educational system should define the problems correctly in time and it should bring sound solutions to these problems. With this respect, the duty of the educators is to follow closely and control the products of the teaching learning process as well as its implementation. The behaviours should be acquired in harmony with the readiness of the individuals, and the benefits of the society and the culture. Besides, they should be determined before the process of education (Demirel, 1999: 106).

These behaviours are the basis of the curriculums. And curriculums comprise the goals and objectives of the schools. In order to realize the goals and objectives of the school curriculums, educators utilize several intra-class teaching and learning activities. Connectively, the first step is that school curriculums include the statements of the goals and objectives, and then they cover the implementation of those goals and objectives (Özçelik, 1989:1).

Curriculums are developed in different ways for each level of education, for this reason, the teaching and learning activities differ as well. Yet, primary, secondary, higher, and graduate levels show differences in several areas of each level. Different curriculums are formed and established which are peculiar to any specific area.

The intended behaviours advance as the degrees get higher. Supportively, the variability of the teaching and learning acts increases. These acts gain the most detailed visions at universities. The control of the educational process and the implementation of the objectives completely require carefully following, observing,

and examining of the developments and deficiencies in the process. The examination and control process is provided by fully developed measurement tools which can gauge the intended properties to serve the needs in the educational process.

Thanks to this, the properties which are vitally important according to any curriculum, such as functioning of the programme, the applicability of the methods, the determination of the learning weaknesses, the success levels of the learners, can be expressed by the processing of measurement and assessment phases functionally (Baykul, 2000: 89).

To assure a proper functioning of measurement and assessment components because the behaviours acquired can not be observed directly, the intended behaviours should be measured by measuring instruments. These instruments should have sufficient validity and reliability levels as well. Shortly, they should have the quality of testing. Valid and reliable measuring instruments help educators determine the competence and consistency levels of the individual in order to obtain the intended behaviours. Thus, they reveal whether the same individual reaches the intended level which is considered as the intended behaviour or not (Özçelik, 1998-7:12).

Obtaining a complete product of education has a vital importance in teaching learning process. A total realization of the intended learning levels and the objectives should be without any shortcoming. For this reason, tests help the educators observe and control the teaching learning process. Relatively, an educator who develops a measurement instrument should know that it measures the intended property without any error and it can realize the intended measurement. For this reason, the educator should examine the quality of the instrument, and determine its

validity and reliability. Validity and reliability of the measurement instrument should be confirmed before any application in the process (Erkuş, 2003: 36).

As the world has been in the sea of globalization, a particular language has also been needed to be spoken worldwide. Rapidly developing communication network, international markets, exportation and importation, international education programmes, and political needs can be the important reasons of this need. Moreover, the struggle with these hegemony devices of globalization necessitates the teaching of this language in a controlled way. This particular language is the English language and it has been put into almost all curriculums in the levels of educational process as a foreign language in our country. Specifically, the curriculums which are related to language teaching have been called language curriculums.

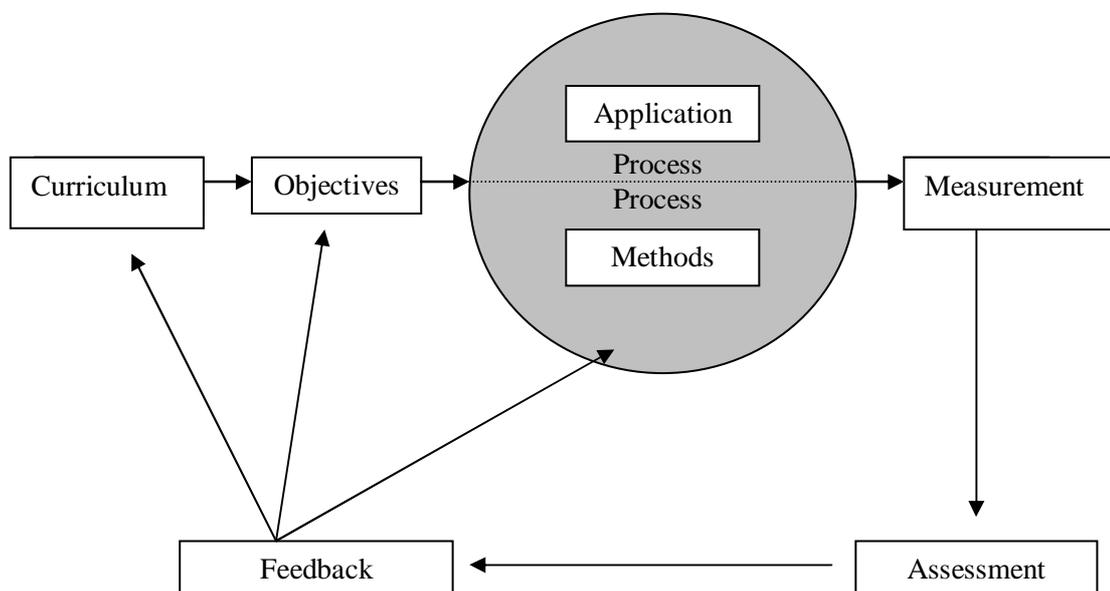
Especially at universities in Turkey, curriculums of preparatory classes are developed for teaching English language intensively. In the curriculums of preparatory classes, various tests are developed and used extensively. These tests have powerful roles in many people's lives in the educational process and they are at significant transitional moments in education and beyond. Teachers rely on the information provided by the tests to make important decisions (McNamara, 2000: 4-5). Rogers (1976) states that curriculum is a broad concept. It includes all the teaching and learning activities in which students take part with the support of the school. This means the description of the things to be learnt, the ways of learning these things, and the ways of that teachers give support in this process with the help of necessary materials, attributes, and methods of assessment (Johnson, 1989: 26).

At the end of the process, important decisions are made by the educators. The results can indicate some deficiencies such as consuming the time, repeating the programme, severing the ties with the education process, higher expenses, depression, and losing motivation for the students. Besides, the students who are considered to have sufficient level to pass with wrong decisions mean higher expenses for the university and state. This means meaningless individual costs, time-consuming efforts, and irreparable negativities in the attempts of obtaining fully developed individuals.

Wrong decisions can lead all these drawbacks. In the eyes of educators who keep the importance of the process in mind, the necessity of eligible measuring instruments which are used for making decisions can be seen clearly. Tests can progress the curriculum by shaping the intentions and expectations of both the students and the teachers, and they join all parts of a curriculum such as cohesion, purpose, and control (Brown, 1995: 22).

Taking the right decisions in the evaluation process is an obvious signal that the teachers as decision makers are aware of the educational process as well. Following the information given, a general view is tried to be provided by the figure below.

Figure 1. Educational Process And Control



At this point, the valid and reliable measuring instruments used in the English preparatory classes' curriculums have great importance in the educational process because they are conducive to the measurement and assessment, and the control of the educational process.

With this respect, the final examination (Appendix 1) which was implemented in the English preparatory classes of Mersin University School of Foreign Languages was examined according to its psychometric characteristics and consistency with the objectives. The study on this examination was administered in order to determine whether it has the sufficient quality and attributes of a valid and reliable measurement instrument for the realization of the objectives and the intended behaviours at the end of the teaching and learning process.

Concerning this, the characteristics in the test indicating its quality such as having the properties of validity and reliability, and consistency with the objectives in fact, and the property of consistency in discriminating the students who acquired the intended behaviours and who did not were tried to be examined by means of the research questions below.

Research Question

1. How are the psychometric characteristics of the English preparatory classes' final exam implemented at Mersin University School of Foreign Languages at the end of 2002-2003 academic year?

a. How are the item difficulty index levels of the items in the exam?

b. How are the item discrimination index levels of the items in the exam?

c. How is the reliability of the exam?

d. Are the items of the exam and the objectives of the curriculum consistent with each other?

The Importance of the Study

The importance of English language teaching as a foreign language is clear from great efforts for qualified and developed individuals in order to challenge the global hegemonic devices such as technological and political developments. For this reason, English preparatory classes are established in almost every area of university education. Each department tries to provide a preparatory class for its students. Specific language curriculums are prepared for these classes to provide intensive language courses. These preparatory curriculums which last for one year at least are tried to be provided for every department at universities. At the end of the process, important decisions are made by the educators according to the measuring results. These results can indicate some deficiencies because of the lack of qualified and fully developed measurement instruments.

The English preparatory classes' final exam is implemented for determining if the students reach the expected level of English. With the results of the exam, the educators make decisions whether the students have the sufficient levels for their programmes or not. In another way, they evaluate and decide on the students' proficiency levels. Thus, the evaluations about the students will be parallel to the results of the exam. Therefore, quality of the evaluation depends on the reliability and validity of the measurement results.

Especially in English language teaching, numerous tests are implemented without measurement of their psychometric characteristics in our country. It is possible for the educators to make true decisions only by tests which are valid and

reliable. For this reason, the determination of the reliability and validity levels of the measurement instrument is very important. The main aim of this study is to reveal the reliability and validity characteristics of the English preparatory classes' final exam implemented at Mersin University School of Foreign Languages. Besides, some characteristics of the items used in the exam were tried to be disclosed. In this way, this study is supposed to contribute the development of the exams with higher quality in the following years.

Assumptions

1. The teachers' conceptions of the curriculum are sufficient for the determination of the objectives.
2. The teachers answered the questionnaire which was prepared for the determination of the consistency of the items with the objectives sincerely.
3. The students answered the items of the exam with their true knowledge.

Limitations

This study has the following limitations:

1. The item and test scores supplied from Mersin University School of Foreign Languages 2002-2003 final exam results.

2. One hundred and fifty seven students of eleven English preparatory classes who have taken the exam.
3. The cognitive levels of the cognitive domain which are included in the Bloom's Taxonomy.

CHAPTER I

REVIEW OF LITERATURE

I. 1. Educational Curriculum

This chapter comprises a general view on the process of educational curriculum by stating curriculum development, goals and objectives, teaching process, and evaluation as a transition point to language curriculum.

I. 1. 1. Curriculum Development

In a world of information network and technology, there have been very rapid changes and developments globally, and the store of knowledge grows at an enormous rate. This manner of the global life prompts the countries to catch every new move forward because the necessity of a continual development for countries makes them reach contemporary levels among other ones. In this connection, individuals and society are in a permanent change, for this reason, they should move together in order to become fully-developed.

The implementation of educational process gains importance in this way and it depends on educational programmes; or rather, curriculums. The quality of

education is supposed to be the most important aim of educational institutions, schools, and educators. Educators in societies who are aware of any positive change or development in the global arena examine their educational system at great speed. Then, curriculums are rearranged according to these global movements and the needs of the society.

Moreover, the discussions about teaching methods and contents of educational curriculums had paved the way for the area of educational curriculum development in the 19th century. The first book about the studies of curriculum development was written by Bobbitt called “The Curriculum” in 1918.

Bobbitt (1918: 42) mentions the theory that dominates curriculum as follows:

“The central theory (of curriculum) is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class, they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations, and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite, and particularized. The curriculum will then be that series of experiences which children and youth must have by the way of obtaining those objectives.”
(www.infed.org/biblio/b-curric.htm.05.02.2004)

Bobbitt lays emphasis on the construction of the objectives while a curriculum is being developed. Besides, the changes which take place in the students become very important and any statement of the objectives in the curriculum should reflect a change in the behaviours of the students.

The first curriculum studies reveal some underlying supportive components which are still worldwide. These components of any curriculum development firstly require determining the purposes for the teaching process in the first step. Secondly, they require that schools determine some educational purposes and these purposes should be put into use as objectives which can be called as the intended changes supposed to take place in the students. Thirdly, they require selecting the elements of the content which are intended to be taught during the educational process. The content should be organized with effective educational experiences and these experiences should reflect real life situations because human life consists of the performance of specific activities. As the fourth thing, selected learning experiences should be developed appropriately according to the levels of the learners. Lastly, the behaviours which are used for reaching the objectives should be measured and assessed in order to evaluate whether the purposes are attained or not.

Oliver (1977) states that the fundamental steps for an educational programme, shortly a curriculum, centered around three bases; the first one is the learner and how the learner learns, the second one is the society and its prompts shaping education, and the last one is the philosophy behind educational decisions made. A faculty should move toward some specific determiners from statements of broad views so that a philosophy could be associated with the set of practices. With this relation, he seeks all aspects of the learning situation related to curriculum development in a frame of the interrelated components below:

Philosophy ↔ Goals ↔ Objectives ↔ Activities ↔ Evaluation

(Oliver, 1977: 91).

The component of “philosophy” might indicate the aim of the curriculum which will be designed. Different levels of education have different aims with which change their students so that they can gain the intended behaviours. Moreover, the students in primary schools are supposed to perform some specific behaviours but university students are supposed to perform different kinds of specific behaviours at the end of the educational process. “Goals” can be stated as the intended achievement statements which are supposed to be the outcomes of the curriculum. “Objectives” can be defined as the attempts in changing behaviours of the students. Besides, the component of “activities” may reflect all the teaching and learning process which includes the application of the methods and the use of materials. Finally, the “evaluation” component can sign the judgements according to the phase of measurement and assessment.

These components are so central that the educational curriculum cannot be applicable, workable, and serviceable if one of these is left out of the process. In this relation, no achievement can be resulted with the curriculums implemented at schools or universities.

I. 1. 2. Goals And Objectives

Societies establish schools to reach contemporary levels of humanity. Individuals are supposed to be directed to the determined norms by schools and they are supposed to be developed according to the needs all over the world.

The values of a society are embodied at schools. Thus, schools have to reflect the expectations of the society in order to make the learners reach the desired goals of the society. Connectively, schools should have direct targets and responsibility of stating the intended behaviours which are supposed to be obtained before the process of education. These behaviours which constitute the building blocks of a curriculum are called goals and objectives.

In general terms, goal is defined as the end product, the result, the achievement, or the outcome of an educational programme. Goodlad and Richter define educational goal as “a remote end for the guidance of educational activity” (Saylor & Alexander, 1974: 162). Goals can be seen as the basis, the building blocks of a curriculum. Every step in the teaching process is determined according to the goals. For this reason, deciding on the goals gains great importance in the educational process.

As Tyler states, educational goals should have the reflection of three important factors. These are “the nature of organized knowledge”, “the nature of the society”, and “the nature of the learners”. “The nature of organized knowledge” has significant worth because various fields of subjects are involved in the teaching and learning process. Besides, each field is an academic discipline and each has its own store of knowledge. Then, they should be given enough care and attention during the process of goal construction. Moreover, the goals should concern “the nature of the society” because an end product, an achievement, or a desired outcome is intended with the statement of the goals. In this manner, this outcome should reflect the nature and the expectations of the society. Another important factor Tyler states for educational goals is “the nature of the learners”. Goals should be arranged according

to the intellectual performance of the learners; therefore, they should be based on the learners and their levels of moral reasoning (English, 1983: 43-45).

Goals should be professionally arranged to create determinant changes in behaviours of the students. These statements should be clear and transformable to observable behaviours in the minds of the learners. For this reason, the expression of the goals is revealed as statements of behaviours. These statements which stem from the goals are called objectives. Thus, objectives are the properties which are apt to be expressed as behaviours or behaviour changes. They are determined to be acquired by the students via planned and arranged activities of life (Ertürk, 1986: 25).

The determination of the goals leads the way to the objectives as a means of success for the curriculum. Johnson expresses the roles of the objectives in the curriculum as follows:

“Curriculum is concerned not with what students will do in the learning situation, but what they will learn (or be able to do) as a consequence of what they do. Curriculum is concerned with what results, not with what happens. And it stands in an anticipatory relationship to the learning process, not in a reportorial relationship, after the fact. It deals with expectations or intentions, and, more specifically, with the learning outcomes intended to be achieved through instruction that is through the experiences provided through what happens and what learners do”.

(Saylor & Alexander, 1974: 5-6)

Johnson emphasizes the observable behaviours of the learners as a result of what they are able to do after the application of the educational process. He states that the objectives are important because they reflect the desired learning outcomes. These

outcomes are formed during the teaching learning process via the experiences provided for the learners.

Objectives reveal the abilities and behaviours which are obtained from the instructional activities during the teaching process. These abilities and behaviours are predetermined and they are expressed clearly in the course of the objectives. For Varış (1977: 104), behavioral objectives have some features and benefits. Some of them are stated below:

1. They should be expressed clearly.
2. They should state the observable behaviours.
3. They should state what students can do after the teaching-learning process.
4. They should be in harmony with the educational philosophy of the country and they should meet the needs of the society and the learners.
5. They should be pre-tested before the identification of the exact ones.
6. If the pre-test results indicate that the students perform them easily, then more complicated ones are determined. If the students fail, then easier ones are determined.
7. There should be a relationship between the tasks given to the students and the expected behaviours.
8. Limitations for the time and the conditions should be determined in possible ways.

When these features are provided, no doubt can be born in mind for the realization of the functions of objectives. The functions of objectives are given below (Oliver1977: 102):

1. They could be an effective serviceable device which brings out assumptions behind practices, which makes use of planning the process, and which reveals an environment showing the intended results on the learners.
2. A connected formulation of objectives may help establish the continuity through the degrees of educational process, such as elementary, secondary, and university.
3. The selection of the learning activities can be provided well by clear expressions of the objectives.
4. To make judgements on the teaching process, methods, activities, and materials constitutes a tie between a careful formulation of objectives and evaluation process. A proper evaluation can only be workable and appropriate in terms of purposes.
5. The clarity of objectives help educators know about the expectations of the society and explain whether the school is in harmony with the society.
6. Objectives give meaning to classes, group and individual activities.
7. An analysis of the objectives puts forth the changes in the behaviours of the learners and the learning experiences.

8. They may serve as motivating devices in the instructional process, especially for teachers. More acceptance and understanding of the objectives bring out the situations which may or may not occur in the educational process.

Goals and objectives can be called as the most functional components of a curriculum. Hence, they have to emerge from the philosophy of the country and they should be turned into specific behaviours in teaching activities. In this way, they direct the teaching process, reveal the procedure of teaching and learning, and guide the evaluation process with the help of the measurement and assessment phases. Goals take place at three levels.

Firstly, school curriculums have fundamental goals which stem from the political philosophy of the country. These are called educational goals. Educational goals are established by the Ministry of Education on political bases and they are the foresights which are formed to provide training fully developed and qualified individuals as products and outcomes of the education system.

