



**T.R.
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING**

**WASHBACK EFFECTS OF THE FOREIGN LANGUAGE
SECTION IN HIGH SCHOOL ENTRANCE EXAM(LGS) ON
THE EIGHTH GRADERS' ENGLISH LANGUAGE
LEARNING IN TURKEY**

Master's Thesis

Zehra ÖZTURAN

Supervisor
Prof. Dr. Nalan KIZILTAN

SAMSUN
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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “WASHBACK EFFECTS OF THE FOREIGN LANGUAGE SECTION IN HIGH SCHOOL ENTRANCE EXAM(LGS) ON THE EIGHTH GRADERS’ ENGLISH LANGUAGE LEARNING IN TURKEY” prepared by **Zehra ÖZTURAN**, and supervised by **Prof. Dr. Nalan KIZILTAN**, was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date 1.7.2022 .

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Prof. Dr. Ali BOLAT

Head of Institute of Graduate Studies

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23 /06 / 2022
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DECLARATION OF THE THESIS STUDY ORIGINALITY REPORT

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SECTION IN HIGH SCHOOL ENTRANCE EXAM(LGS) ON THE
EIGHTH GRADERS' ENGLISH LANGUAGE LEARNING IN
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ÖZET

TÜRKİYE’DE LGS YABANCI DİL SINAV BÖLÜMÜNÜN SEKİZİNCİ SINIF ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRENMELERİNE ETKİSİ

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Bu çalışma, LGS İngilizce sınavının sekizinci sınıf öğrencilerinin dil öğrenmeye yönelik tutumlarına etkisini araştırmayı amaçlamaktadır. LGS İngilizce sınavı gibi yüksek riskli sınavların öğrenciler, veliler, okul idareleri ve hatta toplum gibi paydaşlar üzerinde önemli bir etkisi vardır (makro düzeyde etki). Sınavlardan en çok etkilenen paydaşların öğrenciler olması nedeniyle, çalışmada sınavın sekizinci sınıf öğrencileri üzerindeki etkileri araştırılmıştır (mikro düzeyde etki).

Araştırma Türkiye'nin yedi bölgesinde 349 sekizinci sınıf öğrencisi ile gerçekleştirilmiştir. Veriler için 57 maddeden oluşan Likert tipi çevrimiçi anket kullanılmıştır. Anket altı alt boyuttan oluşmaktadır: öğrenme içeriği, öğrenme yöntemleri, öğrenme amacı, öğrenme güdüsünü, öz yeterlilik ve kaygı. Çalışmanın bulguları Sosyal Bilimler İstatistik Programı (SPSS-22), frekans analizi ve t- testi ile analiz edilmiştir.

Sonuç olarak, analiz, LGS İngilizce sınavının sekizinci sınıf öğrencilerinin sınav hazırlık süreci, İngilizce öğrenmeye yönelik tutumları, yabancı dil öğrenme hedefleri, İngilizce öğrenme güduları ve İngilizce öz yeterlilikleri üzerinde olumlu etkileri olduğunu göstermektedir. Ayrıca LGS İngilizce sınavı kaygıya neden olsa da bu kaygının hazırlık sürecini etkilemediği ya da İngilizce öğrenmede korku yaratmadığı görülmektedir. Ayrıca LGS İngilizce sınavının sekizinci sınıf öğrencilerinin nasıl çalıştıklarından çok ne çalıştıklarını etkilediği görülmektedir. Bu nedenle çoğunlukla sınavda test edilen okuduğunu anlama yeterliklerini ve kelime dağarcığını geliştirmeye çalışırlar ve bu becerileri geliştirirken kendi öğrenme stratejilerini kullanırlar.

Anahtar Sözcükler: Etki, Güdü, İngilizce dil öğrenimi, LGS, Sekizinci sınıflar, Yüksek-riskli sınav

ABSTRACT

WASHBACK EFFECTS OF THE FOREIGN LANGUAGE SECTION IN HIGH SCHOOL ENTRANCE EXAM(LGS) ON THE EIGHTH GRADERS' ENGLISH LANGUAGE LEARNING IN TURKEY

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This study aims to investigate the effects of the LGS English exam on the eighth graders' attitudes toward language learning. High-stakes exams like the LGS English exam have a substantial effect on stakeholders such as learners, parents, school administrations and even the society (macro-level washback effect). Since learners are the most affected stakeholders from exams, the effects of the exam on the eighth graders have been researched in the study (micro-level washback effect).

The study was conducted with 349 eighth graders in the seven regions of Turkey. For data, a Likert-type online questionnaire consisting of 57 items was used. The questionnaire comprises six sub-dimensions: learning content, learning methods, learning purpose, learning motivation, self-efficacy and anxiety. The findings of the study were analyzed by the SPSS 22 version program and t-test and frequency analysis.

As a result, the analysis indicates that the LGS English exam has positive washback effects on the eighth graders' exam preparation process, attitudes toward learning English, foreign language learning goal, motivation to learn English and their English self-efficacy. Besides, although the LGS English exam causes anxiety, it is seen that this anxiety neither affects the preparation process nor creates fear in learning English. Moreover, it is seen that the LGS English exam affects what the eighth graders' study rather than how they study. Therefore, they mostly try to improve their reading comprehension competence and vocabulary, which are tested in the exam, and they use their learning strategies while developing these skills.

Keywords: Eighth graders, English language learning, High-stakes exam, LGS, Motivation, Washback

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This section is not mandatory. If the student wishes, he/she can express what he/she wants to say about the personal dimension of the study subject, the meaning of this study for him and the study process. The written language used in this section should comply with the principles of scientific writing. In case the thesis work is supported by an institution or organization, the relevant institution or organization is thanked by specifying the project code in this section.

Zehra ÖZTURAN

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SYMBOLS AND ABBREVIATIONS

ASL	: Arabic as a Second Language Test
BCT	: Basic Competence Test
CEEE	: College English Entrance Exam
CET	: College English Test
EFL	: English Foreign Language Test
ET	: English Test
FCE	: First Certificate in English
HKCEE	: Hong Kong Certificate of Education Exam
IELTS	: International Language Testing System
ITA	: International Teaching Assistant
ITPP	: Intensive Test-Preparation Program
KET	: Key English Test
KPDS	: Public Personnel Language Test
LGS	: High School Entrance System
MEB	: Ministry of Education
NMET	: National Matriculation English Test
OKS	: Secondary Education Institutions Selection and Placement Exam
PISA	: Program for International Student Assessment
SBS	: Placement Test
SEE	: Secondary Education Examination
TEOG	: Transition System from Basic Education to Secondary Education
TIMSS	: Trends in International Mathematics and Science Study
TOEFL	: Test of English as a Foreign Language
TOEFL IBT	: Test of English as a Foreign Language Internet-Based Test
TOEIC	: Test of English for International Communication
UEE	: University Entrance Exam
ÜDS	: Interuniversity Board Foreign Language Test
YDS	: Foreign Language Proficiency Exam
YÖK	: Higher Education Council
YÖKDİL	: Foreign Language Proficiency Exam for Higher Education Institution

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1. INTRODUCTION

1.1. Problem Statement

The washback effect of tests on the learning and teaching process has been proven by many researchers (Hughes, 1989; Alderson and Wall, 1993; Spolsky, 1994; Biggs, 1995; Messick, 1996; Bailey, 1996, 1999; Saif, 2006; Turner, 2009; Leung and Andrews, 2012; Green, 2013 among others) for more than three decades with numerous studies. The effects of tests on teaching and learning in the preparation process are significant, and they can be positive, negative, intentional or unintentional.

Besides, the effects of motivation on foreign language learning have been investigated since the 1950s. In related studies, the most fundamental antecedent of language learning has been seen as motivation (Dörnyei, 2005; Çiftçınar, 2011; Yıkılmaz, 2020). All kinds of motivation, whether integrative or instrumental, intrinsic or extrinsic motivation, make learners more willing to learn a foreign language (Brown, 1994).

At the beginning of the washback studies, while the implications of tests were examined, the motivating feature of tests was ignored; it may be because of the fact that especially high-stakes tests, such as the LGS exam, create anxiety on learners. Therefore, studies on the motivating aspect of tests are scarcely any. However, contrary to expectations, the motivating aspect of high-stakes tests emerged in the research findings (Demir, 2019). The current study will highlight this unheeded motivating aspect of the LGS exam.

Additionally, recent washback studies have focused on how to create a positive effect intentionally and in the desired direction or how to eliminate unintentional and undesired adverse effects instead of researching whether the tests have a washback effect or not. Therefore, in many countries around the world, such as Taiwan (2002), New Zealand (2003), Greece (2011), China (2012) and Iran (2014), washback studies are used during the renewal and development of public tests. In particular, the results of washback studies contribute to determining the validity of the tests and measuring the effect of washback on the teaching and learning process of the innovations made on the test.

The LGS English exam is the primary level among the English public tests conducted in Turkey. Considering the early age theory in language learning, it can be

said that this exam is the most critical one. Therefore, the findings of the study will contribute to the development of such an important exam.