Secondly, the detailed expressions of these goals in different educational degrees such as primary education, secondary education, higher education, and universities are called general objectives. Insights of the governmental educational goals comprise curriculum goals or general objectives. General objectives reflect the function of the school and they pave the way to the specific instructional objectives which are determined for an academic discipline or a study field. Instructional objectives make the individuals reach the general objectives in the short term.

Thirdly, educational goals are supposed to be achieved via the general objectives in the long term. These specific curriculum objectives, in other words, instructional objectives are essential to decide on the circumstances of the teaching and learning process. They direct the process, and guide the measures in order to evaluate these circumstances. Instructional objectives refer to changes in behaviours which are formed through various planned lively experiences during the process answering the question “Why are the individuals being educated?” (Demirel, 1997: 105-106).

As a result, school curriculums firstly include goals and objectives which are needed to gain the intended behaviours. Then, they involve the realization of these goals and objectives (Özçelik, 1989:1). Determination and arrangement of the goals and the objectives are the means to prepare the base for the activities in the teaching process. Thus, they lead the way to the conditions which are formed to make the students obtain the intended behaviours in learning activities and teaching conditions.

I. 1. 3. Teaching Process

Teaching can be defined as the realization of the intended and permanent changes in behaviours of the individuals. Accordingly, learning is the permanent change which is obtained and shaped in a decisive and continual manner in behaviours of the individuals. Thus, teaching and learning process can be called as a behaviour changing process (Özçelik, 1998-7: 1-2).

In order to realize the goals and objectives of the school curriculums, educators utilize several intra-class teaching and learning activities. As Brandt and Tyler state, well-stated objectives indicate various types of learning activities that would be appropriate for accomplishing them (English, 1983: 48). For example, if an instructional objective is “To be able to write down the suitable prepositions according to the pictures presented with three out of four accuracy,” the teacher has to prepare the materials and use them in the presentation of the content related to the objectives. Hence, the students would have to practise the activity as well as learning to use the prepositions supplied in the activity.

In order to make the students gain the intended behaviours, the teaching process should be organized in a planned way. To shed light on the organization of the teaching process, some aspects of the content should be taken into consideration as Saylor and Alexander (1974: 129) state:

1. What subject matter is desirable and appropriate for attaining the goals and achieving the objectives designated in the curriculum plan?
2. How should this body of content be organized for use by the students?

The selection and the organization of the content are important and necessary because the educators have an advantage of gaining the information below:

1. The information of appropriate knowledge of the particular subject related to their fields.
2. The information of criteria and guidelines for choosing suitable content for the subject.
3. The information of the ways in which knowledge may be shaped for the use of the school.
4. The information of the criteria for analysis and selection of textbooks and other instructional materials.
5. The information of determining relevance of the content.

(Saylor & Alexander, 1974: 129-130).

In this respect, educators should relate the goals and objectives to the organization of the teaching process concerning the desirability and appropriateness of the subject matter in order to provide learners with the intended behaviours. Then, the content should move together with the level of students. It should make it possible that teaching the intended behaviours occurs in an effective way. Thanks to this, educators could have the chance of having the following information;

1. They have to supply the necessary knowledge on their own fields related to the teaching activity.
2. The information of the criteria and supporting points for the most appropriate organization of the subject can be obtained.

3. The knowledge which the school will use in the process could be shaped. Scrutiny of the textbooks and instructional materials could be possible for the educators.
4. Finally, practicality and applicability of the content, and the way of organization could be determined by the information supplied.

Parallel to this, the organization of the content in the teaching process should be shaped according to some criteria. Variş (1997) states these criteria as follows:

Social utility; What should the students learn to develop in a way of assisting in the progress of the country? What devices should they equipped with to reach the contemporary civilization levels and modern world conditions? What could be the national and international directions of the curriculum content?

Individual utility: Do the content and learning activities help individuals learn and develop? What is the necessary content for the individuals?

Learning and teaching: Is the content meaningful for the students? Is it related to their needs and interests?

Content in information structure: A control mechanism is necessary for the validity of the disciplines (Variş, 1997: 115-116).

Variş states these criteria drawing attention to basic foresights in the organization of the content. Considering these foresights, the first important point is to bear the social utility in mind. Learning activities should prompt the students to

assist in the development of the country. Moreover, they should equip the students with necessary behaviours for reaching the contemporary civilization levels worldwide. The second one refers to the individual development with the necessary content. The third one indicates the meaningfulness of the content according to the needs and interests of the students in order to provide a successful teaching process. The last one is the necessity of a controlling device to provide the validity of the academic disciplines.

In order to determine these criteria, learning activities should be learner-centered and they should emphasize the behaviours to be gained. Ertürk (1986: 86) states that the appropriate learning experience should have the following features:

1. It should be based on the specified objectives.
2. It should be learner-centered.
3. It should consider the economy.
4. It should consider the other experiences of life.

By means of the objectives, as it is stated, the intended behaviours should be connected to the learning activity in particular subject matters. According to the external conditions which may affect the individual, the activity should follow the behaviour which emerges from the objective. The students should be actively involved in the activity with the necessary material according to the specified objective. Related to the learners, content of the learning activity should assure the

quality condition for the students in their learning level. This satisfaction will be a motivating device for the learners.

For this reason, activities should be connected with the objectives and the interests of the learners. Related to the economy, a learning activity should not be time-consuming, materials used should not cost a lot. Finally, with the activities of life, he states that no activity stands by itself. Each one is always connected and interacted with other activities. Activities should be related to the other activities and real life situations that students can learn and implement in different contexts of life (Ertürk, 1986: 86-95).

Learning activities could be implemented effectively when they are connected with the objectives directly according to the needs and the interests of the learners, and the real life situations. Thus, the students improve a holistic view of life for the ongoing events after the process of teaching and learning.

To be sure that the teaching process runs in the way intended, the mechanism of evaluation is employed and it reveals whether the intended and desired behaviours are obtained by the students in the process or not. In order to achieve this, it is necessary to examine the behaviours that the students perform.

I. 1. 4. Evaluation

Since education is a purposeful process and its purpose is to make the students learn predetermined necessary behaviours, a close control of both developments and deficiencies is required in the teaching process. For this reason, the

components of measurement and assessment in educational curriculums are used in different phases of the educational process. Evaluation process is an interpretation procedure which gives meaning to the data supplied from measurement and assessment.

The fundamental functions of evaluation process are stated by Ertürk (1986: 110-111) as follows:

1. It helps the improvement of the educational process by controlling the hypotheses, the objectives, the learning activities, and the conditions.
2. Evaluation activities prompt educators to describe and classify the objectives of the education in a more advanced way.
3. Evaluation process motivates the students to reach the advanced learning levels because it includes measurements and these measurements depend on tests.
4. Evaluation process can be used as a guide to get information about the students. It reflects the needs, abilities, insufficiencies, and strengths of the students.
5. It helps teachers, students, and other educators picture a realistic plan in order to recognize themselves.

To fulfill these functions, evaluation process needs measurement and assessment phases. Measurement is, in general, the procedure of observing quality and expressing the observed results with numerical signs or symbols. During the

measurement procedure, a counting, an observation of a property, an individual or an event which is the subject of the measurement or a comparison between this property and a measuring tool may be discussed (Turgut, 1992: 3). Moreover, educational measurement comprises the observed results which are obtained in order to determine the learning level or strength of an individual in a particular area with numerical signs or symbols. In the same way, there is an intended property to be measured and a measuring tool to implement in the measurement procedure. Besides, a measuring tool should have a starting point and a defined unit or distance to specify the learning level (Özçelik, 1998-8: 13).

The examination and control process of the curriculum is provided by fully developed measurement instruments which can make close examinations possible for the intended properties. Measurement instruments clearly reveal whether the intended behaviours are realized or not. Their realization levels, reasons of why they have not been realized, needs for renewing, improving, or rearranging the objectives are determined via the measurement instruments.

The implementation of these instruments comes into sight in two phases of the evaluation process. One is formative evaluation, the other is summative evaluation.

Firstly, the phase in which tests are used to determine any learning deficiency or the levels of learning is called formative evaluation and the tests are called formative tests within the evaluation process. Secondly, the phase in which the tests are prepared to determine the development level through the objectives, in other words, to reveal the learning level after the application of the curriculum is called

summative evaluation, hence, the tests are called summative tests (Özçelik, 1989: 4-5).

Educators have the opportunity to make a design by having a detailed look at the effectiveness of the curriculum during the formative evaluation period and guide extra intra-class activities for a better implementation of the curriculum via formative tests if it seems necessary. Summative tests provide findings to make important decisions about the outputs of the curriculum such as the accomplishments or the requirements according to the data provided by the students (Fits-Gibbon and Lyons Morris, 1978: 11-17).

Every tool of measurement is developed for only one specific aim. The serviceability of the measurement tool on that aim points out that it measures the related property in an exact way. Any measurement instrument which cannot measure exactly the intended behaviours or which deviates from its purpose leads to measurement error. Thus, it can disclose misdirecting results related to the control and assessment of the teaching and learning process.

Related to this point, an educator who develops a measurement instrument should be certain that it measures the intended property without any error. Then, the measurement instrument can realize the intended measurement with quality; therefore, the educator should examine the instrument. In this manner, its validity and reliability can be determined before the process. Validity and reliability of the measurement instruments should be determined before any application in the teaching process (Erkuş, 2003: 36).

Reliability is the indicator of the consistency and proximity of the test results obtained from the same individuals in different particular time

distances (Anastasi, 1982: 102). It can be called as the adequacy of the measuring tool for measuring without any error even if it is applied at different intervals.

However, the reliability of a measuring tool is not a complete evidence of a complete measurement for the intended property. There is always the possibility for a measurement of any kind of property except the intended one.

The essential measure which paves the way to the measurement of the intended behaviour is examining whether the test serves solely for its aim by determining the true results or not. This type of quality of the measuring tool is called validity (Tekin, 2000: 42). A high validity level indicates that the measuring tool has been developed for only measuring the intended property, which means that the measuring tool is also reliable.

The measuring tool which has sufficient degrees of validity and reliability proves the quality or worth of the data supplied from the comparison to the predetermined criteria by the decision makers. This is called assessment, in another way, it is the process of judgement which is provided by comparing the measurement results with a criterion (Sönmez, 2003: 448).

Özçelik defines assessment as the procedure judging a determined property by using the measurement result compared to a predetermined criterion (Erden, 1995: 9).

In brief, measurement is a procedure of description, and assessment is a procedure of judgement. Any measurement data gain meaning with assessment and a reliable assessment depends upon the measurement data (Yıldırım, 1999: 3).

In curriculums, the functional employment of the measurement and assessment components in an ordered way provide important advantages which can be stated as follows (Baykul, 2000: 89):

1. Obtaining the evidence of whether the curriculum is applicable or not,
2. Determining whether the methods and strategies used in the process are effective or not,
3. Examining the learner weaknesses and deficiencies closely,
4. Identifying the learner success and learner level,
5. Revealing whether the intended behaviours are realized or not,
6. Controlling the teaching and learning process.

Evaluation process is totally related to the measurement and assessment. For this reason, the ways in which the curriculum functions, the ways in which the methods are applied efficiently, and the ways in which learning weaknesses and learner success are determined can be stated by the employment of the measurement and assessment phases in a functional stance (Baykul, 2000: 89).

I. 2. Language Curriculum

As the world has been in the sea of globalization, rapidly developing communication network, international markets, exportation and importation, and political needs reveal a common point for almost all of the study fields. At this point, the need for learning a particular language is increasing worldwide. Moreover, the struggle with the hegemony devices of globalization requires the teaching of this language in a controlled way.

This particular language is involved in almost all curriculums of our country in the levels of educational process as a foreign language. It is the English language, and the curriculums which are concerned with language teaching have been called language curriculums.

Tyler states the functions of English language teaching as the development of an effective communication power, a contribution to expressing one's aims in an efficient way, and a help for shedding light on the opinions (Ertürk, 1986: 37). In order to provide these functions, language curriculum studies have been developed with an intellectual depth. The first step of teaching application is to analyze the language data for the description of the target language. The second step is the determination of the item selection which yields an inventory of the linguistic content of the curriculum. The last step is the determination of the teaching acts and materials (Stern, 1983:176). It is apparently seen that the teaching process should be formed via the following:

1. An analysis of the items which the learners will learn,
2. The way how they learn,
3. The materials which can be helpful in the process,
4. The outcome which is supposed from the learners,
5. The examination of this outcome at the end of the process.

Corder (1973: 296) states that a finished language curriculum is the overall plan for the learning process. It specifies the available components or the learning items, the timetable, and the efficient sequence of the items to be learnt. Moreover the process should be under continual scrutiny by means of tests.

These pictures are based on theoretical linguistics which leads the way to the linguistic research and a scrutiny on the target language which is intended to be taught.

I. 2. 1. Theoretical Base Of A Language Curriculum

With the contribution of theoretical linguistics, a linguistic research can be done on the target language to be taught. The research allows that a description of the target language can be formed for a suitable pedagogical grammar. The building blocks of a language curriculum are based on the pedagogical grammar.

Theoretical linguistics comprises of the fundamental notions about the nature of language and the major subdivisions of the teaching process. These include the universal categories which can be helpful for the research of the target language.

These universal categories are syntax, morphology, semantics, phonetics, pragmatics, lexicon, and discourse. The major aim of the theoretical linguistics is to describe the structure of the verbal utterances of human beings and, by this description, to set up a theory of linguistic structure, in another way, the grammar (Corder, 1973: 85).

In general meaning, syntax refers to the arrangement and the form of words in a language, transformations, and the evaluation of the grammatical generalizations; morphology studies on the morphemes which join together to make up words; semantics comprises the study of the meaning of words and the meaning beyond the words; phonetics is the study of speech sounds and the principles which govern these sounds; pragmatics deals with the way that the words are used in conversations to express meaning, feeling, and implications (Aitchison, 1978: 7-9); and lexicon is the stock of the words and phrases which are used in language, and finally discourse is the cohesive and coherent writing or speech about particular subjects in a language.

Theoretical linguistics develops these notions and regularities to vary them as the applicable universal classifications and research plans for the study on the target language. It assumes a set of rules to express the structures with the concepts, the models, and the notions that it provides on language to think, to criticize, and to improve thought on language (Stern, 1983: 185).

As it is mentioned above, the linguistic research on the target language is realized to form the body of the specializations and to elaborate studies of linguistic features of the target language which are provided from the universal categories of language. This research on the target language provides a synthesis of the data for an overall description of the target language which is the essential basis of the content selection and the language curriculum.

While making this description, a linguist tries to explain the native speaker's norms and to express contextual conditions in which the forms occur. The usage and the real life utterances of the target language comprise the fundamental step in the description. Besides, the linguist chooses the standards and avoids all the personal and sociocultural characteristics of the target language for the data to be homogeneous. Hence, the raw data of the description should be widely acceptable in their environment. This full description of the target language forms a base for the pedagogical grammar which is the linguistic source of the curriculum.

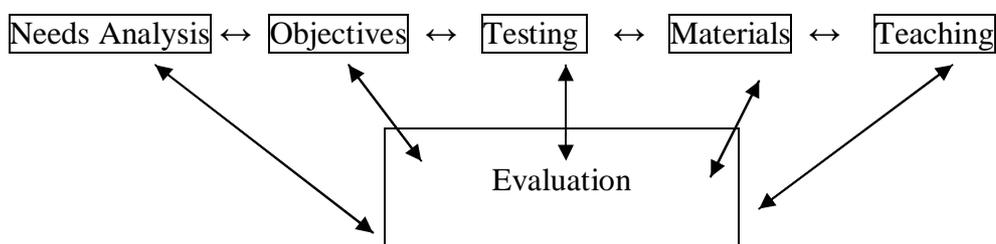
A pedagogical grammar needs the description of the target language to order the information which should be used for designing the language skills -listening, speaking, reading, and writing-, the levels of achievement, and the evaluation process. In another way, it is an intermediate level between the target language description and the language curriculum. Thus, it aims to provide a support for the acquisition of the target language by constructing the relevant needs and contributions from the description of the target language.

Candlin states that a pedagogical grammar is a "filter" between the language description and the language curriculum (Stern, 1983: 175) that is, in the formation of a language curriculum, the last step before selecting and sequencing the necessary items which construct the components of the language curriculum.

I. 2. 2. Components Of A Language Curriculum

A wide regard to language teaching has made language curriculums be recognized as a distinct area. Accordingly, systematic approaches to language curriculum development have been formed gradually. The continual development and change has introduced the formulation of basic principles of language curriculum, in other words, language curriculum theory.

Rogers states that language curriculum includes all the teaching and learning acts in which students take part with the support of the school and it is a broad concept. This stands for three phenomena which are the description of the things to be learnt, the ways of learning these things, and the ways of that teachers give support in this process with the help of necessary materials, attributes, and methods of assessment (Johnson, 1989: 26). Components of a language curriculum should also have the ability to reflect all these gradual but systematic processes which can be applicable to every context of educational levels. With the view of that curriculum acts provide a helpful framework, Brown (1995: 20) presents the components of language curriculum as follows:



Similarly, Stern (1983: 437-440) states the basic concepts which are commonly agreed upon. The first group of concepts is “purposes and content” which

refers to goals and objectives. The curriculum tries to answer the questions “What is to be learnt? What is the curriculum planned to achieve?” by this way. The second group centers on “instruction” which refers to the process of teaching and learning to reach the objectives. The third group “evaluation” refers to the assessment of whether teaching achieves its object. It includes all measures to assess outcomes.

Demirel (2003: 17) organizes the language curriculum in the order of objectives, content, learning situations/experiences, and testing. Moreover, Johnson (1989: 2) states four stages in policy decisions of language curriculum which are curriculum planning, ends/means specification, program implementation, and classroom implementation.

With respect to aim of this study, the components of language curriculum will be presented similar to Brown’s, Stern’s, Demirel’s, and Johnson’s as needs analysis, goals and objectives, teaching process, and language testing.

I. 2. 2. 1. Needs Analysis

Certain lack of equalities and similar restoring objects appear among human beings of all cultures. These are called basic needs of men (Smith & others, 1957: 112). As people have needs in life to be responded, the students involved in language curriculums have also imbalances to be restored before the process. To what extent they need to learn a language is determined by the analysis of the needs.

Before the analysis of the needs, the word “need” is supposed to be defined. To Kaufman, a need is a gap in results between “what is” and “what should be” (English, 1983: 54). In other words, a need refers to an empty space in something between what exists and what is necessary to exist.

In order to determine the needs in a language curriculum, Berwick states Tyler’s questions which outline a base:

1. What educational purposes should the teaching establishment seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

(Johnson, 1989: 49)

Tyler’s questions reveal that the needs should be determined according to the aims of the educational curriculum and the ways of realizing these aims. With this property, determination of the needs establishes the building blocks for the following steps of the curriculum.

Demirel (2003: 18) gathers the questions to find the necessary answers with the determination of the needs as follows:

1. Why is the language needed? How will it be used? What will the contexts be?
2. Who will communicate with the target language? When will it be used?
3. Why is the course of teaching language organized?
4. In what ways do the learners learn? What are the suitable resources? Who are the learners?
5. Where is the place of the course? When will it take place?

In order to answer these questions, Brown (1995: 37) categorizes individuals who are involved in the process of needs analysis. The first group is the target group. The target group is generally the students about whom the information will be brought together. Partly, the teachers and administrators are involved in this group. The second group is the audience who is considered as the entire people seen requisite for joining the analysis. These people could be teachers, teacher aids, programme administrators, and necessary governing bodies or supervisors in the bureaucracy outside the language curriculum. The next group is the needs analysts who are in charge of responsibility for organizing the analysis. This group can consist of consultants led in purpose. The last one is the resource group which includes all people who give information about the target group.

With the assistance of these groups, the information sought can be revealed. Thus, the situations in which the target language is used could be determined. The methods of its use and the contents of the curriculum could be settled.

The areas of language use, the time allotted to the use, the physical conditions of the course, and the descriptions of the learners could be decided in order to formulate the goals and the objectives of the language curriculum.

I. 2. 2. 2. Goals And Objectives

Formulation of the goals and objectives of a sound language curriculum is a natural outcome of the determination of the needs. Some general statements come into view in order to accomplish and respond the needs of the students within the linguistic forms and contexts which are determined to be used in teaching a foreign language. The knowledge of the interaction patterns of the students and their difficulties understood in the previous step direct the establishment of the curriculum goals (Johnson, 1989: 64). Then, goals lead the way to specific statements of behaviours to be achieved and obtained.

In the emergence of the goals from predetermined needs, four directions of attention could be indicated as:

1. Goals are general statements for the aims of the curriculum.
2. Goals should center on the expectations of the curriculum to succeed in the future and on the abilities obtained by the students at the end of the curriculum process.
3. Goals could provide basis for formulating more accurate and clear objectives which can be observed.

4. Goals should not be considered as contemporary for a long time, that is, they should never be seen in a probable continuity.

(Brown, 1995: 71-72)

Considering the directions stated above, goals of a language curriculum, likewise educational curriculum in theory, comprise the general expressions that declare the aims of the language curriculum in the first step.

They should focus on the intended accomplishments and abilities that are supposed to be performed by the students at the end of the curriculum implementation. Next, they can establish a base for developing concrete objectives which are obviously seen in action. Lastly, they should never be thought as permanent devices to serve continually.

Statements of goals shed light on specific descriptions of the behaviours to be learned. If a goal is stated as to make the students able “to speak English fluently and accurately in social contexts” by the end of one year’s curriculum implementation, some specific behaviours should be attained. Before that, these behaviours should be expressed as specific objectives which are transformed from the goals. In this way, observable formulations of the ways in which the students are supposed to be changed by the educational process are called educational objectives (Demirel, 2003: 21).

Mager indicates the characteristics of the objectives including three major components. The leading one is performance, which refers to the behaviour performed by the learner. The next one is conditions. It refers to the circumstances under which the performance is supposed to happen. And the last one is criterion,

which refers to the success level or quality of performance to be considered acceptable (Brown, 1995: 74). Relatively, a specific instructional objective could be written as; “By the end of the course, the students will be able to express themselves orally in selected contexts (performance), chosen from units four and five of the course textbook (conditions) in three out of four times (criterion)”.

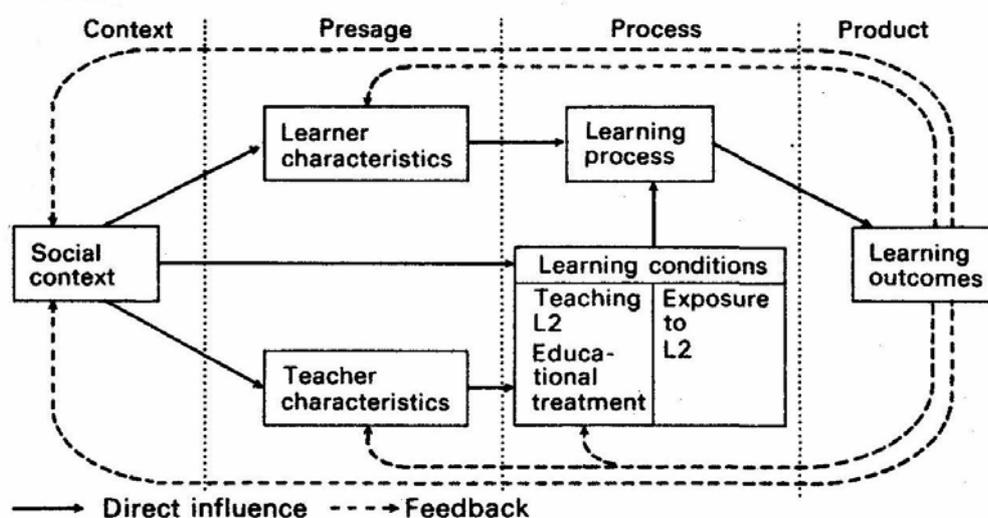
The elements of the target language that are planned to be realized are based on the objectives, that is, they are the outcomes of the course specifically in the short term, and the curriculum in the long term (Celce-Murcia, 2001: 30). Thus, the goals and the objectives that emerge from the needs seem to be effective devices of clarifying the accomplishments in the language course and teaching activities.

I. 2. 2. 3. Teaching Process

The determination of the goals and the objectives leads the way to the teaching process. The first marking question kept in mind before the process is teaching “what” in “which” environment and situations. Berkenkotter and Huckin discuss the academic content including “what constitutes true knowledge is knowledge of appropriate topics and relevant details” (Celce-Murcia, 2001: 50). An appropriate set of teaching acts in the teaching process could be determined according to the learner variables and teachers in order to deliver the instruction. Dunkin and Biddle develops four categories for teaching which are presage, context, process, and product. Presage is the characteristics which teachers bring to teaching. Context is the conditions which are operated in the process. Process is the behaviours of teacher and

learner in the classroom. Finally, product is the outcome of the process (Stern, 1983: 498). Besides, Stern (1983: 500) proposes a model by identifying “the language teacher and the language learner” in the figure below:

Figure 2: A Teaching-Learning Model



Brown (1995: 183) presents the questions which should be taken into account in a language curriculum for the learners below:

1. For whom will the instructional process work?
2. How many learners will it be presented?
3. What is their educational and cultural background?
4. What are their previous language learning experiences?
5. What circumstances have led them to enter the programme?
6. How are the learners supposed to learn within the teaching process?
7. What are their responsibilities within the process?

8. What expectations are they probably to have considering the techniques, exercises, approaches, and syllabuses?
9. Are there any conflicting sets of expectations between teachers and students?
10. How are learners likely to feel about the success of their own learning? Do the views of the students fix the teacher's?

As seen in the questions, to form an instructional process, the target group who will be involved in the curriculum should be examined in the first stage. Then, the number of the learners should be known to provide the available physical conditions for a better teaching process. The educational and cultural backgrounds and learning experiences of the students are also important because in what ways the students are taught before the process should be known by the teachers in connection to the determination of approaches in the process. The conditions and the effects of the conditions which provide the students to enter the process would be useful for directions of the interaction between the students and the teachers. The acts of teaching the students can be partly revealed by the expectations of the students. Moreover, the responsibilities of the students can be determined according to the goals and objectives in a balance with the recognition of the students themselves. Methods, techniques, and types of exercises can also be decided via learners' readiness levels.

By these directions, learner variables could be recognized and they can be involved in the process. In this way, sufficient information could be provided to

establish homogeneity in the groups of learners in order to formulate the part of the teaching process which is apart from teachers.

When the overall completion of the process is taken into consideration, Pennington states that the characteristics of the teachers, to a large extent, determine the unique character of any language curriculum (Johnson, 1989: 91). The factor of teachers plays a crucial role in the effectiveness and dynamics of language curriculum. They should closely examine their learners and formulate the necessary conditions for the process.

By understanding who the learners are and what characteristics they have, teaching acts of the teachers can be determined. Then, they can find various ways for facilitating the teaching process. Relatively, they should have principles to establish their teaching acts in a framework which is included in a detailed way of dealing with the teaching and learning process (Brown, 2001: 128). Hence, they select and degree the language in an effective way according to the classroom implementation by trying to give a minimum waste of the time allowing incomprehension or irregular realization of the intended behaviours. With the analysis of language and determination of the subject matter, methods, and techniques, organizing the sequence of the segments which are engaged with the objectives could be ordered (Ur, 1996: 175).

The organization of the teaching process gains meaning when it is possible to reflect the outcomes of the process. The reflections of the outcomes or products of the process could only be determined and judged by testing component that provides the control of the whole process.

I. 2. 2. 4. Language Testing

For different purposes of discovering the existence of some particular properties or for establishing different kinds of identities, testing is an accepted and essential part of all areas of life. Tests provide the control of entering or advancing to many important social roles or just an opposite of this process may be considered.

As given great importance in social life and educational process, the reality of testing discipline also reflects the reality of language testing. Information supplied from dependable measurements of language ability is certainly necessary to see the performance of the students and the reflections of the instruction. This might be the reason of the statement of Croft (1980: 473) as “the instructional activities, which are described as teaching, are testing itself”. Testing can actually mean teaching because it is interrelated with all components of the language curriculum. It provides information for the examination and reexamination of each component of the curriculum. With relevance to the information supplied from testing, Carroll calls it as the statements of how far needs are satisfied (Heaton, 1982: 6). Besides, goals and objectives can be renewed or redesigned, teaching strategies and materials can be varied or differentiated, and the curriculum effectiveness and serviceability can be evaluated.

Hughes (1989: 7) states the purposes of testing which can also be called as outcomes of language testing below:

1. To measure language proficiency,

2. To reveal the achievement levels of the objectives,
3. To identify the students' strengths and weaknesses and to show what they know and what they do not know,
4. To help in placing the students to appropriate teaching programme according to their language ability.

In stating the purposes for testing, Ur (1996: 34) focuses on it as a means to:

1. Give the teacher information about the present levels of the students,
2. Give the students information about their own learning level and make them aware of their necessities,
3. Assess for an external purpose of current teaching activities in the long term,
4. Provide motivation for the students,
5. Keep the concentration of the students on the subjects,
6. Indicate the class has reached a position in learning,
7. Lead the students to better results,
8. Provide a useful review,
9. Reveal a sense of achievement and progress in learning.

And Brown (1995: 130) states the benefits of testing below:

1. To closely examine the perceptions of the students' needs.

2. To concentrate on the remaining objectives to add new objectives designed to meet more advanced needs.
3. To rethink the materials and teaching strategies to meet the newly perceived needs of the students.
4. To have a great deal of information ready to be presented.

In order to provide these beneficiary purposes or outcomes, the tools which are used for the process are tests. Tests are measuring instruments which are designed to measure the knowledge of the learners and their competence in language at particular times in the process (Corder, 1973: 351). Carroll sets another definition for a test. He states that a test is a procedure planned to get information about certain behaviour from which one can infer specific characteristics of an individual (Bachman, 1990: 20). Brown (2001: 384) also calls it as a method of measuring a person's ability or knowledge in a controlled area or activity of understanding.

Each definition includes a procedure, measurement, and assessment because tests are designed in a way of planning to measure some kind of ability or knowledge to supply some specific information and judgements. For example, a teacher who wants to measure the mastery of the knowledge of the students in transitional expressions should find or develop a measuring tool, shortly, a test which measures the knowledge of transitional expressions. By means of each item in this test, the teacher examines whether the expressions are learnt. The test may include twenty items, thus the test is a measuring tool which has units starting from zero and ending with twenty. The next step is to compare the mastery of knowledge of the students in transitional expressions with the measuring tool and to determine the units which

indicate the mastery of transitional expressions of the students. In the final step, the level of each student in the mastery of transitional expressions is equal to the number of the true response units when the true responses are calculated after the responses are obtained. It can be accepted that a student would grasp the level of seventeen units in the mastery of transitional expressions knowledge whether the student answered seventeen items correctly.

As stated in the example, the most important measuring tools used in the process of teaching and learning according to a particular curriculum are tests. These are prepared and implemented with the aim of determining the improvement provided by the students. These tests are called achievement tests or general knowledge tests (Yıldırım, 1999: 15) which are also used mainly in language teaching process.

Most of the testing plans are made according to a table of specifications to be sure of that the items in the tests are equal in content and the content of the test reflects the content of the language curriculum (Bachman, 1990: 154). Mcnamara (2000: 32) gives emphasis on the instructions in the test and the structure of each part of the test. The format of response and the items that the students are supposed to be engaged are also important in the design of a test.

The significance of the content of a test could also be stated with a set of questions to be answered:

1. What kind of test is it to be?
2. What is its concrete purpose?
3. What behaviours are supposed to be measured?

(Hughes, 1989: 48)

In another way, the essential design of tests can be presented as follows:

1. A description of the test purpose,
2. A description of the area of knowledge and types of tasks,
3. A description of the intended test takers,
4. A definition of the constructs to be measured,
5. A plan for deciding the value of qualities or usefulness,
6. An inventory of necessary and available resources.

(Bachman & Palmer, 1996: 88)

The specifications given can guide two important criteria for a language test. They are the usefulness of a test on the intended behaviour according to its purpose, and workability and consistency for the value of usefulness quality in its environment.

The testing process in the curriculum is occurred in two periods called formative and summative. Via formative testing, educators have the chance to make a design by taking a detailed look at the effectiveness of the curriculum and guide additional intra-class activities for a better implementation of the curriculum if it seems necessary. Summative testing provides findings to make important decisions about the outputs of the curriculum such as the accomplishments or the requirements according to the data provided by the students (Fits-Gibbon and Lyons Morris, 1978: 11-17).

The most important point while these tests are being implemented is to assure if they measure the intended properties in an exact way and they serve the aim of their application even if they measure the intended properties exactly.

Every tool of measurement is developed for only one specific aim. The serviceability of the measurement tool on that particular aim points out that it measures the related property exactly. Any measurement tool which cannot measure truly or which cannot put its usefulness into service causes measurement error and it can disclose misdirecting results with related to the control and assessment of the teaching learning process.

Since the tests are developed to make important decisions about the educational process and these decisions are the fundamental steps of the process, keeping in mind that these measuring tools have to be serviceable in an exact and consistent way should be the entire world to an educator.

Besides, if a test is supposed to measure consistency in the service of its main purpose, it should have the quality and attributes of measuring ability. The quality of a measurement tool or a test can be determined by its values of reliability and validity in the measurement and assessment phases of the process.

Connectively, an educator who develops a measurement tool should set up the conditions that the tool measures the intended property or behaviour in an exact way and it can realize the intended measurement without any error, thus the educator should examine the tool and determine its validity and reliability. Validity and reliability of the measurement tool should be stated before any application of design in the process (Erkuş, 2003: 36).

In order to clarify, the individuals are supposed to get closer scores decisively and consistently in a test in different times if there is not any change in the conditions such as homogeneity of the group, response time, physical conditions of the test and individuals, for example, when a test is applied to measure the mastery of knowledge in the transitional expressions of English. In what level the individuals master the knowledge of transitional expressions can only be measured by this way without a fault.

Any test which results in closer changes in different times can be called as reliable. Owing to this, reliability is the indicator of the consistency and proximity of the test results obtained from the same individuals in different particular time distances (Anastasi, 1982: 102). In other words, it is the adequacy of the measuring tool for measuring without any error or with purity. A reliable test is consistent and dependable. If a group of students given the same test in different occasions have similar results, the test can be called as reliable (Brown, 1994: 253).

In the meantime, reliability of a test can be affected by some factors. These factors might be the break of the homogeneity of the group, lengthening or shortening the response time, possible practice made by the students, tiredness, lack of motivation, physical conditions of the test environment, and some other unidentifiable elements (Baykul, 2000: 199). With this regard, test results may differ in a broad sense and the reliability level can be directly affected.

The reliability of a measuring tool is not also a complete evidence for measuring the intended property. It may measure any kind of property except the intended one. For this reason, it is necessary to state that the measuring tool measures

the intended property in the aim of determining the true level of the students related to the curriculum and the objectives.

In this way, it is necessary to examine whether the test serves its aim by determining the true results or not. If it serves its aim completely, its reliability level can directly be known as sufficient. The type of quality which reveals the degree that the test serves its aim is called validity (Tekin, 2000: 42). A high validity level is the indicator of that the measuring tool has been developed for measuring a unique property aimed to be measured. The test must not measure anything else by chance or accidentally if it is to do its job properly (Corder, 1973: 356).

The quality of the measuring tools can be seen as the most important element of a language curriculum. By means of this intention, the construction of measuring tools has great importance and the construction process includes two fundamental steps. The first one is to determine the intended behaviour or level which is intended to measure and the second one is to construct and obtain the best measuring tool in this way (Micheels, 1950: 17).

With regard to the quality of tests, various tests are developed and used extensively in language curriculums, especially in preparatory classes curriculums at universities. Participating in the process of language testing should be a signal of understanding language tests for the teachers of these classes because it means involving in creating language tests and using them for the information they provide both in practical and research contexts about the curriculum. These tests have powerful roles in many people's lives in the educational process and they are at significant transitional moments in education and beyond. Teachers

rely on the information provided by tests to make important decisions (McNamara, 2000: 4-5).

The learning levels determined by measurement and the adequacy of the measuring tools applied in educational process are obviously the best vehicles to provide concrete data for revealing significant components during the process. These could be the deficiencies in the measuring tools, lack of learning, and the reaching levels of the objectives. Furthermore, assessment should be put into consideration to make good use of these data.