1.2. Purpose of the study

The main purpose of the study is to investigate the effects of the foreign language exam held within the scope of the High School Entrance System (LGS) examination on the eighth graders preparing for the exam. The eighth graders are familiar with this exam and know its content, style, topics to be covered in the exam, and which language skills are measured or not. In this context, it is intended to discuss the washback effects of the exam on the eighth graders. In addition, it is aimed to investigate to what extent the English exam in the LGS affects students' learning motivations, learning purposes, attitudes towards English, their study habits, English learning styles, the strategies they follow while learning, their self-efficacy and anxiety. Consequently, the ultimate goal is to generate data by evaluating the results and providing feedback on the positive and negative washback effects of the LGS exam on learners.

1.3. Research Questions

In parallel with the main purpose of the study, the following research questions have been explored.

1. To what extent does the foreign language exam in the LGS affect the eighth graders' motivation to learn English?
2. To what extent does the foreign language exam in the LGS affect the eighth graders' attitudes towards English lesson learning content?
3. To what extent does the foreign language exam in the LGS affect the eighth graders' language learning techniques while they are preparing for the exam?
4. To what extent does the foreign language exam in the LGS affect the eighth graders' foreign language learning goals?
5. To what extent does the foreign language exam in the LGS affect the eighth graders' self-efficacy levels?
6. To what extent does the foreign language exam in the LGS affect the eighth graders' anxiety when they are preparing for the English exam in the LGS?
7. What is the general attitude of the eighth graders towards the LGS exam?

1.4. Scope of the Study

The research consisted of 349 eighth graders from seven regions of Turkey; 34 from the Mediterranean Region, 34 from the Eastern Anatolian Region, 131 from the

Aegean Region, 25 from the Southeast Anatolian Region, 35 from the Central Anatolian Region, 39 from the Black Sea Region and 51 from the Marmara Region. The participants are the eighth graders who have been preparing for the LGS exam in the 2021-2022 academic year.

1.5. Limitations of the Study

The limitations of this study are as follows:

The results of the eighth graders' attitudes towards sub-dimensions of the scale have not been compared according to the regions, gender or age.

High-stakes exams have an impact not only on test-takers but also on teachers, parents and school administrators; however, in this study, the effects of the exam solely on the test takers have been investigated.

Additionally, only the data of the online questionnaire has been used as a research tool in the study. In contrast, the findings may give different results in different research tools, such as observation and interview.

1.6. Definitions of Terms

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

Motivation: Dörnyei, (2005, p. 117) "Motivation is one of the key concepts affecting success in second language acquisition in general. Motivation is a primary impulse that initiates learning a foreign language, and it is a latent force that maintains the willingness to learn in the long run."

Self-efficacy: Self-efficacy is defined by Bandura (1997) as an individual's beliefs and feelings about his or her capacity to produce essential behavior.

Anxiety: Anxiety is defined by Aydın & Zengin (2008), in the broad sense, as an emotional feeling of powerlessness against a perceived danger.

Foreign language anxiety: Foreign language anxiety is defined as a fear that arises in situations that require the use of language by an individual who is not completely proficient in a foreign language (Gardner & MacIntyre, 1993).

High-stakes tests: Madaus (1988) defines high-stakes tests as tests used for positions or to make essential decisions in the life of test-takers.

Low-stakes tests: Low-stakes tests are defined as tests that have little or no significant effect on test-takers (Cole, 2007). These are usually quizzes, exams, or tests administered in the classroom by their teachers, which do not affect the learners' lives, futures, or careers and can be easily compensated.

2. LITERATURE REVIEW

2.1. What is Testing?

Testing is accepted as an integral part of education. It is one of the measurement tools measuring to what extent test-takers can achieve the targeted objectives and how much the teacher can convey the subject to the students. Testing is crucial in the teaching process, what is taught, how much is taught, at the stage of determining the deficiencies in education and making innovations in teaching and reshaping it. As Bachman (1995) stated, testing is a must in education to evaluate the education itself and make innovations.

Researchers have defined testing in similar ways. For example, according to Bachman (1995), testing is a measurement instrument designed to measure a particular behavior of an individual. Similarly, Brown (2003) defined testing as a method that measures an individual's ability, knowledge or performance in a specific area.

Tests can be divided into standardized and non-standardized in terms of test-takers. Whereas non-standardized tests can only be applied in the classroom, standardized tests can be applied anywhere and at any time. These standardized tests have some principles, such as reliability, practicality and validity (construct validity, content validity and instructional validity). For a test to be reliable, it must be free from the factors that may cause errors in the application of that test as much as possible. These factors may be the environmental stimuli in which the test is performed or the physical and emotional state of the test taker. For a test to be reliable, the test must give the same results each time under similar conditions. In addition, the test needs to be easy and practical in terms of applicability (practicality). In terms of validity, a test should measure the intended objectives. Construct validity is related to the fact that a test, as a measurement tool is suitable for the object to be measured. In other words, construct validity is considered weak if the learner's speaking skill is measured by a multiple-choice written test or vice versa, measuring a writing skill with an oral test. It is because the test structure is unsuitable for the skill to be measured. While a speaking skill is expected to be measured by an oral test, a writing skill should be measured by a written test. For content validity, a test must include all the target objectives to be measured. The more thoroughly a test measures all the target objectives, the higher the content validity of that test. Instructional validity means that

a test measures what test-takers have been taught. The untaught outcome should not be measured in the test. If an objective not taught in the classroom is measured in the test, the instructional validity of that test is low.

The tests are also divided into high-stakes and low-stakes tests regarding test-takers. Low-stakes tests are defined as tests having little or no significant effect on test-takers (Cole, 2007). These are usually quizzes, exams, or tests administered in the classroom by their teachers, which do not affect the learners' lives, futures, or careers and can be easily compensated. For example, a low-scoring test can be compensated with a project assignment to improve the result. Therefore, these tests usually do not cause stress or anxiety for test-takers.

On the other hand, unlike low-stakes tests, the results of high-stakes tests are vital for learners because test results change their lives. Madaus (1988) defines high-stakes tests as tests used for positions or to make essential decisions in the life of test-takers. These tests are examinations, such as university entrance exams, college exams, proficiency exams, and certification exams. Resnick (2002) stated that examinees enter high-stakes tests to finish school, join a university, be admitted to a higher education institution, receive a scholarship, or qualify for an application. Test-takers direct their education and career lives with the scores they get from these tests. Therefore, it is crucial for both learners and parents, even the school administration. These exams are usually held once a year, so they are difficult to make up for, so these exams can create stress and anxiety for test-takers. Especially since the number of exam candidates taking university and high school exams is high and the number of candidates admitted to schools is low, students make great efforts to prepare for these exams in order to go to the schools of their dreams.

As a high-stakes and standardized public exam held in Turkey, the LGS exam will be explained with its brief history, definition and content as in the follows.

2.2. A Public(Centralized) Examination within the Scope of High School Entrance System (LGS)

In the transition process from secondary schools to high schools in Turkey, various exam applications have been tried from past to present for students, teachers and educators to adapt and the system to work properly.

The first public school in Turkey to choose its students with an exam was the Maarif College, which opened in 1955, where science and mathematics courses were taught in English (Güven, 2010). After the schools survived to the present day with the name of Anatolian High School; respectively, Science High Schools were opened in 1964, Anatolian Imam Hatip High Schools in 1985, Anatolian Teacher High Schools in 1990, and Social Sciences High Schools in 2003. The increase in the variety and number of high schools has also increased the number of exams to select students. Therefore, a single central exam has become compulsory (Atılğan, 2018).

The structures, contents and placement criteria of central exams in the transition from secondary to high schools have been changed for some reasons. The common reason is to eliminate the problems and create a more accurate examination system. The names of these exams are given in the following table according to the years.

Table 2.1. Names of high school entrance exams in Turkey by year (Taşıyaran, 2022)

High School Entrance Exams	Application Years of the Exams
High School Entrance Exam (LGS)	1998-2003
Secondary Education Institutions Selection and Placement Exam (OKS)	2004-2007
Placement Test (SBS)	2008-2013
Transition System from Basic Education to Secondary Education (TEOG)	2013-2017
High School Entrance System (LGS)	2018 and beyond

Between 1998 and 2003, the High School Entrance Examination (LGS) was applied as a central exam in order to select and place students in high schools. In 2004-2007, the Secondary Education Institutions Examination (OKS), in which private schools and police colleges that hold their own exams are gathered under one roof, was put into practice (Taşıyaran, 2002; Atar and Aykaç, 2014). In 2008, the OKS was abolished in order to reduce the pressure and stress of students' futures based on a single test. The Placement Test (SBS), replaced by the OKS, was implemented in 6th, 7th and 8th grades as a curriculum-oriented system until 2013. These exams, applied every year starting at an early age, have been abolished after being criticized because they cause financial and moral problems to students and their families and cause this process to take longer. After the SBS, the Transition from Basic Education to Secondary Education (TEOG) exam was applied only to the 8th graders between 2013 and 2017 (Atılğan, 2018). It was started conducting twelve central examinations per

year for the six main courses in the eighth grade. The placement score is calculated by taking 70% of the exam score and 30% of the 6th, 7th and 8th graders' end-of-year scores (MEB, 2014b). The TEOG exam, compulsory for 8th graders, was abolished in 2017. Instead, the High School Entrance System (LGS) examination was implemented in 2018. It has been optional; about 90% of the students are placed based on their address, and 10% through the central exam (Atılgan, 2018).