An educator's scoring of a student's realization of the intended behaviours in language ability depending upon informal language use may not be a sufficient signal of how well that student can perform the intended behaviours in the measuring tool. For this reason, the value of a test lies in the capability for eliciting the intended behaviour in a specific way, therefore, the decision maker can make specific interpretations as evidence of the intended behaviours (Bachman, 1990: 22).

With this respect, assessment is to judge the quality or worth of the data obtained from the measuring tools by comparing them with predetermined criteria by the decision makers. These criteria are the indicators of the intended level of mastering the objectives of the curriculum.

By these criteria, the procedure of decision making about the predetermined property via measuring results can be implemented. In this manner, the results are determined by examining the criteria and comparing these criteria with the scores on the measuring tool.

Rogers states that curriculum is a broad concept. It includes all the teaching and learning activities in which students take part with the support of the school. This

means the description of the things to be learnt, the ways of learning these things, and the ways of that teachers give support in this process with the help of necessary materials, attributes, and methods of testing (Johnson, 1989: 26).

Especially at universities, preparatory class curriculums are developed for teaching English language intensively. These curriculums are tried to be provided for every department at universities and the process of the curriculums ends in one year at least. At the end of the process, important decisions are made by the educators according to the measuring results.

These results can indicate some deficiencies and this may cause consuming the time given, repeating the programme, severing the ties with the education process, higher expenses, depression, and losing motivation for the students. Besides, the students who are considered to have sufficient level to pass with wrong decisions mean higher expenses for the university because of an individual cost and time-consuming irreparable drawbacks in the attempts of obtaining fully developed individuals.

All these drawbacks may occur if the decisions are wrong. In the eyes of educators who keep the importance of the process in mind, the necessity of the quality of measuring tools which are used to make decisions can be seen effortlessly. Tests can be used to progress the curriculum by shaping the intentions and expectations of both the students and the teachers. Thus, they combine all parts of a curriculum such as cohesion, purpose, and control (Brown, 1995: 22).

As Carroll mentions, there has been a continual development in language testing by a number of factors. These factors can be stated as the increasing number of the students which are involved in learning English initially. Secondly, the need for

more accurate and comprehensive measures because of crucial importance of the tests increases in the educational process and real-life situations. Next, the emphasis on tests according to the usage of the language has changed. Fourthly, the scientific developments have led the way to measure the quality of the tests. Finally, the preparation of techniques for language test construction has developed continually (Croft, 1980: 519). For this reason, validation in language testing is crucially important to ensure the fairness of the interpretations and the decisions on the performances of the students. It also involves the design, intentions, and logic of the test, and analysis on empirical evidence for the results and handling this evidence (McNamara, 2000: 48).

CHAPTER II

METHOD

This chapter includes the type of the study, sample and population, data gathering techniques, procedure, and the analysis of the data.

II. 1. Type of the Study

In this study, the psychometric characteristics of the final exam implemented in Mersin University School of Foreign Languages at the end of the 2002-2003 academic year were tried to be revealed and the consistency of the objectives with the items of the exam were tried to be determined. There is not any data supplied from any sample which is generalized about a population, therefore, a present occasion was tried to be laid open. In this way, this research can be called as a fundamental research.

II. 2. Sample and Population

The purpose of this study is not to compare or contrast any results according to any groups or occasions but evaluating a present occasion and revealing new findings and information about the related measurement instrument and the

relationship between the items and the objectives. For this reason, it is not connected to any sample or population. Instead, a study group from which the data were supplied can be defined as one hundred and fifty seven students who had taken the final exam of Mersin University School of Foreign Languages English preparatory classes during the 2002-2003 academic year.

II. 3. Data Gathering Techniques

The 1st, 2nd, and 3rd sub-questions of the study are oriented towards the item difficulty, the item discrimination index levels of the items in the exam, and the reliability of the exam. In order to find answers to these questions, the item and test scores supplied from the responses of the students in Mersin University School of Foreign Languages 2002-2003 English preparatory classes' measurement instrument used as the final exam (App. 1) were analyzed.

In order to answer the 4th sub-question, the objectives and the table of specifications of the preparatory classes' curriculum were aimed to be revealed in the first step because there were not a table of specifications and a syllabus which had been prepared for the teaching and learning process except the syllabus of the particular coursebook package called "Opportunities". For this reason, the table of specifications and the objectives of the items which had been used in the exam were tried to be determined by the researcher. Then, the results which indicated whether or not the objectives of the curriculum were consistent with the objectives of the items in the exam were tried to be revealed. While determining the table of specifications,

Bloom's Taxonomy was utilized because the final exam on which we studied was structure-based, whereas, language teaching includes the teaching and the testing of listening and speaking skills as well for the mastery of that particular language.

In this respect, the following process was followed:

1. The interviews with the teachers who prepared the final exam revealed that the teachers needed some information about the cognitive domain. For this reason, an information form (App. 2) had been prepared for the teachers to refresh their knowledge about goals and objectives of the cognitive domain. The information form which was given to fourteen teachers who had prepared the final exam included definitions of the objectives, six cognitive levels – knowledge, comprehension, application, analysis, synthesis, evaluation – of the cognitive domain (Keeves, 345-346), and some related examples. Personal interviews were held with the information form given in order to answer the teachers' questions and to widen their knowledge about the related subject.

2. Scale Form 1 (App. 3) which is related to determine the topics and cognitive levels of the items originated from the particular topics to be measured in the exam was prepared by the researcher in order to be responded by the teachers. It included the grammar topics in the syllabus on the horizontal line and the cognitive levels of the cognitive domain on the vertical line which would be thought to be measured. Then, it was presented to the teachers in order to make them determine the table of specifications. After a period of two weeks, thirteen of the teachers responded to the scale and one of them refused to do it. The table of specifications (App. 4) which brought the grammar topics and cognitive levels distribution into view was formed by using the teachers' responses.

3. Next, in order to compare the grammar topics in the table of specifications to the grammar topics from which the test items emerged, the coursebook “Opportunities” was analyzed and the topics were found out by the researcher.

4. Then, Scale Form 2 (App. 5) which is related to determine the cognitive levels of the items in the exam was prepared. The scale was given to ten experts in all; the study fields of half of them were measurement and evaluation, and the other five experts’ study fields were curriculum development. Then, the experts were asked to determine the cognitive levels of the items in the exam. The scale included the items on the horizontal line and the cognitive levels on the vertical line. The information supplied from the scale was analyzed with the help of the statistics programme called SPSS 12.0 because all the responses of the experts were not common and the frequencies with the percentage ratio values were computed. The data were used to determine the cognitive level of each item in the exam.

II. 4. Data Analysis

The measurement instrument used as the particular final exam was applied for one hundred and fifty seven students. The item and test statistics were analyzed in order to measure whether the items serve their aims of measuring the intended behaviours in the light of the data gathered from the responses to the exam.

As item statistics, item difficulty index (p_j) was computed for the dichotomous scores corresponding to two categories (1- 0). The formula of the item difficulty index is given below (Baykul, 2000: 229):

$$p = \frac{\sum X_j}{N}$$

For item discrimination index, point-biserial correlation coefficients which give the item validity measures were computed. The point biserial correlation is used as the correlation between success and failure on the item and score (Thorndike, 1982: 70-71), in other words, it shows the degree whether the item can discriminate the individuals who pass and fail according to one item. The formula is given in the following (Baykul, 1999: 164):

$$r_{pb} = \left(\frac{\bar{X}_p - \bar{X}_q}{S_x} \right) \cdot \sqrt{p \cdot q}$$

In order to measure the reliability of the test, Kuder Richardson 20 correlation coefficient was computed for binary scoring as one of the test statistics. The formula of KR 20 correlation coefficient can be seen in the following (Thorndike, 1982: 177):

$$KR_{20} = \frac{k}{k-1} \cdot \left(1 - \frac{\sum p_i \cdot q_i}{S_x^2} \right)$$

Besides, the mean, median, mode, standard deviation, skewness, kurtosis, range, and minimum and maximum scores of the data gathered from the exam were computed as descriptive statistics of the test with the help of the SPSS 12.0 statistics programme.

Moreover, the particular programme was used to compute the frequencies and percentage ratio values in order to find out the teachers' responses and expert judgements for determining the table of specifications and the cognitive levels of the items in the exam.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter includes the analyses of the data which are gathered from using the methods declared in the second chapter. Via these analyses, the findings obtained and the discussion appropriate to the findings of the data are stated in the order of the questions which are attached to the main research question. Moreover, it is apt to give the test statistics of the exam with the descriptive statistics (Table 1) before the questions are given.

Table 1: 2002-2003 English preparatory classes' final exam test statistics

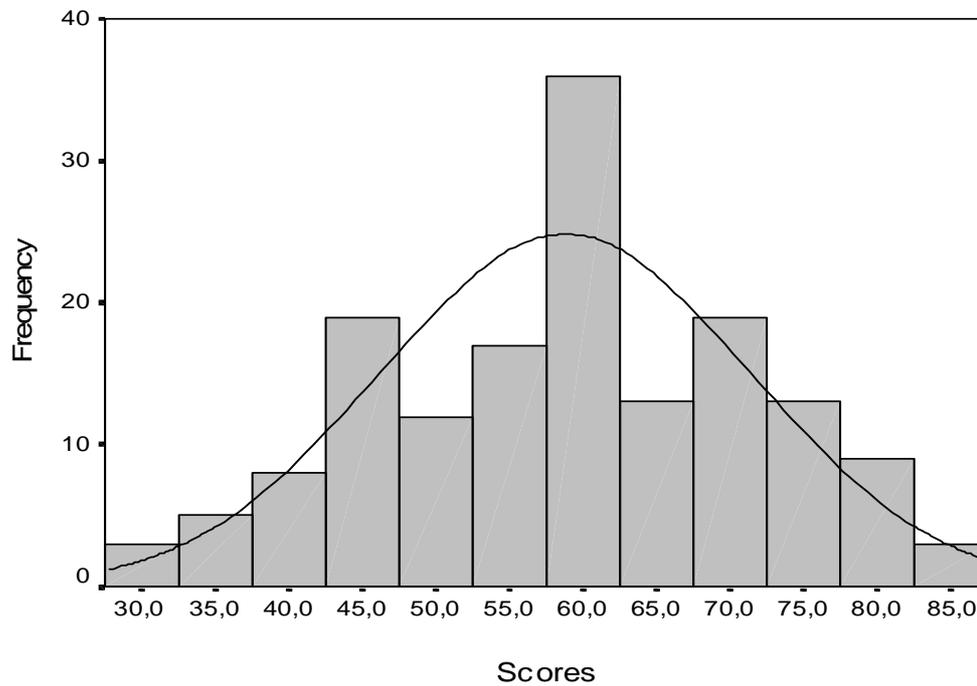
N	157
Mean	58.79
Median	59.00
Mode	59.00
Std. Deviation	12.59
Skewness	-.150
Kurtosis	-.605
Range	53.00
Minimum	30.00
Maximum	83.00

Table 1 indicates the number of the individuals (157) who are given the test (N). The mean of all scores (58.79) is also computed. Median, which is the score in the middle of the distribution, is seen as 59.00. Mode which is the score with the highest frequency is also 59. 00. The standard deviation of the test which indicates the deviation from the mean of the distribution is 12. 59. Skewness (-. 150) shows a slight

skewed distribution to the left and it means that the items are below the average difficulty level. Besides, kurtosis (-. 605) states a low variability of the scores in the test. Range means the difference between the highest score and the lowest score (53.00). The minimum score is 30.00, and the maximum score is 83.00.

In Table 1, it is seen that mode and median have the same values (59. 00), and mean (58.79) has a very close value to mode and median. With respect to these findings, it can be said that the scores of the final exam are likely to be seen in normal distribution. Kurtosis (-0.605) and skewness (-0.150) coefficients have negative values. These values give the information of a skewed distribution to the left and the distribution is flat with a slight deviation from normal distribution. Besides, the closeness of the distribution values to 0. 00 supports that it almost resembles the normal distribution. Standard deviation (12.59) states that the variability of the distribution is narrow. With this respect, it can be stated that the distribution of the final exam scores appears quite homogenously. The results in connection to these findings can be observed from the distribution graphic in Figure 1.

Figure 1. The distribution of obtained scores of 2002-2003 English preparatory classes' final exam



As seen in Figure 1, the distribution of the final exam scores is similar to normal distribution. Beside that the mode value of the distribution is about sixty, the scores of forty five and seventy are seen to have more frequency than the other scores. However, the distribution has a single mode. As seen again in the graphic, the distribution is quite homogenous.

III. 1. Findings and Discussion of Research Questions “a” and “b”:

“How are the item difficulty index levels (p_j) of the items in the exam?”

“How are the item discrimination index levels (r_{jx}) of the items in the exam?”

To answer these questions, the findings of the item difficulty indexes are given in Table 2 in the first step.

Table 2. 2002-2003 English preparatory classes final exam item difficulty indexes

Item No	p_j	Item No	p_j	Item No	p_j	Item No	p_j	Item No	p_j	Item No	p_j
1	0.29	17	0.83	33	0.82	49	0.55	65	0.88	81	0.66
2	0.72	18	0.68	34	0.59	50	0.86	66	0.92	82	0.48
3	0.51	19	0.75	35	0.46	51	0.55	67	0.54	83	0.43
4	0.49	20	0.5	36	0.78	52	0.76	68	0.75	84	0.55
5	0.51	21	0.66	37	0.68	53	0.8	69	0.17	85	0.28
6	0.51	22	0.11	38	0.72	54	0.62	70	0.69	86	0.65
7	0.31	23	0.71	39	0.88	55	0.41	71	0.71	87	0.34
8	0.51	24	0.58	40	0.48	56	0.41	72	0.25	88	0.76
9	0.65	25	0.82	41	0.36	57	0.71	73	0.31	89	0.63
10	0.75	26	0.95	42	0.55	58	0.73	74	0.49	90	0.68
11	0.24	27	0.9	43	0.67	59	0.78	75	0.5	91	0.2
12	0.29	28	0.64	44	0.42	60	0.68	76	0.82	92	0.8
13	0.31	29	0.8	45	0.88	61	0.96	77	0.62	93	0.73
14	0.58	30	0.36	46	0.89	62	0.83	78	0.85	94	0.58
15	0.76	31	0.2	47	0.97	63	0.83	79	0.85	95	0.92
16	0.62	32	0.59	48	0.87	64	0.82	80	0.34		

In Table 2, item numbers are given in the first column. The second column includes the item difficulty index (p_j) which indicates the percentage of examinees who respond to the particular item correctly (Thorndike, 1982: 59). When the item difficulty indexes are examined in Table 2, it can be observed that the items numbered 22, 31, 69, and 91 have values between 0.00 and 0.20. The findings indicate that these items are very difficult. The values of the items numbered 1, 7, 11, 12, 13, 41, 72, 73, 80, 85, and 87 differ between 0.20 and 0.40. These items can be called as difficult ones. The item difficulty index values of the items numbered 3, 4, 5, 6, 8, 14, 20, 24, 32, 34, 35, 40, 42, 44, 49, 51, 55, 56, 67, 74, 75, 82, 83, 84, and 94 are between 0.40 and 0.60. These items can be said to be moderately difficult ones.

Moreover, the items numbered 2, 9, 10, 15, 16, 18, 19, 21, 23, 28, 29, 36, 37, 38, 43, 52, 53, 54, 57, 58, 59, 60, 68, 70, 71, 77, 81, 86, 88, 89, 90, 92, and 93 have values between 0.60 and 0.80; therefore, they can be called as easy items. Finally, the values of the items numbered 17, 25, 26, 27, 33, 39, 45, 46, 47, 48, 50, 61, 62, 63, 64, 65, 66, 76, 78, 79, and 95 differ between 0.80 and 0.97. In this way, these items are quite easy in connection to the item difficulty index.

Taken to the importance of better comments on item statistics and the decisions related to the items in a complete way, item difficulty and item discrimination indexes are examined together. With this respect, the findings of the item difficulty indexes are explained in the first step. After that, the items with high quality are tried to be revealed related to both item difficulty and item discrimination indexes. The item discrimination index values are given in Table 3 below:

Table 3. 2002-2003 English preparatory classes' final exam item discrimination indexes

Item No	rjx	Item No	rjx	Item No	rjx	Item No	rjx	Item No	rjx	Item No	rjx
1	0.29	17	0.32	33	0.19	49	0.49	65	0.34	81	0.31
2	0.38	18	0.39	34	0.22	50	0.35	66	0.18	82	0.29
3	0.52	19	0.38	35	0.44	51	-0.08	67	0.42	83	0.37
4	0.5	20	0.39	36	0.17	52	0.29	68	0.22	84	0.35
5	0.49	21	0.35	37	0.37	53	0.2	69	0.26	85	0.24
6	0.56	22	0.34	38	0.45	54	0.28	70	0.25	86	0.33
7	0.47	23	0.11	39	0.18	55	0.14	71	0.25	87	0.18
8	0.37	24	0.13	40	0.21	56	0.19	72	0.34	88	0.4
9	0.51	25	0.24	41	0.17	57	0.37	73	0.26	89	0.43
10	0.45	26	0.17	42	0.43	58	0.42	74	0.47	90	0.38
11	0.32	27	0.24	43	0.1	59	0.21	75	0.27	91	0.01
12	0.5	28	0.53	44	0.19	60	0.47	76	0.43	92	0.35
13	0.51	29	0.25	45	0.02	61	-0.02	77	0.3	93	0.27
14	0.35	30	0.01	46	0.12	62	0.36	78	0.38	94	0.21
15	0.39	31	0.07	47	0.22	63	0.24	79	0.42	95	0.02
16	0.26	32	0.26	48	0.41	64	0.4	80	0.05		

In Table 3, item numbers are given in the first column. The second column points out the item discrimination index (r_{jx}) which is analyzed with the equation of the point biserial correlation coefficient.

Table 3 indicates that there are twenty-two items which have the r_{jx} value below “0.20”, and there are twenty-four items which have the r_{jx} value between “0.20 and 0.30” according to the item discrimination index which indicates item validity measures. The item numbers which have the r_{jx} value below “0.20” are “23, 24, 26, 30, 31, 33, 36, 39, 41, 43, 44, 45, 46, 51, 55, 56, 61, 66, 80, 87, 91, and 95”. The findings indicate that these items cannot discriminate the students who acquired the intended behaviours and who do not acquire those behaviours related to the property asked to be measured. In another way, the items cannot discriminate the students who acquire the intended behaviours and who do not. Having negative values of the items numbered 51 (III. A. 31.) and 61 (III. B. 41.-in the order of items, -0.08 and -0.02) related to the item discrimination index reveals that the items cannot measure the intended property. It can be stated that they try to measure some other properties instead of the intended ones. The check of the examples from the exam was made with the help of the judges (7 lecturers of English Language Teaching Department in Me. U.).

When the items are examined;

51 (III. A. 31.). _____ of my parents seem happy about my leaving home to go abroad.

- a. Both b. Neither c. Some d. None

Although the correct choice of the item is “d” according to the answer key, it can be seen that the choice “a” can also be correct syntactically. Relatively, the item does not serve its construction aim and it naturally cannot measure a specific intended property.

61 (III. A. 41.).

A. What kind of films do you like best?

B. _____

a. I can't stand horror films.

b. Why don't we watch a video?

c. I love adventure movies.

d. I wouldn't like to watch TV on a beautiful day like this.

The correct choice of this item is “c” according to the answer key but this item can also have two probable answers according to the context of situation because one of the distractors, the choice “a”, can work in a more different way than the others as an available response in the spoken context. In this way, this item also does not work for its aim in a specific direction. Therefore, neither of the items can discriminate the students who acquire the intended behaviours and who do not. This kind of items in the test could also decrease the reliability coefficient.

Moreover, the items which have the r_{jx} value between 0.20 and 0.30 are “1, 16, 25, 27, 29, 32, 34, 40, 47, 52, 53, 54, 59, 63, 68, 69, 70, 71, 73, 75, 82, 85, 93, and 94”. The findings indicate that these items should be reexamined and redesigned. The validity problem of these items can be originated from the item stem, the choices (the

correct answer and the distractors), answer key, etc. They should be examined in order to increase the item validity level of these items. Some of these items are given below:

25 (III. A. 5.). When I was younger, I run five kilometers every day, but now I have to take frequent rests when I try to do the same thing.

- a. could b. should be able to c. have got to d. can

40 (III. A. 20.). Sue very strangely these days. Do you know what her problem is?

- a. has been acted b. is acting c. will act d. acts

63 (III. B. 43.).

A. How old is that building do you think?

B. _____

- a. There is a new cafe on the top floor.
b. It looks as if it is sort of ghostly.
c. I don't know. It looks modern.
d. It looks like a palace.

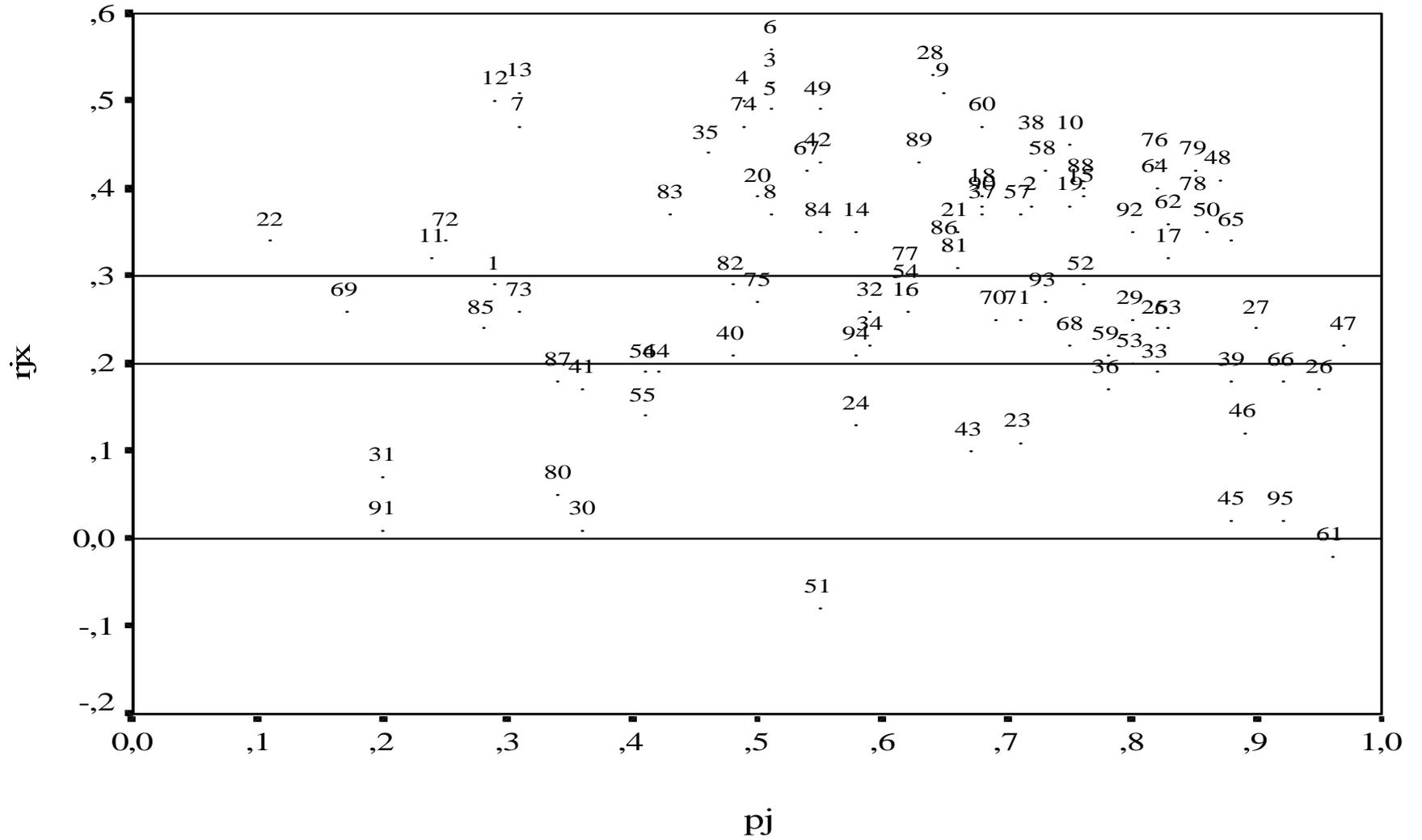
The item numbered 25 seems to have a problem with its distractors because they do not give the impression that they serve their measurement aim. It is so apparent that the choice "a" is the correct choice. Moreover, the item difficulty index (0.82) shows that most of the examinees could be able to choose the correct choice. In

this way, it can be assumed that the choice of the distractors is not favorable. The other two items (40 and 63) seem to have more than one correct choice (“b” and “d” for 40 - “b” and “c” for 63) according to the context of situation. When these items are also renewed or redesigned and the test is implemented again, the reliability coefficient of the test is supposed to change in a positive way.

Besides, the items which have the r_{jx} value higher than 0.30 are 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 28, 35, 37, 38, 42, 48, 49, 50, 57, 58, 60, 62, 34, 65, 67, 72, 74, 76, 77, 78, 79, 81, 83, 84, 86, 88, 89, 90, and 92. These items are seen to measure the intended property successfully. In other words, they can discriminate the examinees who know the answer and who do not know the answer quite well. It can also be stated that these items are suitable for being used in the test without any reexamining or renewing.

It has already been stated that the items which have values between 0.20 and 0.30 related to the item discrimination index should be reexamined and improved in order to join the test. The items which have values higher than 0.30 could be included in the test without any reexamining and improving. Moreover, normal distribution should be taken into consideration according to the item discrimination index. It is supposed to be normal or similar to normal. In other words, the items should be chosen such as very difficult, difficult, average, easy, and very easy among the items which have higher values than 0.20 so as to resemble normal distribution. Examining Figure 2 could be helpful for a better understanding.

Figure 3. 2002-2003 English preparatory classes' final exam measurement instrument item difficulty and item discrimination indices



In the Figure 2, item difficulty index levels are presented on the horizontal axis and item discrimination indexes are shown on the vertical axis. The numbers which are seen in the distribution related to the item difficulty (p_j) and item discrimination (r_{jx}) index levels refer to the item numbers. In the figure, the distribution of the items which have item discrimination values under 0.20, the items which have item discrimination values between 0.20 and 0.30, and the items which have item discrimination values higher than 0.30 could be seen connected to the item difficulty index levels.

It has already been stated that the items which have item discrimination values between 0.20 and 0.30 should be reexamined. Item difficulty indexes of the relevant items can be observed between 0.20 and 0.90 in the distribution graphic. Item discrimination index values of the items which are higher than 0.30 change approximately between 0.10 and 0.90 in the graphic related to the item difficulty index. By examining the graphic in the figure, the distribution of the items which have item discrimination values higher than 0.20 can be observed and the suitable items which have the distribution similar to the normal distribution according to the item difficulty indexes could be chosen.

III. 2. Findings and Discussion of Research Question “c”:

“How is the reliability of the exam?”

The reliability of the exam was computed with Kuder Richardson Reliability Coefficient (KR 20). The KR 20 reliability coefficient of the test was found as 0.89. In fact, when the twenty three items which have reliability values under 0.20 were

removed from the test and the KR-20 reliability coefficient of the test was computed with the rest of the items, the value of the test with 73 items was found as “0.91”. This KR-20 coefficient seems higher than the one (0.89) which is supplied from the test including 95 items.

The number of the items can affect the reliability. Moreover, the reliability coefficient increases as the number of the items increase in certain limits. If new items can be included instead of the items removed because of the lower reliability coefficients, a higher reliability coefficient than 0.91 is supposed to be obtained as a result.

III. 3. Findings and Discussion of Research Question “d”:

“Are the items of the exam and the objectives of the curriculum consistent with each other?”

Following the process related to the 4th sub-question which was explained in Data Gathering Techniques Chapter II (see p. 55), Scale 1 (App. 3) was used to determine the table of specifications (App. 4) which indicated the intended behaviour changes of the students in related topics after the implementation of the information form.

In the next step, the topics and the cognitive levels of the items were determined because the purpose of this step of the study was to decide whether a consistency could be provided between the topics and the cognitive levels in the table of specifications and the topics and the cognitive levels of the items in the exam or not.

In order to find the units and topics from which the items emerged, the coursebook “Opportunities” was analyzed and the cognitive levels were revealed.

After then, the data gathered from Scale 2 (App. 5) which is related to determine the cognitive levels of the items in the exam was used to determine expert judgements on the cognitive levels of the items in the exam. The relevant cognitive levels from which the items emerged were determined via the frequencies and percentage ratio values of the expert judgements. The cognitive levels of the items determined via the expert judgements are given in Table 4 below:

Table 4: Expert Judgements on the cognitive levels of the items in the measurement instrument

Item Number	Cognitive Level	Item Number	Cognitive Level	Item Number	Cognitive Level
1	Application	17	Comprehension	33	Comprehension
2	Application	18	Comprehension	34	Comprehension
3	Application	19	Comprehension	35	Comprehension
4	Application	20	Comprehension	36	Comprehension
5	Application	21	Comprehension	37	Comprehension
6	Application	22	Comprehension	38	Comprehension
7	Application	23	Comprehension	39	Comprehension
8	Application	24	Comprehension	40	Comprehension
9	Application	25	Comprehension	41	Comprehension
10	Application	26	Comprehension	42	Comprehension
11	Application	27	Comprehension	43	Comprehension
12	Application	28	Comprehension	44	Comprehension
13	Application	29	Comprehension	45	Comprehension
14	Application	30	Comprehension	46	Comprehension
15	Application	31	Comprehension	47	Comprehension
16	Comprehension	32	Comprehension	48	Comprehension

Item Number	Cognitive Level	Item Number	Cognitive Level	Item Number	Cognitive Level
49	Comprehension	65	Application	81	Comprehension
50	Comprehension	66	Comprehension	82	Comprehension
51	Comprehension	67	Comprehension	83	Comprehension
52	Comprehension	68	Comprehension	84	Comprehension
53	Comprehension	69	Comprehension	85	Application
54	Comprehension	70	Comprehension	86	Comprehension
55	Comprehension	71	Comprehension	87	Comprehension
56	Comprehension	72	Comprehension	88	Comprehension
57	Comprehension	73	Comprehension	89	Comprehension
58	Comprehension	74	Comprehension	90	Application
59	Comprehension	75	Comprehension	91	Application
60	Comprehension	76	Comprehension	92	Application
61	Application	77	Comprehension	93	Application
62	Application	78	Application	94	Application
63	Application	79	Application	95	Application
64	Application	80	Application		

After then, the table which presents the topics and cognitive levels of the items in the exam is formed according to the items numbers as in Table 5 below:

Table 5. The topics and the cognitive levels of each item in the measurement instrument.

Subject Matter	Cognitive Level	Item	Subject Matter	Cognitive Level	Item	Subject Matter	Cognitive Level	Item
Book 3: Unit 7: Careers Reported Speech	Application	1	Book 2: Unit 2: Heroes Past Continuous	Comprehension	33	Book 2: Unit 5: Cyberspace Suggestions	Application	65
Book 3: Unit 6: Learning Wish Clause	Application	2	Book 2: Unit 4: Money Neither/Nor	Comprehension	34	Book 3: Unit 6: Learning Phrasal Verbs	Comprehension	66
Book 3: Unit 7: Careers Reported Speech	Application	3	Book 2: Unit 3: Celebration Passive Voice	Comprehension	35	Book 3: Unit 6: Learning Phrasal Verbs	Comprehension	67
Book 3: Unit 5: People Modals/May	Application	4	Book 2: Unit 7: Rhythm Although	Comprehension	36	Book 3: Unit 6: Learning Phrasal Verbs	Comprehension	68
Book 3: Unit 5: People Modal/Must	Application	5	Book 2: Unit 7: Rhythm As Soon As	Comprehension	37	Book 2: Unit 5: Cyberspace Do/Make	Comprehension	69
Book 3: Unit 6: Learning Wish Clause	Application	6	Book 2: Unit 5: Cyberspace If Clause	Comprehension	38	Book 3: Unit 5: People Verbs	Comprehension	70
Book 3: Unit 7: Careers Reported Speech	Application	7	Book 3: Unit 6: Learning Such As	Comprehension	39	Book 2: Unit 2: Heroes Adjectives	Comprehension	71
Book 2: Unit 5: Cyberspace Unless	Application	8	Book 3: Unit 1: Adventure Present Simple	Comprehension	40	Book 1: Unit 8: Sport Adverbs	Comprehension	72
Book 3: Unit 4: The Media Causative	Application	9	Book 2: Unit 5: Cyberspace If Clause	Comprehension	41	Book 3: Unit 5: People Nouns	Comprehension	73
Book 3:	Application	10	Book 2:	Comprehension	42	Book 2:	Comprehension	74

Unit 4: The Media Passive Voice			Unit 5: Cyberspace If Clause			Unit 3: Celebration Verbs		
Book 2: Unit 3: Celebration Able to	Application	11	Book 1: Unit 13: Volunteers Future Tense	Comprehension	43	Book 3: Unit 6: Learning Phrasal Verbs	Comprehension	75
Book 2: Unit 7: Rhythm Despite	Application	12	Book 1: Unit 6: Legends How long	Comprehension	44	Book 3: Unit 4: The Media Phrasal Verbs	Comprehension	76
Book 2: Unit 8: Design In Order To	Application	13	Book 1: Unit 12: Celebrities Superlatives	Comprehension	45	Book 2: Unit 3: Celebration Nouns	Comprehension	77
Book 1: Unit 11: Image Comparative Adjectives	Application	14	Book 3: Unit 2: Stories Yet/Until	Comprehension	46	Book 3: Unit 7: Careers Verbs	Application	78
Book 2: Unit 8: Design Relative Clause	Application	15	Book 2: Unit 6: The Sea Reflexive Pronouns	Comprehension	47	Book 1: Unit 12: Celebrities Adjectives	Application	79
Book 2: Unit 7: Rhythm However	Comprehension	16	Book 3: Unit 1: Adventure Present Simple	Comprehension	48	Book 1: Unit 14: Shopping Adjectives	Application	80
Book 2: Unit 5: Cyberspace If Clauses	Comprehension	17	Book 3: Unit 4: The Media Passive Voice	Comprehension	49	Reading	Comprehension	81
Book 2: Unit 5: Cyberspace Making Suggestions	Comprehension	18	Book 2: Unit 8: Design Prepositions	Comprehension	50	Reading	Comprehension	82
Book 2: Unit 5: Cyberspace Making Suggestions	Comprehension	19	Book 2: Unit 4: Money Both/None	Comprehension	51	Reading	Comprehension	83
Book 1: Unit 12: Celebrities	Comprehension	20	Book 1: Unit 12: Celebrities	Comprehension	52	Reading	Comprehension	84

Superlatives			Too/Enough					
Book 2: Unit 3: Celebration Need/Needn't	Comprehension	21	Book 1: Unit 13: Volunteers Indefinite Pronouns	Comprehension	53	Reading	Application	85
Book 2: Unit 8: Design Relative Clause	Comprehension	22	Book 2: Unit 4: Money Another/Other	Comprehension	54	Reading	Comprehension	86
Book 2: Unit 8: Design Relative Clause	Comprehension	23	Book 1: Unit 2: Personality Articles	Comprehension	55	Reading	Comprehension	87
Book 2: Unit 2: Heroes Since/For	Comprehension	24	Book 3: Unit 8: Culture Shock Gerund/Infinitive	Comprehension	56	Reading	Comprehension	88
Book 2: Unit 3: Celebration Modals/Could	Comprehension	25	Book 3: Unit 6: Learning Should	Comprehension	57	Reading	Comprehension	89
Book 3: Unit 2: Stories Used to	Comprehension	26	Book 3: Unit 8: Culture Shock Reported Speech	Comprehension	58	Reading	Application	90
Book 3: Unit 2: Stories Have to/Not Have to	Comprehension	27	Book 3: Unit 7: Careers Reported Speech	Comprehension	59	Reading	Application	91
Book 3: Unit 3: Wheels Present Perfect Continuous	Comprehension	28	Book 1: Unit 12: Celebrities Too/Enough	Comprehension	60	Reading	Application	92
Book 2: Unit 1: Lifestyles Present Perfect	Comprehension	29	Book 2: Unit 1: Lifestyles Present Simple	Application	61	Reading	Application	93
Book 3: Unit 4: The Media	Comprehension	30	Book 2: Unit 1: Lifestyles Present Simple/ Present	Application	62	Reading	Application	94

Causatives			Perfect					
Book 3: Unit 8: Culture Shock Gerund/Infinitive	Comprehension	31	Book 2: Unit 1: Lifestyles Present Simple	Application	63	Reading	Application	95
Book 3: Unit 4: The Media When	Comprehension	32	Book 2: Unit 7: Rhythm Permission	Application	64			

In the next step, the findings in Table 5 are compared to the topics and cognitive levels in the table of specifications (App. 4) and the consistency between them is examined. The results are given in Table 6 below:

Table 6: The consistency between the cognitive levels in the table of specifications and the cognitive levels of the items in the measurement instrument.