The High School Entrance System (in Turkish "Liselere Geçiş Sistemi, hereafter; LGS) exam is a public examination held by the Ministry of National Education in Turkey every year since the 2017-2018 academic year. The LGS exam aims to select and place students in schools that accept students through the exam (MEB, 2021). By using the average of the exam performance scores in the LGS exam and the school achievement scores of the 6th, 7th, and 8th graders; the 8th graders can apply to high schools, also called qualified high schools, such as Science High School, Anatolian High School, Social Sciences High School, Anatolian Imam Hatip High School and Vocational and Technical Anatolian High School. Taking this exam is optional. Students who cannot take the exam or do not achieve sufficient success are placed in the nearest high school in the region they reside by making an address-based placement.

The LGS exam is held in two sessions, morning and afternoon, on the same day. In the first session with verbal/linguistic courses, there are 50 questions consisting of 20 "Turkish", 10 "Religious Culture and Moral Knowledge", 10 "Social Studies", and 10 "Foreign Language" questions. In the second session, where Logical/Mathematical courses take place, there are 40 questions consisting of 20 "Mathematics" and 20 "Science" questions. The questions of the LGS exam are prepared according to the objectives in the 8th-grade curriculum. They are based on PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) questions that measure skill-based logical reasoning ability.

The foreign language section of the LGS exam consists of the course book units (Friendship, Teen Life, In the Kitchen, On the phone, The Internet, Adventures, Tourism, Chores, Science and Natural Forces). The LGS English questions are multiple-choice and measure students' vocabulary knowledge and reading comprehension competence.

Studying at a qualified high school for the eighth graders paves the way for them to go to the university of their dreams. Their scores from the LGS exam are critical in this respect. Therefore, they study the subjects included in this exam throughout the year, starting even from the seventh grade. It means a marathon of hard work for students who want to take the exam. The exam is held once a year, and since there is no make-up exam for the students who are not successful in the exam, students cannot retake this exam. The LGS exam is considered a high-stakes exam, as the eighth graders direct their education life with this exam. The effects on the preparation phase of an exam, which is so vital for students, are inevitable.

The possible effects of tests, especially high-stakes tests, during the preparation phase are called washback effects by researchers. Different definitions of washback effect and washback types will be explained as in the following.

2.3. Washback Effect

For more than three decades, the issue of the impact of exams has been a focus of interest for educators and researchers. Therefore, in this process, various definitions and explanations have been given for the notion of washback.

2.3.1. Definitions of Washback Effect

Researchers have used some terms in their studies to describe the influence of testing on teaching and learning. The most widespread terms are 'washback' and 'backwash'. Some especially early researchers (Hughes, 1989; Spolsky, 1994; Biggs, 1995) in this field preferred to use backwash instead of washback as a term so as to relate the impact of exams on language teaching and learning. Although it is claimed by Alderson and Wall (1993) that there is no difference in terms of semantics and linguistics, 'washback' is a preferred term in applied linguistics, while 'backwash' is mainly used in general education. On the other hand, according to Spolsky (1994), 'backwash' refers to the unintentional side-effects of testing on language teaching and learning, particularly regarding the acquisition of language outcomes.

Moreover, whereas there is no definition for 'washback' in dictionaries, there are different definitions for 'backwash' in the online dictionaries. For example, the Oxford Advanced Learner's Dictionary defines it as "the unpleasant result of an event", and the Longman Dictionary of Contemporary English defines it as "the bad situation that remains after something bad has happened". While Merriam-Webster defines it as "consequence, aftermath", the Macmillan Dictionary defines it as "things that happen

as a result of something that happened earlier". In this study, 'washback' will be used to express the positive or negative effects of exams on learning and teaching since there is no difference semantically or linguistically. Besides, it is used commonly and widely and is also accepted as a synonym.

In the literature, researchers have defined the notion of washback (backwash) in different ways. In general, this concept is defined as the impact of tests or examinations on teaching and learning (Alderson & Wall, 1993; Messick, 1996; Bailey, 1996, 1999; Hughes, 2003; Saif, 2006; Turner, 2009; Leung & Andrews, 2012; Green, 2013 among others). The definitions of researchers in this field can vary. These definitions are listed chronologically as follows (as cited in Çelik, 2017):

Wall & Alderson (1993) define "Tests can be powerful determiners, both positively and negatively, of what happens in classrooms." (as cited in Bailey, 1999, p. 41). That is, a test can significantly influence activities in language teaching and learning in the classroom. A teacher can choose activities to increase his students' success in the test, or learners may determine their learning a language way to be successful in the test. Whether this strong effect is positive or negative may also depend on the content and structure of the test, or it may depend on how well the test overlaps with the course objectives.

According to Messick's (1996, p. 4) definition, "a concept of prominent in applied linguistics refers to the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning". In other words, a foreign language teacher may not usually use communicative teaching methods in the classroom. However, he/she may start using this method just because communicative skills are measured in the exam. In the same way, a learner, who does not usually watch movies in the target language, may start watching movies to improve his/her listening and pronunciation skills just because there is a listening section in the test or vice versa. He/she stops watching movies; because only grammar and reading comprehension skills are measured in the exam instead of listening and pronunciation skills.

Bachman and Palmer (1996, p. 35) identify "the notion of washback in language testing can be featured in terms of impact, and includes the potential impact on test-takers and their characteristics, on teaching and learning activities, and educational systems and society." They argue that this washback effect of the tests has a wide range

of influences, from teachers and students to the education system and society. That is why they suggested it was a remarkable concept.

Hughes (2003) states, "the effect of testing on teaching and learning is known as backwash, and can be harmful or beneficial. When a test is considered important, and the stakes are high, preparation for this test may dominate all teaching and learning activities." The researcher acknowledges that testing has both positive and negative effects. Furthermore, he explains that while high-stakes tests have washback effects, low-stakes tests may not.

Andrews (2004, p. 37) uses the following expression while defining washback: "...use such tests as a force for promoting curricular innovation." The general purpose of investigating the washback effects of tests can be classified in two ways. The first is to identify the possible undesirable effects of a test and make innovations in the testing curriculum to eliminate them. The second is to structure the exam deliberately to create beneficial effects when planning a new public exam. The impact power of public exams is strong, and its area of influence is also vast. The researcher means that these tests can be used to make innovations intentionally with their strong impact power.

Green (2006, p. 114) expresses, "Where impact occurs in the form of teaching and learning directed towards a test, both intended positive or unintended and perhaps negative effects are generally referred to by the term washback.". When a test impacts the teaching and learning phase, intentionally or unintentionally, positive or negative, the term washback can be mentioned at this point. It means that some tests, such as low-stakes, may not have enough effect to produce meaningful results.

Studies have shown that exams have an impact not only on teachers and students in the language teaching and learning process but also on a much wider area. Besides, it has been stated that exams affect the family, society, school administration, exam preparation unit and education system. Hence, Bachman and Palmer (1996) divided 'washback' into two levels: the micro-level and the macro-level. According to them, whereas the tests impact students and teachers in the classroom environment at the micro-level, they may impact a much wider area such as society and the education system at the macro-level.

In addition, some researchers, such as Bachman & Palmer, 1996; Taylor, 200; Qi, 2005, used 'test impact' instead of 'washback' in order to describe the macro-level effect. While relating these two terms, it is stated that 'washback' only refers to the effects of tests on students and teachers within the classroom environment (at a micro-level). In contrast, 'test impact' covers not only the effect on individuals but also the impact on broader social and educational policies (at a macro-level) (Wall, 1997). Therefore, 'washback' is seen as a subset of 'test impact' by Bachman et al. Likewise, according to Cheng and Curtis (2012), 'test impact' and 'washback' can be apart from each other in terms of 'scope and scale' of the influences of tests. Contrarily, Hughes (2003) claims that there is no difference between 'washback' and 'test impact'. The term 'washback' can be used to express the effects of tests on teaching and learning in the classroom and many areas beyond the classroom, such as the education system, parents and school administration. In the current study, washback and test impact will be considered the same in meaning and 'scope and scale'.

Consequently, it is accepted by many researchers that tests have powerful effects on education, whether washback or test impact. According to Alderson and Wall (1993), tests can strongly affect what is happening in the classroom, either positively or negatively. Tests can be beneficial or harmful for language teaching and learning, so the washback effect is divided into positive and negative (Hughes, 2003). These significant types of washback will be discussed separately as in the fallows.

2.3.2. Types of Washback Effect

Considering the effects of tests on learning and teaching, the first thing that comes to mind is adverse effects. Therefore, there are more documents in the literature related to the negative washback than the positive ones.