BOOK 1: OPPORTUNITIES - ELEMENTARY							
Ünite	Hedef Konu	Bilgi: Hatırlama Tanıma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
1. Friends Function: Meeting people	Grammar: Present Simple	X*	x	x			
	Reading: Profiles, e-mails		X				
2. Personality Function: Preferences	Grammar: Present Simple; Adverbs of Frequency			X			
	Reading: Questionnaire		X	X			
3. Communities Function: Describing the weather	Grammar: There is/there are/ how many?			X*			
	Reading: Leaflet, newspaper article		X				
4. Going Places Function: At the travel's agent	Grammar: Possessive Pronouns			X*			
	Reading: CD game cover		X				
5. History Function: Classroom questions	Grammar: Past Simple (affirmative)			X			
	Reading: biographical data; textbook		X				
6. Legends Function: Telling/listening to stories	Grammar: Past Simple (negatives, questions)			X			
	Reading: dialogue; a legend		X				

7. Fitness Function: Giving advice (imperatives)	Grammar: Countable/uncountable nouns- some, any, a lot of				X*		
	Reading: fact file, newspaper article		X				
8. Sport Function: Talking about sport	Grammar: Have to/don't have to/ can/can't			X			
	Reading: factfile, magazine article		X				
9. On Holiday Function: Asking/giving directions	Grammar: Present Continuous			X*			
	Reading: a letter		X				
10. Cultures Function: Being polite	Grammar: Present Simple vs. Present Continuous				X*		
	Reading: magazine article, website		X				
11. Image Function: Describing People	Grammar: Comparative Adjectives			X			
	Reading: magazine articles		X				
12. Celebrities Function: Making Suggestions	Grammar: Superlative Adjectives		x	X*			
	Reading: Factfile, magazine article		X				
13. Volunteers Function: Telephoning	Grammar: Intentions- Going to			X*			
	Reading: newspaper article			X			
14. Shopping Function: Shopping for clothes	Grammar: Predictions- will/won't		x	X*			
	Reading: magazine article, website			X			
15. Computers Function: Giving Instructions	Grammar: Present Perfect (1); ever, never		x	X*			
	Reading: newspaper article		X				

16. Flying Saucers Function: Expressing opinions	Grammar: Present Perfect (2); just			X*			
	Reading: Interview, newspaper article		X				
BOOK 2: OPPORTUNITIES – PRE-INTERMEDIATE							
Ünite	Hedef Konu	Bilgi: Hatırlama Tamma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
1. Lifestyles Function: Preferences	Grammar: Present Simple-Present Continuous Present Perfect (1)			x	X*		
	Reading: magazine profile, dialogue, magazine article		X				
2. Heroes Function: Expressing Opinions	Grammar: Past Simple-Past Continuous Present Perfect (2)-Past Simple		x		X*		
	Reading: true-life drama magazine, magazine article, magazine interview		X				
3. Celebration Function: Giving advice, congratulations	Grammar: Have to/not have to, can/can't, should/shouldn't The Passive			X			
	Reading: autobiography extract, internet page, information on British festivals		X				
4. Money Function: Shopping and Bargaining	Grammar: some/any/no, a lot of/many/much all/none, both/neither, another, other, the other, the second		x		X*		
	Reading: profile, questionnaire, dialogue, advertisements		X				
5. Cyberspace Function: Telephoning/ Suggestions	Grammar: Predictions, will, going to First/Second Conditionals		x	X*			
	Reading: magazine article, websites, dialogue, tourist website	X					
6. The Sea Function:	Grammar: Present Perfect (3) Comparison of adjectives			X*			

Interaction	Reading: short story, a personal letter, an aquarium brochure		X				
7. Rhythm Function: Permission	Grammar: Future Arrangements, intentions Will for decisions; time clauses				X		
	Reading: CD encyclopedia extract, concert review		X				
8. Design Function: Describing Places	Grammar: Prepositions of time/place Relative Clauses		x	X*	X*		
	Reading: art exhibition brochure, fashion magazine article, short story		X				
BOOK 3: OPPORTUNITIES – INTERMEDIATE							
Ünite	Hedef Konu	Bilgi: Hatırlama Tamma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
1. Adventure Function: Preferences	Grammar: Present Tenses State and Activity Verbs			X*			
	Reading: from a biography, photo captions		X				
2. Stories Function: Expressing opinions about films; making stories exciting	Grammar: Used to/ Would Past Perfect		x	X*			
	Reading: from an autobiography, a newspaper story, a story		X				
3. Wheels Function: Travel Situations	Grammar: Present Perfect Continuous Present Perfect/ Present Perfect Continuous			X			
	Reading: a newspaper article, dialogues, an interview, a magazine article		X				
4. The Media Function: Interrupting People	Grammar: The Passive To have/ get something done			X			
	Reading: newspaper stories, a newspaper story, a magazine article		X				

5. People Function: Describing People	Grammar: The Future Modals for Speculation			X			
	Reading: a magazine article, from a novel		X				
6. Learning Function: Disagreeing Contracting	Grammar: Conditional Review/ Third Conditional Wish/ Should Have		x	x			X*
	Reading: from a novel, a magazine feature		X				
7. Careers Function: A Job Interview	Grammar: Reported Requests and Orders Reported Statements			X			
	Reading: a magazine questionnaire, a magazine interview, a magazine article		X				
8. Culture Shock Function: Being Polite	Grammar: Reported Questions Verbs followed by -ing form or Infinitive			X			
	Reading: a magazine article, a leaflet		X				

X : Found in the measurement instrument.

x : Found in the measurement instrument.

* : Not found in the measurement instrument.

When Table 6 is examined, there seems to be an inconsistency because there are not any items included in the measurement instrument from nine subject matters intended to be measured in the table of specifications. They can be observed in Table 7 below:

Table 7. The topics which were not measured in the final exam

Book 1: Elementary
<u>Unit 3: Communities</u> There is/There are / How many
<u>Unit 4: Going Places</u> Possessive Pronouns
<u>Unit 7: Fitness</u> Countable/Uncountable Nouns-some, any, a lot of
<u>Unit 8: Sport</u> Have to/don't have to/Can/can't
<u>Unit 9: On Holiday</u> Present Continuous
<u>Unit 13: Volunteers</u> Intentions/Going to
<u>Unit 16: Flying Saucers</u> Present Perfect (2); just
Book 2: Pre-Intermediate
<u>Unit 6: The Sea</u> Present Perfect (3)/Comparison of Adjectives
Book 3: Intermediate
<u>Unit 1: Adventure</u> Present Tenses; State and Activity Verbs

In Table 6, an inconsistency is also seen to take place between the intended cognitive levels in the table of specifications and the cognitive levels of the items according to the expert judgements because the items used in the exam do not emerge from the intended cognitive levels in the table of specifications. The topics and the related cognitive levels are given below:

1. Book 1, Unit 1; Present Simple; the intended cognitive level of the item which is intended to be originated from the particular

topic is knowledge but the cognitive levels of the items in the exam are comprehension and application.

2. Book 1, Unit 12; Superlative Adjectives; the intended cognitive level of the item which is intended to be originated from the particular topic is comprehension but the cognitive level of the item in the exam is application.
3. Book 1, Unit 14; Predictions; the intended cognitive level of the item which is intended to be originated from the particular topic is comprehension but the cognitive level of the item in the exam is application.
4. Book 1, Unit 15; Present Perfect (1); ever, never; the intended cognitive level of the item which is intended to be originated from the particular topic is comprehension but the cognitive level of the item in the exam is application.
5. Book 2, Unit 1; Present Simple-Present Continuous, Present Perfect (1); the intended cognitive level of the item which is intended to be originated from the particular topic is analysis but the cognitive level of the item in the exam is application.
6. Book 2, Unit 2; Past Simple-Past Continuous; the intended cognitive level of the item which is intended to be originated from the particular topic is analysis but the cognitive level of the item in the exam is comprehension.
7. Book 2, Unit 4, some/any/no, a lot of/many/much, all/none, both/neither, another, other, the other, the second; the intended

cognitive level of the item which is intended to be originated from the particular topic is analysis but the cognitive level of the item in the exam is comprehension.

8. Book 2, Unit 5; Predictions, will, going to, First/Second Conditionals; the intended cognitive level of the item which is intended to be originated from the particular topic is application but the cognitive level of the item in the exam is comprehension.
9. Book 2, Unit 8; Prepositions of Time/Place, Relative Clauses; the intended cognitive levels of the items which are intended to be originated from the particular topics are application and analysis but the cognitive level of the item in the exam is comprehension.
10. Book 3, Unit 2; Used to/ Would, Past Perfect; the intended cognitive level of the item which is intended to be originated from the particular topic is application but the cognitive level of the item in the exam is comprehension.
11. Book 3, Unit 6; Conditional Review/ Third Conditional, Wish/ Should Have; the intended cognitive level of the item which is intended to be originated from the particular topic is evaluation but the cognitive levels of the items in the exam are comprehension and application.

Moreover, the cognitive levels of the items via the teachers' responses are in the following according to the item numbers:

Table 8: The cognitive levels of the items in the measurement instrument according to the teachers.

Item Number	Cognitive Level	Item Number	Cognitive Level	Item Number	Cognitive Level
1	Application	27	Application	53	Analysis
2	Evaluation	28	Application	54	Analysis
3	Application	29	Analysis	55	Application
4	Application	30	Application	56	Application
5	Application	31	Application	57	Application
6	Application	32	Application	58	Application
7	Application	33	Analysis	59	Application
8	Application	34	Analysis	60	Application
9	Application	35	Application	61	Analysis
10	Application	36	Analysis	62	Application
11	Application	37	Analysis	63	Application
12	Application	38	Application	64	Analysis
13	Evaluation	39	Analysis	65	Application
14	Application	40	Analysis	66	Analysis
15	Application	41	Application	67	Analysis
16	Evaluation	42	Application	68	Analysis
17	Application	43	Application	69	Application
18	Application	44	Application	70	Application
19	Application	45	Application	71	Analysis
20	Application	46	Application	72	Evaluation
21	Application	47	Evaluation	73	Application
22	Analysis	48	Application	74	Application
23	Analysis	49	Application	75	Application
24	Analysis	50	Application	76	Application
25	Application	51	Analysis	77	Application
26	Application	52	Analysis	78	Application
79	Application	85	Application	91	Application
80	Application	86	Analysis	92	Application
81	Application	87	Application	93	Application
82	Knowledge	88	Application	94	Analysis
83	Application	89	Application	95	Application
84	Application	90	Application		

The responses of the experts were used to determine whether there was a consistency between the teachers' intentions to measure in the table of specifications and the judgements of the experts about the cognitive levels of the items in the exam or not.

According to the comparison between the teachers' intentions and the expert judgements, twenty four items of the exam seem consistent with the cognitive levels which the experts determined. These items are 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 62, 63, 65, 78, 79, 80, 85, 90, 91, 92, 93, and 95. The other 71 items do not seem consistent with the cognitive levels which the experts determined.

With this respect, it can be considered that the findings related to the particular research question can provide information about the content validity and the content validity of the exam does not seem to be provided in the intended way.

Most of the testing plans are made according to a table of specifications to ensure that the items in the tests show equality in content and the content of the test reflects the content of the language curriculum (Bachman, 1990: 154). The particular inconsistency between the teachers' intentions on the cognitive levels of the items used in the exam and the expert judgements may indicate that the content validity of the relevant measurement instrument cannot be provided in an exact way. In fact, the table of specifications should be prepared during the curriculum development process and the objectives stated in it are tried to be acquired by the students via the teaching process. Then, the measurement and assessment processes help the educators determine whether the students acquire the behaviours or not by using tests with the help of the table of specifications. In order to implement this step of the study, the

table of specifications was formed with sub-studies implemented with the help of the teachers who prepared the measurement instrument.

The particular situation can originate from an incomplete training process which was provided to the teachers who prepared the exam, lack of knowledge on curriculum development and test development processes, lack of interest in measurement and assessment process, or inattentiveness responding to the given scales.

CONCLUSION AND SUGGESTIONS

In this study, the psychometric characteristics of the English preparatory classes' final exam implemented at Mersin University School of Foreign Languages at the end of 2002-2003 academic year were tried to be examined. As psychometric characteristics, the item difficulty index (p_j), the item discrimination index (r_{jx}) of the items in the exam, and the reliability of the exam were analyzed. Moreover, the consistency between the items of the exam and the cognitive levels of the items used in the exam was tried to be revealed.

The item difficulty indexes were observed and the findings indicating the values of four items (22, 31, 69, and 91) in the exam make them very difficult ones. The values of eleven items (1, 7, 11, 12, 13, 41, 72, 73, 80, 85, and 87) indicate that they can be called as difficult ones. The item difficulty index values of twenty five items (3, 4, 5, 6, 8, 14, 20, 24, 32, 34, 35, 40, 42, 44, 49, 51, 55, 56, 67, 74, 75, 82, 83, 84, and 94) show that they are moderately difficult. Moreover, thirty three items

(2, 9, 10, 15, 16, 18, 19, 21, 23, 28, 29, 36, 37, 38, 43, 52, 53, 54, 57, 58, 59, 60, 68, 70, 71, 77, 81, 86, 88, 89, 90, 92, and 93) can be called as easy ones. Finally, the values of twenty one items (17, 25, 26, 27, 33, 39, 45, 46, 47, 48, 50, 61, 62, 63, 64, 65, 66, 76, 78, 79, and 95) refer that these items are quite easy in connection to the item difficulty index.

Next, the item discrimination index levels which refer to item validity measures were analyzed and there are twenty-two items (23, 24, 26, 30, 31, 33, 36, 39, 41, 43, 44, 45, 46, 51, 55, 56, 61, 66, 80, 87, 91, and 95) which have the r_{jx} value below “0.20”. The finding indicates these items could not discriminate the students who acquired the intended behaviours and who did not. Besides, there are twenty-four items (1, 16, 25, 27, 29, 32, 34, 40, 47, 52, 53, 54, 59, 63, 68, 69, 70, 71, 73, 75, 82, 85, 93, and 94) which have the r_{jx} value between “0.20 and 0.30”. The findings indicate that these items should be redesigned.

Moreover, there are forty nine items which have the r_{jx} value higher than 0.30 (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 28, 35, 37, 38, 42, 48, 49, 50, 57, 58, 60, 62, 34, 65, 67, 72, 74, 76, 77, 78, 79, 81, 83, 84, 86, 88, 89, 90, and 92). These items are seen to measure the intended property in a successful manner. In another way, they can discriminate the examinees who know the answer and who do not know the answer quite well. These items can be called as suitable to be used in the test without any reexamining or renewing.

As another psychometric characteristic, the reliability of the exam was computed with Kuder Richardson Reliability Coefficient (KR 20). The KR 20 reliability value of the test is 0.89 which can be called as a high reliability coefficient.

After examining the cognitive levels and topics in the table of specifications and the cognitive levels and topics of the items in the measurement instrument, an inconsistency was revealed because 9 topics intended to be measured in the table of specifications do not seem to be measured via the items in the measurement instrument.

Besides, an inconsistency is seen between the intended cognitive levels to be measured in the table of specifications and the cognitive levels of the items determined via expert judgements. This inconsistency stems from the reflection of the cognitive levels of 11 topics to be measured in the table of specifications on the items of the exam determined by the expert judgements as different cognitive levels.

According to the comparison between the teachers' responses to the cognitive levels of the exam and the expert judgements, the cognitive levels of twenty four items seem consistent with the cognitive levels which the experts determined. These items are 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 62, 63, 65, 78, 79, 80, 85, 90, 91, 92, 93, and 95. The cognitive levels of the other 71 items are not consistent with the cognitive levels which the experts determined.

During the analyses related to the 4th sub-question, two different scale forms were developed and these forms were used to get information from 13 teachers who prepared the particular exam and 10 experts. It was not tested whether there was a conformity or not for each item among the expert judgements statistically but the particular step of the study was completed by using the frequencies and percentage ratio values. This lack paved the way that the findings could not be interpreted sufficiently. For the following related studies, statistical analyses can be made to determine whether there is a conformity or not among the experts related to the whole

items in the test by computing intra-class correlation coefficient. Moreover, a non-parametric one sample test such as logistic regression analysis, can be used to determine whether there is a conformity or not among the experts according to each item in the test.

When the curriculum is considered as a whole, there seem some drawbacks according to the exam implemented. First of all, language teaching comprises the mastery of language skills –speaking, listening, reading, and writing. This means that the students can comprehend and create spoken and written statements in that particular language. For this reason, the objectives of the language curriculum should be related to the comprehension and production of utterances and texts (Özçelik, 1989:22-23). Thus, the exams implemented in these programmes should also include the testing of these skills but the particular final exam was structured-based and listening and speaking skills were not measured. This drawback can stem from teachers' point of view on the test development process.

Within the intensive programme of preparatory classes, numerous tests are used as quizzes and exams and they are implemented frequently during the teaching process. The main problem can be based on the notion that language teaching and measurement are seen to be unrelated fields. This seems as another drawback and it can stem from the curriculum development process, the ready-made syllabus of the coursebook, and the teachers' point of views on the test development process.

Yet, taken the importance of the intensive study, labor, and the amount of tests in preparatory classes programmes, a test development and curriculum evaluation team can be established with the participation of the teachers who individually teach English preparatory classes and some experts of measurement and

evaluation and curriculum development fields. By this way, an item pool can be prepared which is full of valid and reliable items to be used in the tests without any doubt or incongruity.

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APPENDICES

APPENDIX 1

**MERSİN UNIVERSITY SCHOOL of FOREIGN LANGUAGES
2002-2003 ACADEMIC YEAR PREPARATORY CLASSES FINAL EXAM**

**I- REWRITE THESE SENTENCES WITHOUT CHANGING THE MEANING
(15x2=30)**

1- Jane to her mother: “ Please, don’t watch me, while I’m studying” , Jane said. (reported speech)

.....

2- It’s a pity I am not good at fishing.

I wish

3- “ Why did you turn down the offer, Joe?” , said my wife. (reported speech)

.....

4- It’s **possible** that the phone is out of order.

The phone

5- I’m **sure** he’s sunbathing at the moment because he isn’t at work or at home. (modal)

.....

6- I wish I hadn’t spent all money on clothes.

I shouldn’t

7- “If I were you I would participate for a voluntary programme.”

Michael advised

8- Jump on the bus now, or you will be late for the other one.

Unless

9- I will ask someone to dye my hair. (causative)

I will

10- The volcano has destroyed many homes on the island. (passive voice)

Many homes

5. When I was younger, I run five kilometres every day, but now I have to take frequent rests when I try to do the same thing.

- a. could b. should be able to c. have got to d. can

6. When I was young, I a sports magazine regularly, but I don't anymore

- a. used to buying b. used to buy c. was used to buy d. get used to buy

7. I travel by bus to Istanbul last week because the airline pilots were on strike.

- a. ought to b. need to c. had to d. am to

8. We for three days and we still only halfway to London.

- a. travel/are b. travel led/have been c. have been travel ing/are d. have travelled/were

9. I George for a long time. I wonder where he is now.

- a. didn't see b. had not seen c. do not see d. have not seen

10. While some parents let their children up late, others make them to bed early.

- a. stay/to go b. to stay/to go c. stay/go d. to stay / go

11. We are looking forward to from you.

- a. hear b. being heard c. hearing d. having heard

12. When they they found that the house

- a. returned/was robbed b. have returned /had been robbed
c. had returned / was robbed d. returned / had robbed

13. The teacher attendance when I arrived.

- a. was taken b. has taken c. was taking d. were taking

14. Neither of the girls in the classroom now.

- a. aren't b. isn't c. is d. are

25. John is one of students in our class.

- a. successful b. the more successful c. most successful d. the most successful

26. A: Have the invitations been sent out _____?

B: No. They won't be ready to go _____ tomorrow.

- a. since /before b. so far /just c. yet / until d. ever / during

27. A: Your house looks lovely.

B: Thank you. We decorated _____, you know.

- a. us / our b. it / ourselves c. them / theirs d. itself/ ours

28. I _____ at the sports club about twice a week and _____ jogging every morning.

- a. train / go b. am training / had gone c. was training / have gone d. wiil train / went

29. I'll have to go by bus tomorrow because the car _____ at the moment.

- a services b. is servicing c. is being serviced d will be serviced

30. I never walk _____ the tunnel _____ night because it frightens me.

- a. through / at b. under / in c. below / over d. down / during

31. _____ of my parents seem happy about my leaving horne to go abroad.

- a. Both b. Neither c. Some d. None

32. There wasn't _____ flour at home for me to make _____ cake.

- a. enough / a b. rnany / the c. any / a few d. some / this

33. The man disappeared after the scandal, and _____ has heard _____ about him.

- a. anywhere/ someone b. nothing / nowhere
c. nobody / anything d. everything / nothing

34. "Go and play with some children," she said.
a. another b. other c. others d. each other
35. Amundsen was _____ first man to reach _____ Pole on _____ sledges.
a. --/the/ the b. the/ -- / -- c. the /-- / a d. the /the / the
36. I suggested _____ at youth hostels because we couldn't afford _____ for a hotel.
a. staying / paying b. to stay /to pay c. staying / to pay d. to pay / staying
37. You should me you were going to be late.
a. to tell b.told c.tell d. have told
- 38 Will you send me a postcard?," asked Pinar.
a. Pinar asked me if I would send her a postcard.
b. Pinar said to me if I would send hera postcard.
c. Pinar asked me if I will send her a postcard.
d. Pinar asked me that I would send her a postcard.
39. "Don't park on the pavement, it's forbidden," said the officer.
a The officer told the driver to park on the pavement
b. The oficer told the driver not to park on the pavement.
c. The officer said the driver not to park on the pavement.
d. The officer told the driver don't park on the pavement.
40. This mountain is _____ high _____ climb. We should give it up.
a. too / that b. enough / to c. too / for d. too / to

B- FUNCTIONS

41. A: What kind of films do you like best?
a. I can't stand horror films.
b. Why don't we watch a video?
c. I love adventure movies.
d. I wouldn't ilke to watch TV on a beautiful day ilke this.

42. (at a job interview)

A: What experience do you have?

B. _____

- a. I've worked for a company as a secretary for two years.
- b. I like reading and using computer.
- c. I am very patient, hard-working and careful.
- d. Yes, I have two years' experience.

43. A: How old is that building do you think?

- a. There is a new cafe on the top floor.
- b. It looks as if it is sort of ghostly.
- c. I don't know. it looks modern.
- d. It looks like a palace.

44. There is a party. You want to go to the party and stay late. Ask your parents for permission.

- a. Could you tell me the time, please?
- b. I'm sorry Dad, I'm late.
- e. Let's go to the party, shall we?
- d. Is it OK. if I come home late on Saturday night, Dad?

45. "Do you fancy doing something on Saturday?"

- a. Yes, I'd love to. Let's go to the cinema.
- b. No, I hated it.
- c. You mustn't stay there very late. Be home before twelve.
- d. I 'd like to talk to Linda, please.

C- VOCABULARY

46. If you don't know the meaning of a word, you can always it in a dictionary.

- a. keep/out b. cross/out c. turn / down d. look/up

47. We'll have to the meeting until next week because everybody is busy tomorrow.

- a. look after b. put on c. put off d. look for

48. When I study, I find it very difficult to **tolerate** the noise my son makes with his friends.

- a. look after b. put away c. put up with d. make up

49. She is my best friend. When I ask her to me a favor, she her best to help me.

- a. do! does b. make / does c. get / makes d. make / makes

50. The child was told to for being rude to his uncle.

- a. apologize b. punish c. confess d. allow

51. It is easier to adapt to new situations if you are a person. You will learn everything easier.

- a. rude b. mean c. moody d. flexible

52. She was cooperative at the meeting.

- a. surprised b. surprising c. surprisingly d. surprise

53. is the ability to use your imagination to produce new ideas or things.

- a. Creation b. Create c. Creativity d. Creative

54. I remember the first time my sister her first boyfriend to me.

- a) visited b) introduced c) met d) saw

55. We've sugar. I'll have to go to the market.

- a) run away b) run down c) run off d) run out of

56. Our next door neighbour is very ill and he has to stay in bed, so **reduce the volume** of the tape recorder, please.

- a) turn off b) turn on c) turn down d) turn up

57. It's very pleasing to attend the of a young couple. After it we get tired of dancing.

- a) graduation b) celebration c) wedding ceremony d) funeral

58.. What does 'discovery' ?

- a) make b) mean c) have d) get

59. People say Tom Cruise is a really talented actor, but I think he 's

- a) good-looking b) talented c) exciting d) over-rated

60. In recent years there has been a/an increase in the cost of living.

- a. dramatically b. dramatic c. really d. incredibly

IV READING(15x1=15)

BLUE JEANS

It has been more than 130 years since Levi Strauss invented blue-jeans and they are still very popular today. Farmers and workers wear them to work in; children wear them to play in. Others wear them because they are comfortable. Before the 1950s, blue-jeans were popular only in the West and Southwest. Today, almost everyone wears them.

5 Americans buy about 500 million pairs of jeans a year. That's more than two pairs per person. Of course, blue-jeans are also popular in other parts of the world. In these areas, people buy about 200 million pairs of jeans.

Levi Strauss and Company makes about one-third of all the jeans in the United

States and about one seventh of those in other countries. In fact, for a long time, people

10 used the word 'Levi's' as a synonym for blue-jeans. That's because 'Levi's' were the first jeans. The inventor was a German immigrant named Levi Strauss.

Levi Strauss left Germany in 1848, when he was a young man. He came to New York City to be near his two brothers. For two years, he worked as a salesman. He worked hard, but he didn't earn much money. Then he decided to go to San Francisco. Gold was first discovered in California in 1848, so many people left their homes and jobs in the east and they moved to mining camps in California, hoping to find gold and become rich. Some of them did, but many did not.

When Levi went west, he brought some canvas (a very strong cloth) with him. He wanted to sell it to the miners for making tents. His canvas was the wrong kind for tents,

20 so nobody bought it, but Levi found another use for it. A miner told Levi that he needed a good,

strong pair of pants because digging for gold was hard work. When Levi heard that, he made a pair of canvas pants for the miner. The miner paid Levi 6 dollars in gold dust and told the other miners about 'those pants of Levi's'. Levi quickly sold a lot of pants, so he wrote to his brothers in New York and told them to send him more canvas, but they sent him some heavy cotton cloth called 'denim', much of which came from Genes (the French

name for the city of Genoa, Italy). Levi changed the spelling of Genes to 'jeans'. He called his new pants blue-jeans.

In 1853, Levi and his brothers opened a small clothing business in San Francisco.

30 Today they make and sell about 250 million pieces of clothing a year-from women's clothes to men's and of course, blue-jeans.

Mark the best choice:

61- Farmers and workers wear jeans _____.

- a) in order to play in
- b) so that they can work in
- c) because they are comfortable
- d) although they need to be ironed

62- Line 9, 'those' refers to _____.

- a) Levi Strauss and Company
- b) jeans
- c) other countries
- d) one-third of all the jeans

63- Levi Strauss wanted to be near his two brothers, so

- a) he worked as a salesman
- b) he stayed in Germany
- c) he went to America
- d) he bought a house in New York.

64- Line 17, 'did' means _____ .

- a) left their homes and jobs in the east
- b) moved to mining camps in California
- c) hoped to find gold and become rich
- d) found gold and became rich

65- Today, people all over the world buy about

- a) 500 million pairs of jeans
- b) two pairs of jeans per person
- c) 200 million pairs of jeans
- d) 700 million pairs of jeans

66- 'Levi's' were the first jeans, so _____

- a) Levi Strauss invented them
- b) the word 'Levi's' became a synonym for jeans
- c) Levi Strauss and Company makes most of the jeans in the world
- d) people in other countries also wear jeans

67- Levi brought canvas to the west because _____ .

- a) miners asked him to bring it
- b) he wanted to make and sell pants to miners
- c) he thought it was good for making tents
- d) a miner asked him to make a pair of pants for him

68- Gold miners needed good and strong pants because _____ .

- a) their work was hard
- b) Levi made canvas pants
- c) they were cheap
- d) canvas was good for making strong pants

69- Levi made the first pair of jeans _____

- a) because he didn't want to make tents
- b) in New York
- c) when a miner asked him to make pair of strong pants
- d) in 1853

70- The word "Jeans" was born _____ .

- a) due to the German name for the city of Genoa.
- b) because his brother sent him some heavy cotton cloth called 'denim' much of which came from Genes instead of 'canvas'
- c) since Levi quickly sold a lot of pants to the farmers.
- d) by the help of some people from Italy.

TRUE / FALSE

71. Before the 1950s, blue jeans were popular in the West and Southwest.
a. True b. False
72. The inventor, Levi Strauss, was a young immigrant from Germany in America in 1848.
a. True b. False
73. He worked hard as a waiter for the first two years. However, he didn't earn much money.
a. True b. False
74. Canvas is a kind of strong cloth that he wanted to sell to the minors for making coats.
a. True b. False
75. In 1853, Levi and his brothers started a small clothing business in San Francisco.
a. True B. False

V- WRITING(15p)

Choose ONLY ONE of the following writing topics

(1) Write a paragraph (100-150 words) describing your ideal house. Include the following:

- * introduction (1p)
- * location / kind of house (2p)
- * rooms (2p)
- * special features (2p)
- * why you want to live there (2p)

Grammar: 3p

Linking words : 3p

Paragraph form (layout): 2 p

(2) Imagine you are on an adventure holiday. Write a personal letter to a friend describing your holiday include the following:

- * place/ weather (2p)
- * activities (2p)
- * people you have met (2p)
- * interesting / amusing / dangerous things or events (2p)

Grammar: 3p

Linking words : 2p

Letter form (layout) : 2p

APPENDIX 2

Information Form

EĞİTİM PROGRAMINDA HEDEF VE HEDEF DAVRANIŞ

Ulaş KAYAPINAR

Genel anlamda eğitim programını öğrencilerin eğitim yaşantılarını düzenlemek için gerekli görülen istendik davranışların gerçekleşmesini sağlamak üzere hazırlanmış bir kılavuz olarak tanımlarsak bu programın temelini belirlenecek olan davranışlar oluşturur diyebiliriz. Bu davranışlardan yola çıkarak programın içeriği, öğrenme-öğretme süreci ve değerlendirme öğeleri sağlıklı bir şekilde belirlenebilir.

Bu durumda, istendik davranışın olmadığı yerde eğitimin de olamayacağı söylenebilir. İstendik davranışın olabilmesi içinse hedeflerin belirlenmesi gerekir. Özcan Demirel (1999: 106) hedefleri üç düzeyde tanımlar:

1. Uzak hedef; ülkenin politik felsefesini yansıtan hedeflerdir.
2. Genel hedef; uzak hedefin yorumu ve okulun yapması gerekenleri yansıtan hedeflerdir.
3. Özel hedef; bir disiplin ya da bir çalışma alanı için hazırlanmış hedeflerdir.

Eğitim programının kapsamında olan ise istendik davranışların kazandırılması için belirlenmesi gereken özel hedeflerdir. Eğitimde hedef Ertürk'e (1975) göre "bir öğrencinin planlanmış ve tertiplenmiş yaşantılar sayesinde kazanması kararlaştırılan ve davranış değişikliği veya davranış olarak ifade edilmeye elverişli olan bir özellik" olarak tanımlanabilir (Sönmez, 1986: 95).

Hedeflerin hazırlanmasında zihinsel yetilere, duygusal yönere ve becerilere önem verilmesi gerektiği düşünüldüğünden Bloom Taksonomisi olarak adlandırılan aşamalı bir sınıflamadan yararlanır. Bu sınıflamada bilişsel alan, duyuşsal alan ve devinişsel alan olmak üzere üç alan vardır. Başarı testlerinde zihinsel öğrenmelere yönelik davranış kazanımları beklenildiğinden duyuşsal ve devinişsel alanın konu dışı bırakılarak bilişsel alandan söz etmekte fayda vardır.

Bilişsel alan, öğrenilmiş davranışlardan zihinsel yönü ağır basamakların kodlandığı alandır (Tan ve diğerleri, 2002: 66). Bu alanın alt basamakları ise; bilgi, kavrama, uygulama, analiz, sentez ve değerlendirmedir (Demirel, 1999: 107). Basamakların içeriği aşağıda verilmiştir:

I. Bilgi (Tanıma ve Hatırlama)

- Belirgenler Bilgisi
 - * Kavramlar Bilgisi
 - * Olgular Bilgisi
 - * Araç Gereçler Bilgisi
- Belirgenlerle Uğraşma Araçları ve Yolları Bilgisi
 - * Alışılar Bilgisi
 - * Yönelimler ve Aşamalı Diziler Bilgisi
 - * Sınıflamalar ve Kategoriler Bilgisi
 - * Ölçütler Bilgisi
 - * Yöntem Bilgisi
- Bir Alandaki Evrenseller ve Soyutlamalar Bilgisi
 - * İlke ve Genellemeler Bilgisi

* Kuram ve Yapılar Bilgisi

II. Kavrama

- Çevirme
- Yorumlama
- Öteleme

III. Uygulama

IV. Analiz

- Ögelere Dönük Analiz
- İlişkilere Dönük Analiz
- Örgütlenme İlkelerine Dönük Analiz

V. Sentez

- Özdeşsiz Bir İletişim Muhtevası Oluşturma
- Bir Plan ya da İşlemler Takımı Önerisi Ortaya Koyma
- Bir Soyut İlişkiler Takımı Geliştirme

VI. Değerlendirme

- İç Kanıtlar Bakımından Yargılama
- Dış Ölçütler Bakımından Yargılama

(Sönmez, 2003: 46-47)

Bu durumda, bilgi basamağında, öğrenciden görünce tanınması, sorunca söylemesi ya da ezberden tekrar etmesi beklenir. Kavrama basamağında, bilgi basamağında kazanılan davranışların öğrenci tarafından özümsemesi, kendine mal edilmesi, anlamının yakalanması söz konusudur. Buna göre öğrenci, bilgiyi transfer edebilir ve kendi ifadeleriyle gerekçe göstererek açıklayabilir ya da örnek verebilir. Uygulama basamağında, önceki basamaklarda kazanılan davranışlara dayanarak öğrenciden beklenen kendisi için yeni olan bir sorunu ilgili ilke, genelleme ya da yöntemleri kullanarak çözmesidir. Analiz basamağında, öğrenciden elde olan bir bilgiyi öğelerine ayırabilmesi, bu öğeler arasındaki ilişkileri çözümleyebilmesi ve bu ilişkilerin dayandıkları ilkeleri ya da kuramları bulması istenir. Sentez basamağında, öğrenciden beklenen eldeki öğelerden, belli ilişki ve kurallara dayanarak yaratıcılığını kullanması, yeni ve özgün bir bütün oluşturmasıdır. Son olarak değerlendirme basamağında, öğrencinin tüm alanlarla ilgili ürün ya da süreçlerin herhangi birini belirli ölçütlere vurup eleştirebilmesi, karşılaştırabilmesi ve bir yargıya varabilmesi beklenir (Sönmez, 2003: 47-77).

Bu basamaklar ışığında, okullardaki eğitim sürecinin dayanağı olan programlarda hedeflerin her birinin hangi davranışlardan oluştuğu açık ve net bir şekilde ortaya konabilir. Böylece, ders içi öğretim ve öğrenme etkinlikleri ve bu etkinliklerin denetimi, istenen ürünün alınmasını sağlamak amacıyla etkili ve verimli bir şekilde uygulanabilir.

Bu bağlamda, hedefler ve hedef davranışlara somut örnekler vermek gerekir. Örnekler aşağıda sunulmuştur:

Hedef: Bilgi Basamađı

A. İngilizce'de geniş zamana ilişkin genellemelerin bilgisi.

Hedef Davranış:

1. Geniş zamanda olumlu düz tümce yapısına ilişkin genellemeyi söyleme/yazma.
2. Geniş zamanda olumsuz tümce yapısına ilişkin genellemeyi söyleme/yazma.
3. Geniş zamanda soru tümcesi yapısına ilişkin genellemeyi söyleme/yazma.