1. Negative Washback

If a test does not effectively reflect learning principles and lesson outcomes and does not contribute to effective language learning, the washback effect of the test will be negative (Person, 1988). In addition, Alderson and Wall (1993), who define washback as the undesirable effects of tests, have asserted that 'poor tests' negatively affect classroom learning activities. Similarly, according to Taylor (2005), negative washback occurs when a test narrows down classroom activities that do not improve skills such as speaking and listening. Likewise, Demir (2019) states that the

unexpected and harmful results of the tests occur, especially when the structure of the exams is heavily test-oriented.

In the studies, it was observed that the harmful effects of the tests influenced different stakeholders of the education system. The most affected groups are teachers and learners. Therefore, the effect is mainly seen at the micro-level.

Students are the first group affected negatively by the tests. Since students are one of the most critical stakeholders in the education system, they are greatly affected by these adverse effects of tests in many respects. It is a known fact that especially high-stake exams cause considerable stress on students, so this stress can cause students to develop negative attitudes towards language learning. Even though they have positive attitudes toward language learning, they are exposed to boring test techniques and memorization methods, which undermines their language learning enthusiasm.

Considering the adverse effects of the tests on students, it is seen that the researchers have similar statements. For instance, Wiseman (1961) stated that students, and thus families, spend much money on private lessons to learn test techniques, which are useless for learning a foreign language and get just high marks on the exam. Besides, according to Davies (1968), exam papers with previous questions in the lessons are used as learning material and mean a less exciting and narrower learning experience for students, which is considered an adverse effect of tests in language learning. Similarly, as Noble and Smith (1994) stated, learning test-solving techniques or mastering multiple-choice worksheets, commonly used in exam preparation classes, will probably help increase test results but will not be sufficient for language learning.

As a second group, teachers are affected by tests heavily. They can be affected negatively in different aspects, such as public exam results, counting successful and unsuccessful teachers according to exam results, success rankings among schools, pressure from school administration and families, and expectations of students (Fish, 1988). When the public exam results are announced, the school at the top of the rankings gains prestige. On the contrary, if the school's success is low, it can be teachers who will be questioned. They can be blamed for students' poor performance. Therefore, teachers choose in-class teaching activities according to the content and structure of the test in order not to be a target of failure. All these situations can put the teacher under pressure and cause them to be negatively affected by the tests. The

primary source of stress on teachers may be that the test is high-stakes (Hughes, 2003). When a test is not considered crucial for parents, students and school administration, it cannot be expected to pressure the teachers. It may be unimportant for the school administration, for the parents, or even for the learners whether the teacher does exam preparation work or the students pass a low-stakes exam or not. Thus, the choice of in-class activities and teaching methods may depend on the teachers. The stressed teachers may have to change the teaching methods and materials used in the classroom to meet the expectations of students, parents, and school administration. They may also be forced to use teaching techniques they do not generally prefer to use and do not consider effective in language teaching (Messick, 1996, p. 4). In that case, it can be said that the test has a harmful washback effect on teachers.

Researchers in this field used similar expressions while declaring their opinions about the negative influence of washback. For example, Vernon (1956) stated that teachers may tend to ignore the subjects and activities that are not directly related to the tests in a way that disrupts the curriculum (cited in Alderson & Wall, 1993, p. 115). A similar view comes from Heyneman (1987). He believes that teachers' tendency to teach test-oriented prevents the introduction new teaching practices. Additionally, Fish (1988) argues that because the test results of the class are publicly available, teachers feel under pressure and negatively affected by the test. Likewise, Buck (1992) points out the adverse effects of tests on teaching by expressing that translation tests may cause activities that will not be beneficial in learning a second language.

Some research results support these similar statements of researchers about negative washback. For instance, in a study by Anderson et al. in 1990, the teachers who participated reported that the students limited themselves only to the subjects covered by the exam and adopted the memorization approach rather than critical thinking. This situation narrows the teacher's hand, and if the student prefers the memorization method instead of communication learning techniques, the teacher has to meet the student's expectations in the classroom.

Again, a similar result was obtained in a study by Widen et al. (1997). It was stated that the 12th grade Science teachers believed they lost most of their curriculum decision-making authority and autonomy because of the tests. These teachers believe that they are limited and controlled by tests and that students' focusing only on what will be tested in exams negatively affects teachers' choice of teaching methods.

Although the positive washback effects of tests are not discussed as much as the adverse effects in the literature, tests have positive effects in terms of learning and teaching in many respects. These possible favorable washback effects of tests will be discussed as in the following.

2. Positive Washback

Considering the early studies, it can be thought that the adverse washback effects of the tests were the first accepted notion. Therefore, the negative influence of washback on teaching and learning should be widely covered in the literature. On the other hand, it has emerged in later studies that tests may also have positive washback effects. Although some of these positive washback effects of the tests are unexpected, it is often stated that positive washback effects can also be intentional; thus, beneficial and desirable effects can be created in language teaching and learning by innovating in examinations (Morris, 1972; Davies, 1985; Alderson, 1986; Pearson, 1988; Crooks, 1988).

According to Morris (1972), examinations should enable the implementation of the new curriculum so as to bring about a positive washback effect. Likewise, Pan (2009) lists the positive effects of a test as follows: it motivates students to work harder and more enthusiastically, ensures the use of teaching techniques and materials in accordance with the curriculum content, and is a useful tool for making necessary innovations in the curriculum. Similarly, Brown (1997) argues that the test, education goals, and course objectives are closely linked. When these are appropriately matched, positive washback is likely to occur (cited in Çelik, 2017). Moreover, Swain (1985) advises test designers to work on 'washback' to design tests that serve the successful teaching and learning process.

In many studies in the literature, positive washback examples of tests are seen. For instance, according to the findings of the study by Shohamy, Donitsa-Schmidt and Ferman (1996), it is proven that the EFL (English Foreign Language) oral test performed in Israel has positive washback effects. It was revealed that the teachers who participated in the research focused on communication-based activities in the classroom in coherence with the test format and curriculum objectives. Similarly, in Ferman's (2004) study to encourage curriculum renewal and develop oral skills, The National EFL Oral Matriculation Test was found to increase oral skills activities in the classroom. Other findings with positive washback effects were also seen in the studies

of Cheng and Curtis (2009). It has been observed that the students who will take the exam do more reading practice, and at the same time, they are more eager to increase their reading skills, which means that the applied test has a positive washback effect on the students. Another case study in which the tests had positive washback effects was done by Duran (2011). In this study, classroom-based speaking tests have been generally proven to have desirable positive effects on language teaching and learning, especially on students' and teachers' attitudes towards teaching and testing speaking. Additionally, the results of Demir's (2019) study revealed that a test could create positive washback effects on both students and teachers. It was seen that the inclusion of the English course in an essential public exam made the students feel obligated to study that course, so the teachers could easily motivate the students to learn English.

Although it is thought that a test's negative or positive washback effect may primarily depend on the content and format of the test, this is a controversial issue among researchers. In other words, when the applied test measures all the objectives and course outcomes in language learning, it is expected that the test has a desired positive washback effect rather than a negative one. However, though some researchers claim that standardized test formats such as multiple choice cause negative washback, other test designers argue that the test design does not affect the nature of washback. It is caused by misinterpretation of negative test results that trigger negative washback (Şentürk, 2013). Test designers may be right in this respect. Even if the test covers all the required course objectives, the test may still have a negative washback effect because of the student's excessive stress towards the test, which indicates that the test format is not the only source of the negative washback effect.

One way or another, Bailey (1996) puts his final point this way: he argues that more empirical research is needed to fully understand the nature and mechanism of washback and how to encourage positive washback while preventing negative washback.

2.4. Background of the Study

Since the washback effects of tests are seen as a significant issue by academics, much research has been done in this field around the world. As in the following, these studies will be handled in two parts: in the world and Turkey.

2.4.1. Studies in the World

The basis of the washback studies was built in 1993 by Wall and Alderson. They conducted a large-scale study to see the relationship between testing, teaching and learning, and they created 15 hypotheses for this. For research findings, they examined a new national examination in Sri Lanka. They consulted teacher and student interviews and classroom observations to gather data. According to the results of the research, since the speaking section was not included in the exam, it was seen that the teachers neglected oral skills and gave more importance to writing skills. It was determined that the teachers skipped the communicative-based activities in the test books and used exam preparation products and previous exam papers as teaching material. As a result, Wall and Alderson (1993) proved that a test might create undesirable effects on teaching and learning.

Another study on washback was done by Alderson and Hamp-Lyons (1996) in the USA. The study aims to see whether the TOEFL (Test of English as a Foreign Language) exam has a washback effect on classroom teaching. In the study, TOEFL preparatory classes and non-TOEFL classes were compared. According to the results obtained from student-teacher interviews and classroom observations, it was seen that the TOEFL test affected what and how teachers taught in the classroom. However, it was also determined that this effect differed from teacher to teacher. As a result, it was argued that the effect of the TOEFL exam was related to not only itself but also some variables, such as materials writers, administrators and teachers.