Hedef: Kavrama Basamađı

B. Günümüz İngilizcesiyle yazılmış orta düzeyde bir metni anlayabilme.

Hedef Davranış:

1. Metnin konusunu bir cümle ile yazma/söyleme.
2. Metnin anafikrini bir cümle ile yazma/söyleme.
3. Metindeki destekleyici fikirleri önerilenler arasından seçip işaretleme.
4. Metne uygun bir başlık yazma/söyleme.

Hedef: Uygulama Basamađı

C. Bildirişim sürecinde İngilizce'de geniş zamanı kullanabilme.

Hedef Davranış:

1. Bildirişim sürecinde sorulan sorulara geniş zamanı kullanarak cevap verme.
2. Bildirişim sürecinde geniş zamanı kullanarak soru sorma.

Hedef: Bilgi Basamağı

D. Okuduğunu anlama dersinde neden sonuç bildiren bağlaçların bilgisi.

Hedef Davranış:

1. Verilen neden sonuç bildiren bağlaçlar grubuna dahil olan bağlaçları sunulan metin içerisinde seçip işaretleme.
2. Metin içerisinde verilen neden sonuç bildiren bağlaçları listeleme.

Hedef: Kavrama Basamağı

E. İngilizce olarak yapılan bir sunumu anlayabilme.

Hedef Davranış:

1. Sunumun konusunu yazma/söyleme.
2. Sunumun temasını yazma/söyleme.
3. Sunumdaki yeni kavram ve kelimeleri yazma/söyleme.
4. Sunumdaki yeni kavramlar arasındaki ilişkileri kestirme.

Hedef: Uygulama Basamađı

F. Verilen bir konuda İngilizce paragraf yazarken paragraf yazma ilkelerini uygulayabilme.

Hedef Davranıř:

1. Paragrafın ilk tmcesini ierden bařlatma.
2. Metne konu tmcesi yerleřtirme.
3. Metne konu tmcesini destekleyici tmceler yerleřtirme.
4. Metni sonlandırıcı bir yargı, öneri ya da özete yer verme.
5. Metne uygun bir bařlık yazma.

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APPENDIX 3

Scale 1. The scale form which is related to determine the topics and the cognitive levels of the items to be measured in the exam.

BOOK 1: OPPORTUNITIES - ELEMENTARY							
Ünite	Hedef Konu	Bilgi: Hatırlama Tanıma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
1. Friends Function: Meeting people	Grammar: Present Simple						
	Reading: Profiles, e-mails						
2. Personality Function: Preferences	Grammar: Present Simple; Adverbs of Frequency						
	Reading: Questionnaire						
3. Communities Function: Describing the weather	Grammar: There is/there are/ how many?						
	Reading: Leaflet, newspaper article						
4. Going Places Function: At the travel's agent	Grammar: Possessive Pronouns						
	Reading: CD game cover						
5. History Function: Classroom questions	Grammar: Past Simple (affirmative)						
	Reading: biographical data; textbook						
6. Legends Function: Telling/listening to stories	Grammar: Past Simple (negatives, questions)						
	Reading: dialogue; a legend						

7. Fitness Function: Giving advice (imperatives)	Grammar: Countable/uncountable nouns-some, any, a lot of						
	Reading: factfile, newspaper article						
8. Sport Function: Talking about sport	Grammar: Have to/don't have to/ can/can't						
	Reading: factfile, magazine article						
9. On Holiday Function: Asking/giving directions	Grammar: Present Continuous						
	Reading: a letter						
10. Cultures Function: Being polite	Grammar: Present Simple vs. Present						
	Reading: magazine article, website						
11. Image Function: Describing People	Grammar: Comparative Adjectives						
	Reading: magazine articles						
12. Celebrities Function: Making Suggestions	Grammar: Superlative Adjectives						
	Reading: Factfile, magazine article						
13. Volunteers Function: Telephoning	Grammar: Intentions- Going to						
	Reading: newspaper article						
14. Shopping Function: Shopping for clothes	Grammar: Predictions- will/won't						
	Reading: magazine article, website						
15. Computers Function: Giving Instructions	Grammar: Present Perfect (1); ever, never						
	Reading: newspaper article						

16. Flying Saucers Function: Expressing opinions	Grammar: Present Perfect (2); just						
	Reading: Interview, newspaper article						

BOOK 2: OPPORTUNITIES – PRE-INTERMEDIATE

Ünite	Hedef Konu	Bilgi:	Kavrama:	Uygulama:	Analiz:	Sentez:	Değerlendirme:
		Hatırlama Tanıma	Çevirme Yorumlama Kestirme	Uygulayabilme	Ögelere ayırma, İlişkileri belirleme	Özgün bir bütün oluşturma	Bir ölçüte dayalı yargıda bulunma
1. Lifestyles Function: Preferences	Grammar: Present Simple-Present Continuous Present Perfect (1)						
	Reading: magazine profile, dialogue, magazine article						
2. Heroes Function: Expressing Opinions	Grammar: Past Simple-Past Continuous Present Perfect (2)-Past Simple						
	Reading: true-life drama magazine, magazine article, magazine interview						
3. Celebration Function: Giving advice, congratulations	Grammar: Have to/not have to, can/can't, should/shouldn't The Passive						
	Reading: autobiography extract, internet page, information on British festivals						
4. Money Function: Shopping and Bargaining	Grammar: some/any/no, a lot of/many/much all/none, both/neither, another, other, the other, the second						
	Reading: profile, questionnaire, dialogue, advertisements						
5. Cyberspace Function: Telephoning/ Suggestions	Grammar: Predictions, will, going to First/Second Conditionals						
	Reading: magazine article, websites, dialogue, tourist website						
6. The Sea Function: Interaction	Grammar: Present Perfect (3) Comparison of adjectives						
	Reading: short story, a personal letter, an aquarium brochure						
7. Rhythm Function:	Grammar: Future Arrangements, intentions Will for decisions; time clauses						

Permission	Reading: CD encyclopedia extract, concert review						
8. Design Function: Describing Places	Grammar: Prepositions of time/place Relative Clauses						
	Reading: art exhibition brochure, fashion magazine article, short story						
BOOK 3: OPPORTUNITIES – INTERMEDIATE							
Ünite	Hedef	Bilgi: Hatırlama Tanıma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
	Konu						
1. Adventure Function: Preferences	Grammar: Present Tenses State and Activity Verbs						
	Reading: from a biography, photo captions						
2. Stories Function: Expressing opinions about films; making stories exciting	Grammar: Used to/ Would Past Perfect						
	Reading: from an autobiography, a newspaper story, a story						
3. Wheels Function: Travel Situations	Grammar: Present Perfect Continuous Present Perfect/ Present Perfect Continuous						
	Reading: a newspaper article, dialogues, an interview, a magazine article						
4. The Media Function: Interrupting People	Grammar: The Passive To have/ get something done						
	Reading: newspaper stories, a newspaper story, a magazine article						
5. People Function: Describing People	Grammar: The Future Modals for Speculation						
	Reading: a magazine article, from a novel						
6. Learning Function: Disagreeing	Grammar: Conditional Review/ Third Conditional Wish/ Should Have						

Contracting	Reading: from a novel, a magazine feature						
7. Careers Function: A Job Interview	Grammar: Reported Requests and Orders Reported Statements						
	Reading: a magazine questionnaire, a magazine interview, a magazine article						
8. Culture Shock Function: Being Polite	Grammar: Reported Questions Verbs followed by -ing form or Infinitive						
	Reading: a magazine article, a leaflet						

APPENDIX 4
Table of Specifications

BOOK 1: OPPORTUNITIES - ELEMENTARY

Ünite	Konu	Hedef	Bilgi: Hatırlama Tanıma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
1. Friends Function: Meeting people	Grammar: Present Simple		X					
	Reading: Profiles, e-mails			X				
2. Personality Function: Preferences	Grammar: Present Simple; Adverbs of Frequency				X			
	Reading: Questionnaire			X	X			
3. Communities Function: Describing the weather	Grammar: There is/there are/ how many?				X			
	Reading: Leaflet, newspaper article			X				
4. Going Places Function: At the travel's agent	Grammar: Possessive Pronouns				X			
	Reading: CD game cover			X				
5. History Function: Classroom questions	Grammar: Past Simple (affirmative)				X			
	Reading: biographical data; textbook			X				
6. Legends Function: Telling/listening to stories	Grammar: Past Simple (negatives, questions)				X			
	Reading: dialogue; a legend			X				
7. Fitness Function: Giving advice (imperatives)	Grammar: Countable/uncountable nouns-some, any, a lot of					X		
	Reading: fact file, newspaper article			X				

Ünite	Hedef Konu	Bilgi: Hatırlama Tanıma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
8. Sport Function: Talking about sport	Grammar: Have to/don't have to/ can/can't			X			
	Reading: factfile, magazine article		X				
9. On Holiday Function: Asking/giving directions	Grammar: Present Continuous			X			
	Reading: a letter		X				
10. Cultures Function: Being polite	Grammar: Present Simple vs. Present Continuous				X		
	Reading: magazine article, website		X				
11. Image Function: Describing People	Grammar: Comparative Adjectives			X			
	Reading: magazine articles		X				
12. Celebrities Function: Making Suggestions	Grammar: Superlative Adjectives			X			
	Reading: Factfile, magazine article		X				
13. Volunteers Function: Telephoning	Grammar: Intentions- Going to			X			
	Reading: newspaper article			X			
14. Shopping Function: Shopping for clothes	Grammar: Predictions- will/won't			X			
	Reading: magazine article, website			X			
15. Computers Function: Giving Instructions	Grammar: Present Perfect (1); ever, never			X			
	Reading: newspaper article		X				
16. Flying Saucers Function: Expressing opinions	Grammar: Present Perfect (2); just			X			
	Reading: Interview, newspaper article		X				

BOOK 2: OPPORTUNITIES – PRE-INTERMEDIATE

Ünite	Hedef	Bilgi: Hatırlama Tanıma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
	Konu						
1. Lifestyles Function: Preferences	Grammar: Present Simple-Present Continuous Present Perfect (1)				X		
	Reading: magazine profile, dialogue, magazine article		X				
2. Heroes Function: Expressing Opinions	Grammar: Past Simple-Past Continuous Present Perfect (2)-Past Simple				X		
	Reading: true-life drama magazine, magazine article, magazine interview		X				
3. Celebration Function: Giving advice, congratulations	Grammar: Have to/not have to, can/can't, should/shouldn't The Passive			X			
	Reading: autobiography extract, internet page, information on British festivals		X				
4. Money Function: Shopping and Bargaining	Grammar: some/any/no, a lot of/many/much all/none, both/neither, another, other, the other, the second				X		
	Reading: profile, questionnaire, dialogue, advertisements		X				
5. Cyberspace Function: Telephoning/ Suggestions	Grammar: Predictions, will, going to First/Second Conditionals			X			
	Reading: magazine article, websites, dialogue, tourist website	X					
6. The Sea Function: Interaction	Grammar: Present Perfect (3) Comparison of adjectives			X*			
	Reading: short story, a personal letter, an aquarium brochure		X				
7. Rhythm Function: Permission	Grammar: Future Arrangements, intentions Will for decisions; time clauses				X		
	Reading: CD encyclopedia extract, concert review		X				
8. Design Function: Describing Places	Grammar: Prepositions of time/place Relative Clauses			X	X		
	Reading: art exhibition brochure, fashion magazine article, short story		X				

BOOK 3: OPPORTUNITIES – INTERMEDIATE

Ünite	Hedef	Bilgi: Hatırlama Tanıma	Kavrama: Çevirme Yorumlama Kestirme	Uygulama: Uygulayabilme	Analiz: Ögelere ayırma, İlişkileri belirleme	Sentez: Özgün bir bütün oluşturma	Değerlendirme: Bir ölçüte dayalı yargıda bulunma
	Konu						
1. Adventure Function: Preferences	Grammar: Present Tenses State and Activity Verbs			X			
	Reading: from a biography, photo captions		X				
2. Stories Function: Expressing opinions about films; making stories exciting	Grammar: Used to/ Would Past Perfect			X			
	Reading: from an autobiography, a newspaper story, a story		X				
3. Wheels Function: Travel Situations	Grammar: Present Perfect Continuous Present Perfect/ Present Perfect Continuous			X			
	Reading: a newspaper article, dialogues, an interview, a magazine article		X				
4. The Media Function: Interrupting People	Grammar: The Passive To have/ get something done			X			
	Reading: newspaper stories, a newspaper story, a magazine article		X				
5. People Function: Describing People	Grammar: The Future Modals for Speculation			X			
	Reading: a magazine article, from a novel		X				
6. Learning Function: Disagreeing Contracting	Grammar: Conditional Review/ Third Conditional Wish/ Should Have						X
	Reading: from a novel, a magazine feature		X				
7. Careers Function: A Job Interview	Grammar: Reported Requests and Orders Reported Statements			X			
	Reading: a magazine questionnaire, a magazine interview, a magazine article		X				
8. Culture Shock Function: Being Polite	Grammar: Reported Questions Verbs followed by –ing form or Infinitive			X			
	Reading: a magazine article, a leaflet		X				

APPENDIX 5

Scale 2. The scale form which is related to determine the cognitive levels of the items in the exam.

Sayın Uzman,

Her sorunun karşısındaki kutuya sorunun hangi hedef basamağında olduğunu düşünüyorsanız “√” işareti koyunuz. Yardımınız için teşekkür ederim. Ulaş KAYAPINAR

- 38 Will you send me a postcard?," asked Pinar.
- Pinar asked me if I would send her a postcard.
 - Pinar said to me if I would send her a postcard.
 - Pinar asked me if I will send her a postcard.
 - Pinar asked me that I would send her a postcard.

39. "Don't park on the pavement, it's forbidden," said the officer.
- The officer told the driver to park on the pavement
 - The officer told the driver not to park on the pavement.
 - The officer said the driver not to park on the pavement.
 - The officer told the driver don't park on the pavement.

40. This mountain is _____ high _____ climb. We should give it up.
- too / that
 - enough / to
 - too / for
 - too / to

B- FUNCTIONS

41. A: What kind of films do you like best?
- I can't stand horror films.
 - Why don't we watch a video?
 - I love adventure movies.
 - I wouldn't like to watch TV on a beautiful day like this.

42. (at a job interview)
- A: What experience do you have?
- B. _____
- I've worked for a company as a secretary for two years.
 - I like reading and using computer.
 - I am very patient, hard-working and careful.
 - Yes, I have two years' experience.

Bilgi	Kavrama	Uygulama	Analiz	Sentez	Değerlendirme

IV READING(15x1=15)

BLUE JEANS

It has been more than 130 years since Levi Strauss invented blue-jeans and they are still very popular today. Farmers and workers wear them to work in; children wear them to play in. Others wear them because they are comfortable. Before the 1950s, blue-jeans were popular only in the West and Southwest. Today, almost everyone wears them.

5 Americans buy about 500 million pairs of jeans a year. That's more than two pairs per person. Of course, blue-jeans are also popular in other parts of the world. In these areas, people buy about 200 million pairs of jeans. Levi Strauss and Company makes about one-third of all the jeans in the United States and about one seventh of those in other countries. In fact, for a long time, people used the word 'Levi's' as a synonym for blue-jeans. That's because 'Levi's' were the first jeans. The inventor was a German immigrant named Levi Strauss. Levi Strauss left Germany in 1848, when he was a young man. He came to New York City to be near his two brothers. For two years, he worked as a salesman. He worked hard, but he didn't earn much money. Then he decided to go to San Francisco. Gold was discovered in California in 1848, so many people left their homes and jobs in the east and they moved to mining camps in California, hoping to find gold and become rich. Some of them did, but many did not. When Levi went west, he brought some canvas (a very strong cloth) with him. He wanted to sell it to the miners for making tents. His canvas was the wrong kind for tents, so nobody bought it, but Levi found another use for it. A miner told Levi that he needed a good, strong pair of pants because digging for gold was hard work. When Levi heard that, he made a pair of canvas pants for the miner. The miner paid Levi 6 dollars in gold dust and told the other miners about 'those pants of Levi's'. Levi quickly sold a lot of pants, so he wrote to his brothers in New York and told them to send him more canvas, but they sent him some heavy cotton cloth called 'denim', much of which came from Genes (the French name for the city of Genoa, Italy). Levi changed the spelling of Genes to 'jeans'. He called his new pants blue-jeans. In 1853, Levi and his brothers opened a small clothing business in San Francisco. Today they make and sell about 250 million pieces of clothing a year—from women's clothes to men's and of course, blue-jeans.

Mark the best choice:

61- Farmers and workers wear jeans _____.

- a) in order to play in
- b) so that they can work in
- c) because they are comfortable
- d) although they need to be ironed

62- Line 9, 'those' refers to _____.

- a) Levi Strauss and Company
- b) jeans
- c) other countries
- d) one-third of all the jeans

63- Levi Strauss wanted to be near his two brothers, so

- a) he worked as a salesman
- b) he stayed in Germany
- c) he went to America
- d) he bought a house in New York.

Bilgi	Kavrama	Uygulama	Analiz	Sentez	Değerlendirme

64- Line 17, 'did' means _____ .

- a) left their homes and jobs in the east
- b) moved to mining camps in California
- c) hoped to find gold and become rich
- d) found gold and became rich

65- Today, people all over the world buy about

- a) 500 million pairs of jeans
- b) two pairs of jeans per person
- c) 200 million pairs of jeans
- d) 700 million pairs of jeans

66- 'Levi's' were the first jeans, so _____

- a) Levi Strauss invented them
- b) the word 'Levi's' became a synonym for jeans
- c) Levi Strauss and Company makes most of the jeans in the world
- d) people in other countries also wear jeans

67- Levi brought canvas to the west because _____ .

- a) miners asked him to bring it
- b) he wanted to make and sell pants to miners
- c) he thought it was good for making tents
- d) a miner asked him to make a pair of pants for him

68- Gold miners needed good and strong pants because _____.

- a) their work was hard
- b) Levi made canvas pants
- c) they were cheap
- d) canvas was good for making strong pants

Bilgi	Kavrama	Uygulama	Analiz	Sentez	Değerlendirme