Shohamy et al. (1996) investigated the washback effects of two new language tests; an oral English Foreign Language Test (EFL) and Arabic as a Second Language Test (ASL). They aimed to highlight the washback effects of these tests on classroom activities, time allotted for activities, teaching materials, learning and stakeholders such as language inspectors, teachers and students at micro and macro levels. Data were collected from student questionnaires, structured interviews with six inspectors and teachers, the document analysis of the Director General Bulletin and the instructions by the Ministry of National Education Inspectorate. The results of the research showed that low-stakes exams such as ASL did not have a positive effect on the teaching-learning process. It was observed that the teachers did not use new activities and materials other than the old method and materials prepared for the exam. However, unlike low-stakes tests, high-stakes EFL tests positively affected the

learning and teaching process. The teachers preferred to use new teaching materials and methods in the classrooms.

Watanabe (1996) carried out a study to investigate if a university entrance examination pushed teachers to use the grammar-translation method in the classrooms. In order to collect data, classroom observations and follow-up interviews with the teachers were used. As a result of the research, it was seen that the exam did not affect all teachers in the same way. It was elicited that the washback effect of the exam affects some teachers, but not all. It was concluded that the nature of the exam is not the only reason why teachers prefer the grammar-translation method, but also some factors such as teachers' educational background, beliefs about effective teaching and teaching experiences.

Cheng (1997) conducted research on the washback effect of the revised Hong Kong Certificate of Education Exam (HKCEE) on English language teaching at Hong Kong Secondary schools. Surveys for teachers and students, teacher interviews, and classroom observations were used to see the influences of the exam. It was reported that the examination had a washback effect, particularly on the teaching content. While the material choices of the teachers changed very quickly according to the exam, no change was observed in the teaching methods. After this study, Cheng (1998,1999) did another follow-up study. The study (1998) showed that HKCEE did not change students' perceptions and attitudes towards learning; however, teaching and learning activities were preferred according to the nature of the exam.

Chen (2002) carried out a study in Taiwan to examine the washback effect of the Basic Competence Test (BCT) on teaching English. This test was revised to support communicative competence. Therefore, the research aimed to see whether the reformed test changed teachers' curricular planning and instruction. So as to gather data, focus group interviews, and a survey with the participation of 151 Taiwan junior high school English teachers were used. The findings showed that the BCT had a strong washback effect on teaching. However, the new version of the test influenced teachers' teaching content but did not change their way of teaching. Therefore, the researcher stated that such a change would not be easy and recommended that additional innovations such as providing teachers with extensive professional development opportunities should be made.

Hayes and Read (2003) executed a study about the impact of the International Language Testing System (IELTS) on the preparation of the students for this exam in New Zealand. For data surveys for students and teachers, classroom observation, teacher interviews and pre-and post-tests for the students were used. The studies were conducted in two separate schools; School A and School B. School A had classes preparing for the IELTS exam, and School B had general English classes. As a result of the research, it was found that the IELTS test had a negative washback effect on School A since students and teachers at School A focused only on exam preparation and neglected academic language acquisition. On the other hand, it was determined that the activities of teachers and students at School B contributed to their language development.

Ferman (2004) conducted a study to promote curriculum innovation and develop oral skills in Israel. In this study, the washback effects of the National EFL Oral Matriculation Test were examined. The aim of the study was to show how this test affected teachers, learners and parents. In order to gather data, interviews, questionnaires and document analyses were used. The findings of the research proved that the EFL National Oral Matriculation Test had considerable effects on language teaching and the participants (learners, teachers and parents). Both positive and negative washback effects of the test were observed. While there was an increase in oral skills activities in language teaching as a positive washback effect, which was an intended washback effect, on the other hand, reading skills activities are limited in the classroom.

Luxia (2005) did a study on the National Matriculation English Test (NMET) in China. This test had two purposes; its primary aim was to select candidates for higher education institutions, and its secondary aim was to improve English language teaching in classrooms. The secondary purpose of the test was found to fail. The research aims to reveal why the test failed to achieve this secondary purpose by examining the washback effects of the test. For collecting data, 1388 participants were included in the study; 8 NMET constructors, 6 English inspectors, 388 teachers and 986 students, and structured and semi-structured interviews and a questionnaire were used. As a result of the research findings, the obvious reason why the test failed to produce the intended positive washback effect was that the two purposes of the test contradicted each other. In order to select candidates for higher education institutions,

the test was designed as a grammar-weighted multiple-choice test format, which contradicts the communicative learning and teaching methods that are the main purpose of English language teaching. According to the teachers participating in the research, teaching grammar was more important than teaching communicative methods (cited in Demir, 2019).

Saif (2006) conducted a multiphase empirical study to see if it could be possible to create a positive washback effect. In his study, he aimed to see how a high-stakes performance test would affect the teaching activities and learning outcomes of an ITA (International Teaching Assistant) program. The data collected from different stakeholders through interviews, observations and testing at different intervals before, during and after the training program were analyzed. According to the analysis results, it was revealed that the ITA test affected teaching content, teaching methodology, and student learning. The teacher participating in the research preferred to choose classroom activities according to the test requirements instead of strictly complying with the textbook, and they did not take into account the sections in the book that are not related to the test (cited in Karabulut, 2007).

Li (2009) examined the impact of the CET (College English Test) on teachers. This test is a high-stakes standardized test that assesses the English skills of university students in China. The aim of this study is to find out whether the CET pushes teachers to narrow the curriculum and teach the test itself instead of teaching regular English lessons, and it aims to find possible reasons for this. Although The CET covers the four skills of English, the study was limited to the writing part to further examine the impact of the test. In the research, questionnaire and interview data collection methods were used with the participation of 25 teachers and 250 university students from Central University in Beijing, China. Based on the research results, it has been revealed that the CET has a more washback effect on students than on teachers. Contrary what is claimed, it has been revealed that teachers do not teach the test, and even the writing part is not much given importance by both students and teachers because there is no weighted part in the test. In addition, it was also stated in the research that the effect of teachers' vocational training was more significant than the effect of the test, so it was emphasized that teachers' training should be given importance in order to increase the efficiency of English teaching.

Amengual-Pizarro (2010) investigated the washback effects of a high-stakes English Test (ET) in the Spanish University Entrance Examination on teaching English. For the research, 51 secondary school English teachers participated in the survey. The study had two aims. Its primary aim was to reveal the washback effect of the ET on different aspects of teaching, such as curriculum, methods, materials, feelings and attitudes. Its secondary purpose was to reveal teachers' views on the new version of the ET, which would be applied in 2012, with the addition of listening and speaking sections. According to the survey results of the study, the ET clearly influenced the choice of teaching materials, curriculum, and teachers' methodology. It was stated that the teachers had positive attitudes towards the new form of the ET, which included the listening and speaking sections. It was concluded that the teachers determined their own teaching methods to improve their students' success at the ET. They also stated that if the speaking and listening section was added to the test, they could use new communicative teaching techniques to improve these skills in their classrooms.

Tsagari (2011) researched the relationship between the intended positive washback effects of the First Certificate in English (FCE) in English teaching and learning and teachers' perceptions of the exam and their classroom activities in Greece. Fifteen native and non-native FCE teachers participated in the study. According to the data obtained from the teachers' interview results, it was seen that the FCE exam affected many areas such as teaching methods, classroom evaluations and material choice. The teachers stated that they emphasised the reading and writing skills that would be tested in the exam. In addition, the teachers declared that students also had requests to study for the exam and had negative attitudes towards communicative activities and materials unrelated to the exam.

Li et al. (2012) conducted a study investigating the washback effects of the College English Test (CET), considered the most influential English test in China. The study aimed to explore how the CET affects students' attitudes towards the test, their English learning practices and their affective conditions. In the study, a questionnaire was used with the participation of 150 undergraduate students in Beijing. According to the research findings, it was verified that the CET positively affected students' desire and motivation to learn English. Additionally, it was found that the test influenced what students studied rather than how they studied. About half of the students reported

that preparing for the exam improved their English abilities. However, the research also evidenced that preparing for the CET increased students' anxiety levels.

Wang and Bao (2013) executed a study about the washback effects of the College English Entrance Exam (CEEE) in China. The goal of the study was to examine the influence of testing the second language acquisition process. The study was carried out with the participation of 55 secondary school students. Both questionnaire and interview research methods were used to examine the washback effects of the CEEE, a high-stakes exam. The questionnaires were administered in two stages; The first was filled by the students who would take the exam one month before the exam, and the second was filled one month after the exam. The differences between the results of the questionnaires were compared. According to the findings, it was seen that preparing for the test affected the second language acquisition process in different aspects, such as students' learning motivation, learning skills and materials. It was seen that the test had a significant effect on motivation to learn English. Most of the students stated that they were highly motivated to get a high score in the CEEE, and some even stated that they would have stopped learning English if they did not have CEEE. In the survey results, students' language learning objectives differed before and after the exam. While students' aim of learning English before the exam was to be successful in the CEEE, their language learning goal after the exam was to get a good job. Considering the washback effects of the test on language skills, it was proved that students neglected speaking skills, which are not included in the exam, while trying to improve their writing, listening and reading skills, which they are responsible for in the exam. Likewise, it was observed that the test also affected students' material choices. Students' material choices before the exam were less authentic and less communicative, indicating that the exam had a negative washback effect on material selection.

Ramezaney (2014) carried out research about the washback effects of the University Entrance Exam (UEE) on Iranian EFL teachers' curricular planning and instruction techniques. A standardized and validated questionnaire and group interviews were used for data collection. The study was conducted with the participation of 365 Iranian EFL teachers in Tehran. The study's results showed that the UEE significantly impacted teachers' curriculum planning and instruction techniques. It was observed that there was a mismatch between the teachers' views

about language teaching and what they taught in the classroom. For example, although teachers thought speaking skill was important, they stated that they did not give importance to developing this skill in their classes since it would not be measured in the UEE. In conclusion, it was displayed that the teachers determined their lesson planning and teaching techniques in accordance with the format and content of the UEE.

A similar study to Ramezany's work was conducted a year later by Taqizadeh & Birjandi (2015). It is claimed that the University Entrance Examination (UEE) held in Iran has adverse washback effects on the education process of high schools and English foreign language teaching. The purpose of this study is to clarify these claims with empirical research. For this aim, data were collected from observations of 10 English classrooms and interviews with 13 English language teachers. In the research, it was seen that the grammar-translation method was mostly used in the classrooms, and the teachers taught to prepare the students for the test. Based on the findings, it was determined that the structural adverse washback effects of the UEE were not the only influencing factor on language teaching. It was also revealed that teachers were not familiar with the new language teaching methods. Therefore, both studies offer two recommendations; redesigning the structure of the UEE in a more communicative format and providing teachers with pre-service and in-service training in order to introduce new language teaching techniques.

Hsiao, Lin and Hung (2018) investigated the washback effects of an Intensive Test-Preparation Program (ITPP) on EFL learning. In order to discover the effects of ITPPs on non-English majors' English learning motivation, learning strategies and the relationship between students' test performance and washback effects, a study was conducted with 112 non-English majors from a national university in Taiwan, 52 in the experimental group and 60 in the control group. While the students in the experimental group were supported to improve their reading and listening skills, the students in the control group were prepared for the proficiency test by themselves. Questionnaires, semi-structured interviews, and students' scores from the Test of English for International Communication (TOEIC) were used for data collection. According to the findings of the study, although there was no significant difference between students' test performance and washback effects, it was observed that the

ITPP significantly affected students' motivation to learn English and their English learning strategies.

Sato (2019) conducted a study investigating the English learning behavior of Japanese students during the preparation process for high-stakes university exams. The purpose of the study is to determine the exam-related or non-exam-related factors that affect students' English learning activities while preparing for the exam and to create a model that explains the relationship between these factors. Semi-structured interviews with 14 university freshmen were used as a data collection tool. Based on the findings, it has been revealed that not only the exam but also the complexly intertwined factors such as student views, school, and examination-independent factors affect how students prepare for the university exam and why they prefer specific learning methods during the preparation process.

Syafrizal and Pahamzah (2020) conducted a study titled 'language assessment in English language teaching: a washback of Indonesian students' test in covid 19 situation'. This study had two purposes, the first was to reveal lectures' perception of online English formative assessment through online classroom testing, and the second was to determine the washback effect of online formative assessments on students. The research was carried out with the participation of 25 university students and one eleventh-grade lecture, using semi-structured interviews and the students' open-ended questionnaires. According to the results of the research, it has been seen that the lecture has positive perceptions towards formative assessment due to reasons such as giving feedback to students in each unit in the process of evaluation and giving the opportunity to evaluate their learning and because it is an assessment for students' understanding of the subject rather than getting high or low grades. In addition, it was stated that more than half of the students did not feel anxiety in the formative assessment. As a result, it has been shown that formative assessments through online classrooms have positive rather than negative washback effects.

Dawadi (2021) carried out study to explore the factors affecting the washback of the Secondary Education Examination (SEE) English test on students and parents in Nepal. During the data collection phase of the research, oral diaries and semi-structured interviews with students and their parents were used. As a result of the research findings, it has been indicated that apart from the structural factor of the test, some different factors, such as economic factors, social prestige associated with the

test performance, parents' educational background, and perceived importance of English, affect the nature of washback. With this study, the researcher has proved that a good test does not mean positive washback, a bad test does not mean negative washback, and that washback is a very complex phenomenon.

2.4.2. Studies in Turkey

Since 2007, twelve studies have been published in the YÖK (The Higher Education Council) literature investigating the washback effect of tests on language learning and teaching in Turkey. Eleven of these are summarized in this part of the research. (Washback studies, which have been the subject of Turkey since 2007, are increasing day by day. In this part of the study, some of these studies are summarized.

The first washback study on teaching and learning foreign language tests in Turkey was carried out by Karabulut (2007). The aim of the study is to find out whether the Foreign Language Proficiency Exam (Yabancı Dil Sınavı; hereupon YDS)-university entrance test influences how teachers teach and students learn in the last grade of high school in Turkey. A total of 85 people, consisting of four groups, participated in the research: thirty-six senior high school students, ten English teachers teaching in the last grade of high school, twenty-six freshman students having taken the test and got into the university language major, and thirteen professors teaching language major classes at the college level. The research results showed that YDS has undesirable negative washback effects in language learning and teaching. It has been seen that the test affects many things, from teachers' choice of materials and teaching techniques to their beliefs in the classroom. The teachers participating in the research believe that if they do not use mock tests, review grammar and vocabulary and practice reading activities that will increase the test scores of the students, the students, parents and school administration will react. For this reason, they state that they choose activities that will meet their expectations in the classroom and do not give importance to activities, such as listening, speaking and writing that will not be tested in the exam. The teachers also believe that the test influences the popularity of teachers by students and parents and increases teachers' status in the school administration's eyes. Similarly, it has been proven that most of the students, one of the most important stakeholders, are significantly affected by the YDS. The students use expressions such as 'if they do not pass the exam, they will get depressed, the end of the world, and extremely bad' to express how important the exam is, which is an indication that YDS is a high-stakes

exam. The students state that they prefer grammar-based activities to be successful in this test and rarely prefer activities such as listening, speaking and writing. They believe that their priority is to get a high score on the test and that their teachers should present the content to be tested in the YDS and activities that will help them achieve higher scores.

Similarly, a study was carried out by Sevimli (2007) in the same year. Sevimli's work is similar in purpose to Karabulut's work. Both studies investigate the possible washback effects of the YDS on language learning and teaching. The study was conducted with thirteen teachers and eighty-seven students from Gaziantep, Turkey. In the research, both quantitative and qualitative research methods were used through questionnaires and classroom observations. The results showed that the YDS had a negative effect on teaching and learning in high schools. First of all, the teachers stated that despite the existence of the curriculum, they reduced the variety of teaching methods and classroom teaching to exam-oriented practices because students only had the goal of being successful in the YDS. In other words, it was observed that the use of materials and methods incompatible with the form and content of the standard exam was completely removed from such classes. The study results indicated that the students only adopted the memorization approach instead of critical thinking skills and they did not develop communicative skills, which should be the main purpose of any language learning.

Another study investigating the washback effect of tests on teaching and learning was conducted by Duran (2011). The purpose of her study is teachers' and students' perceptions of the washback effects of classroom-based speaking tests. The research was conducted with 307 preparatory class students and 45 instructors of English at Akdeniz University School of Foreign Languages in Antalya, Turkey. Teacher and student questionnaires and teacher and student interviews were used as data collection tools in the research. According to the research results, it has been revealed that classroom-based speaking tests generally have positive and desirable washback effects on language learning and teaching. Teachers who participated in the study stated that although speaking tests did not affect their activities in the classroom, they positively affected their attitudes towards teaching and testing speaking. They also believed that speaking tests had a positive effect on students' speaking abilities. Both students and teachers believed that speaking tests improved students' speaking abilities. In

conclusion, this study proves that a deliberate positive washback effect can be created by adding the speaking part to a test.

One year later, another study on the washback effect in language learning and teaching was done by Dağtan (2012). The goal of the study is on the washback effect of the interuniversity board foreign language test (Üniversitelerarası Kurul Yabancı Dil Sınavı; hereafter ÜDS). The ÜDS is a central exam used to measure foreign language knowledge of those who work in higher education institutions or want to work in these institutions. According to the "Associate Professor Examination Regulations", associate professor candidates must get a score of 65 or above in order to apply for the associate professorship. Therefore, faculty members working at Dicle University were selected for the study's sample, and a total of 575 faculty members were included in the study. As a result of the questionnaire and interview data findings, it was revealed that ÜDS helped to develop the reading skills the most, while the listening, speaking, and writing skills were generally neglected by the candidates preparing for the exam. Since ÜDS did not contribute to the development of all four skills, it was proven that the test had a negative washback effect.

A second study on the washback effect of ÜDS came from Çakırdere (2013), adding KPDS (Public Personnel Language Test) to the study. The aim of the study was to reveal the washback effects of two high-stakes tests, KPDS and ÜDS, on the language development of academic personnel. The research comprises 107 people in total; 103 academic staff, two assistant professors and two research assistants. A survey and interviews were used as data collection tools in the research. It has been executed that these two exams have both positive and negative washback effects. Since reading skills, vocabulary building and grammar knowledge were tested widely in ÜDS and KPDS, the majority of the participants agreed that their abilities in these areas increased. On the other hand, the fact that skills such as listening, speaking and writing were not examined in these tests caused a strong negative washback effect on the development of these skills. Because the participants admitted that they would work to develop these skills if they were included in the tests.

In the same year, Şentürk (2013) conducted a study, which was the first study to investigate the effects of an international exam in Turkey. The study aimed to investigate the washback effects of the Key English Test (KET) on learning English as a foreign language. This test measures students' basic level English speaking,

writing and comprehension skills. This study was carried out with an English teacher working at a private secondary school in Adana and twenty 7th graders. For the study's findings, different data collecting tools were used, such as video recording of the classroom activities of both the preparation classes for the KET and general English classes, interviews with the teacher and a questionnaire for the students. According to the research results, it was found that since the format of the KET was communicative-based, and the teachers planned and presented the classroom activities accordingly, it increased the classroom interaction. On the other hand, it was observed that there was little interaction in the general English classes. In addition, the teachers stated that they were happy and satisfied with preparing students for an international exam. Surprisingly, students also declared that they enjoyed preparing for the exam despite being under pressure. Considering all these effects, it was found that the KET had mostly positive washback effects on teaching and learning English.

In 2015, a study was conducted by Göktürk in Gazi University preparatory classes to investigate the washback effect of quizzes and mid-term exams. The study was carried out with the participation of 569 students and six instructors. For the research, a questionnaire and interviews, which are among the quantitative and qualitative research methods, were used. According to the results of the research, it was found that the quizzes and the mid-term exams influenced teaching and learning language both positively and negatively. It has been seen that quizzes have more negative effects than positive ones. As a positive washback effect, it was stated that the quizzes increased both the students' learning motivation and the instructors' teaching motivation in terms of grammar and vocabulary. In addition, it was presented that since the students' knowledge of vocabulary and grammar would be tested in the quizzes, they studied vocabulary and grammar hard and regularly. However, as students preferred to memorize the grammar rules and the words rather than learning them, which was enough to pass the exam, it was seen that they easily forgot them. Moreover, since the quizzes did not measure language skills, such as reading, writing, speaking and listening, it was concluded that they could not help students improve their communicative skills. Furthermore, it was stated that the students did not take the quizzes very seriously due to the low-grade point average. On the other hand, it has been revealed that the positive washback effects of the mid-term exams are in the majority. Unlike the quizzes, the mid-term exams test students' four language skills by

encouraging students to use the target language effectively while improving their communicative competence. It has been determined that the students' getting higher grades in the mid-term exams reduces their anxiety levels, which affects the learning and teaching environment in a positive way. Nevertheless, it has been stated that the negative washback effects of the midterm exams are due to the lack of grammar and vocabulary section of the exam. The instructors started to neglect grammar and vocabulary issues that students would not be responsible for in mid-term exams. In addition, it was stated that the instructors' motivation could decrease when the students acted too relaxed as because they were able to get high scores in these exams in any case.

Another study on washback was conducted by Çelik (2017). The aim of this study is to investigate the effect of the English part of the Transition from Primary to Secondary Education Exam (TEOG) on the perception and actual classroom practices of Turkish 8th grade English teachers about lesson plans and practices. In other words, it is aimed to reveal how the TEOG exam affects teachers' material selection, teaching content, teaching method, time arrangement, activity choice and classroom assessment method. The necessary data for the results were obtained from questionnaires, interviews and classroom observations with the participation of 97 eighth-grade EFL teachers from different cities in Turkey. The findings of the study indicated that the English section of the TEOG exam created negative washback effects on teaching content, materials, syllabus, methods, activity and time arrangement and classroom assessment practices. It was revealed that the teachers narrowed the curriculum to developing reading skills and vocabulary buildings, and mostly neglected speaking, listening and writing practices which did not help to get high marks in the TEOG exam. In addition, the teachers claimed that they used the Grammar-Translation method in accordance with the objectives of the TEOG exam and taught test-taking strategies in the classroom. They added that they spend most of their class time on exam-oriented activities. It was determined that teachers assessed students' knowledge through written exams and quizzes, consisting of questions such as matching, multiple-choice, fill in the blanks, complete sentences and true-false, similar to the TEOG exam.

A study similar to Çelik's study was conducted by Demir (2019). The TEOG exam was later renamed the LGS, the same exam investigated in the current study. In their purpose, both are the same. Eighth graders are required to take this exam and get

a high grade in order to study in qualified high schools in Turkey. Therefore, it is a very important exam for both teachers and students. The aim of Demir's work is to examine the washback effect of the English section of the LGS exam on language teaching and learning. A combination of the research methods, such as questionnaires, classroom observation, student interviews and teacher interviews, were used as data collection tools. The research findings revealed that the English section of LGS has positive rather than negative washback effects on language teaching and learning. Although the exam is considered insufficient in terms of content and measuring the four skills, it is stated that students study English more willingly because it is a part of such an important exam. Therefore, since the teachers did not have difficulty motivating the students, the teachers were also satisfied with teaching the language.

Two studies on washback were done (2020). The first study by Saltaş aimed to research the perceptions of academicians on the washback effect of YDS (Foreign Language Proficiency Exam) and YÖKDİL (Foreign Language Proficiency Exam for Higher Education Institution) exams. The study was carried out with the participation of 158 academic staff at Ardahan University. Questionnaires and group interviews were used for quantitative and qualitative data. According to the research results, it was revealed that the perceptions of the academicians towards the YDS and YÖKDİL exams were negative. They believed that foreign language proficiency exams were necessary for Turkey, but they claimed that such exams did not help candidates to be proficient in the target language. Therefore, it was concluded that academic staff had negative feelings about the content and effects of YDS and YÖKDİL. They also stated that they did not trust the exams' validity since they did not include speaking, writing and listening parts.

The second study was executed by Kahreman (2020). The purpose of this study is to brighten the washback effect of TOEFL IBT (Test of English as a Foreign Language Internet-Based Test) and the preparatory skipping exam on the language learning motivation, learner autonomy and exam preparation strategies of the students studying at preparatory school of the Double Diploma Program and Standard University Program, at a state university in Turkey. In order to collect data, both qualitative and quantitative methods were used through student questionnaires, student interviews and teacher interviews. The research findings proved that TOEFL IBT caused some negative washback effects on students' motivation. It influenced students'

exam preparation strategies but did not affect the students' learning autonomy, except for low-level students. On the other hand, although the preparatory skipping exam did not have a washback effect on the learning autonomy of the students enrolled in the standard preparatory program and on the exam preparation strategies used by the students, a washback effect was observed on their motivation. Additionally, it was said that a negative washback effect was observed on the speaking strategies used by the students enrolled in the standard preparatory program.

2.5. Motivation

The positive effect of motivation on learning has been proven over and over by many studies. In the studies, researchers have defined motivation in different ways. Those definitions and motivation types will be explained according to the researches and motivation theories as follows.

2.5.1. Definitions of motivation

Although there are many definitions of motivation in the literature, in simplest form, it is a concept that activates the person to reach a goal and constantly supports and guides her/his in the process of reaching the goal (Çiftınar, 2011). As stated by Yıkılmaz (2020), motivation, like a spark, can flame people mentally and physically to start or achieve something they desire. According to Dörnyei (2005, p. 117), "Motivation is one of the key concepts affecting success in second language acquisition in general. Motivation is a primary impulse that initiates learning a foreign language and is a latent force that maintains the willingness to learn in the long run."

Definitions of motivation may also vary according to motivation theories. According to the motivation theory of behaviorists, it is a term facilitating the behaviors' repetition in response to the impulse or drive by an organism (Yıkılmaz, 2020). In terms of the behaviorist approach, one's motivation depends on a reward, which the person has previously achieved an action will end. The person takes action to get this positive reinforcement again. Therefore, if the person does not have any gain as a result of the behavior, she/he will not have the motivation to perform that behavior again.

In cognitive terms, motivation is the individual's decisions, choices about which goals to approach or avoid, and the degree of effort she/he will make in this regard (Maslow,1970). The psychologists supporting cognitive theories see motivation as the compelling force behind decisions or goals. Woolfork (1998) remarks that motivation

is shaped by cognitive elements such as the individual's beliefs, expectations, morals and goals.

Contrary to behaviorist views, some humanistic theories, such as Carl Rogers and Abraham Maslow, state that motivation is the desire for personal development and to have all inherited capacities and talents (Dörnyei, 2001a). Many humanistic theories put the hierarchy of needs theory into the center in order to explain motivation. According to Maslow's hierarchy of needs, motivation increases in two situations. First, when lower-level needs such as physical, psychological, safety, love and belonging are not fulfilled, in order to meet them, motivation increases. It was observed that motivation did not increase as these lower-level needs were met. The second boost of motivation occurs again when higher-order needs such as intellectual achievement, aesthetic appreciation and self-actualization are met.

Table 2.2. Maslow's Hierarchy of Needs (McLeod, 2018)

Level	Type Of Need	Examples
1	Biological and Physiological Needs	air, food, drink, shelter, warmth, sex, sleep, etc.
2	Safety Needs	protection from elements, security, order, law, stability, etc.
3	Love and Belongingness Needs	friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).
4	Esteem Needs	which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige)
5	Cognitive Needs	knowledge and understanding, curiosity, exploration, need for meaning and predictability.
6	Aesthetic Needs	appreciation and search for beauty, balance, form, etc.
7	Self-Actualization Needs	appreciation and search for beauty, balance, form, etc.
8	Transcendence Needs	a person is motivated by values which transcend beyond the personal self (e.g., mystical experiences and certain experiences with nature, aesthetic experiences, sexual experiences, service to others, the pursuit of science, religious faith, etc.).

2.5.2. Types of Motivation

Students learn a second language for different reasons and get motivated by different sources. While some learn a language to get a better job or pass an important exam, the others learn it out of interest in the target language or the culture of the language. While the source of motivation sometimes comes from within the person, sometimes it comes from external factors. Due to these different dynamics of motivation, researchers have divided motivation into different types, and many studies have been conducted on which type of motivation is more effective.

In this section, motivation types will be explained in two groups: instrumental and integrative motivation and intrinsic and extrinsic motivation.

1. Instrumental Motivation and Integrative Motivation

Studies on the effects of motivation in foreign language learning date back to the 1950s. However, the first comprehensive study in this area was made by Gardner and Lambert (1972). Gardner and Lambert (1972) mention 'orientation' in order to explain motivation which is a concept in motivation and includes a set of reasons for learning a foreign language. Motivation is the effort one makes to learn (Gardner and Tremblay, 1994). This effort is guided and reinforced by orientation. While motivation is goal-oriented, orientation explains why the person has that goal (Gardner, 1985). Gardner and Lambert (1972) assert two types of orientation in their work: instrumental and integrative. Therefore, they divided the motivation types into two according to the purpose of learning the target language.

In integrative motivation, a person learns the target language because he/she wants to integrate with the language's society and adopt that society's cultural values. The person has a desire to become familiar with the society in which the target language is used (Falk, 1978). She/he learns the target language to satisfy her/his desire to mingle with the people and culture of the target language (Ellis, 1997).

Instrumental motivation means that a person learns a second language just because of practical, instrumental and non-interpersonal reasons such as getting a better job, passing an important examination, translating, having a good career or position and getting into qualified schools (Yu, 2013).

For many researchers, it has been the subject of debate about the effectiveness of instrumental and integrative motivation. Falk (1978) asserts that students with integrative motivation are more successful in language learning than students with

instrumental motivation as they are full of willing to become a resident of the society in which the target language is spoken. Similarly, Gardner (1982) believes that integratively oriented students are likely to be more successful in learning the target language because they have a stronger desire to learn the language and have positive attitudes towards it, so they will participate more actively in the lessons. In the same way, Finegan (1999) believes that integrative motivation is the key to native-like pronunciation in target language acquisition.

On the other hand, in Lukmani's (1972) study in India, it was revealed that Marathi-speaking Indian students with instrumental motivations were more successful in English tests than students with integrative motivation (Brown, 1994, p. 154). Even in Gardner's (2010) recent work, instrumental motivation may be more effective in language learning in certain contexts, while integrative motivation may be more effective in others.

These contrasting research results show that, first of all, the effectiveness of motivation may differ from culture to culture, the geography where the language is learned, and the individual differences of the learner. As Brown (1994) points out, these results do not suggest that one type of motivation is less important than the other. On the contrary, one person may be more successful when he/she has integrative motivation, and another person may be more successful when he/she has instrumental motivation. Moreover, both types of motivation can occur simultaneously in the same person and independently from each other. Brown offers an example for this: International students in the United States may be motivated to learn languages for two reasons; firstly, the aim of improving themselves academically, which is instrumental motivation, and secondly, the desire to somehow integrate with this new society in which they study, which is integrative motivation. The instrumental motivation of people in economically underdeveloped countries like India may be higher and more intensive than those in economically developed countries such as Canada. One's desire to integrate with other cultures may not occur without first having a good job, as Maslow's Hierarchy of Needs Theory states.

The other most studied motivation types are intrinsic and extrinsic motivations. In this section, these two types of motivation will be introduced.

2. Intrinsic Motivation and Extrinsic Motivation

The other two essential types of motivation are intrinsic and extrinsic motivations. Spaulding (1992) stated that human motivation could be intrinsic and extrinsic. Researchers distinguish these two types of motivation according to whether the person is motivated internally or externally while acting. Extrinsic motivation is when the person acts to achieve a reward or avoid punishment. However, if he makes an effort on the way to his goal with his own pleasure and impulse without any outside influence, it is internal motivation.

Intrinsically motivated actions have no visible reward other than the self-created incentive of the action (Deci, 1975). The person performs the action entirely of his own will, not because of an external reward. The source of motivation for the person is purely the pleasure of performing the action. Intrinsic motivation is a natural process that promotes learning without rewards and pressures (Deci et al. 1991). While learning new things, a person may be motivated by the educational process or desire to feel better (Harmer, 2001). According to Deci and Ryan (1985), intrinsic motivation is an innate internal tendency of a person to cope with and overcome difficulties. This type of motivation is based on innate feelings and needs.

On the other hand, extrinsic motivation is an impulse that emerges through an expected reward from outside the person (Deci, 1975). These rewards can be money, status, promotion, and high grades, which provide satisfaction and pleasure but not the pleasure of the action itself. According to Dornyei (2001), the reward doesn't have to be big things like fame or fortune; sometimes, it can be something as small as a smiley face. It does not mean that individuals with extrinsic motivation will not enjoy the activity at all. Extrinsic rewards continue to affect the person even if he/she has little or no interest in the activity. As in Dornyei's example (2001), a student motivated extrinsically may not like a given assignment, find it boring, or have no interest in it, but the probability of getting a good grade is enough to motivate the student so as to complete the assignment. In addition, extrinsic motivation may arise not only to obtain an extrinsic reward but also to avoid possible punishment resulting from the behavior (Deci, 1975). As in the previous example, this time, the extrinsically motivated student may be motivated not by the possibility of getting a good grade but by avoiding a bad grade.

Depending on the importance of the types of motivation, Brown et al. (Wu, 2003; Noels et al., 2000; Noels, Clement, & Pelletier, 1999; Dörnyei, 2001a, 2001b, 1998:

Dörnyei & Csizer, 1998; Crookes & Schmidt, 1991; Brown, 1990) make it clear that intrinsic motivation is superior to extrinsic for long-term motivation. Since the motivation of the individual with extrinsic motivation is external, the person can stop doing the action when this external stimulation is over. In other words, for the continuity of the behavior, the person must be internally motivated. However, in some cases, it is not easy to be motivated internally, so it may be necessary to motivate the person externally. In addition, a person can have both intrinsic and extrinsic motivation simultaneously. In this case, it is indicated that extrinsic motivation contributes to the increase of intrinsic motivation (Cherry, 2016). Although Bruner (1966) claims that the most effective way to help students is to remove them from the influence of rewards, it is a known fact that both types of motivation seem to play an important role in language learning (Jafari, 2013).

According to Kirkland (1971), tests may affect not only a learner's motivation but also self-efficacy and foreign language anxiety. In this study, since the effects of the LGS English exam on the self-efficacy and foreign language anxiety of the eighth graders will be investigated, the definitions of self-efficacy and foreign language anxiety and their relationships with language learning will be briefly mentioned as in the following.

2.6. Self-Efficacy and Anxiety

Self-efficacy is defined by Bandura (1997) as an individual's beliefs and feelings about his or her capacity to produce some essential behavior.

It is a general assumption that an individual's thoughts about himself or herself affect that person's test behavior. If the person has a positive belief in her/his own performance, it is considered that his/her test performance will be successful, and if he/she has a negative belief, his/her test performance is likely to be low (Kirkland, 1971). In so much as, according to Kirkland (1971), learners' beliefs on a test affect their test behavior. It means that if learners do not believe that the test will accurately measure their performance, they may stop studying for that test. Hence, it is significant to investigate to what extent an exam influences test takers' self-efficacy.

Learners' attitudes towards tests generally are negative. In this study, while the eighth graders' attitudes towards the LGS English exam will be investigated, it will also be examined to what extent the exam affects their self-efficacy.

Anxiety is defined by Aydın & Zengin (2008), in the broad sense, as an emotional feeling of powerlessness against a perceived danger. Foreign language anxiety, on the other hand, is defined as a fear that arises in situations that require the use of language by an individual who is not completely proficient in a foreign language (Gardner & MacIntyre, 1993). According to the researchers, other important factors may cause foreign language anxiety, such as learners' proficiency levels, exams, and teacher behaviors.

Anxiety has both beneficial and harmful effects on the foreign language learning process. In Kleinmann's (1977) study, it is stated that learners with high anxiety levels use more complex grammatical structures in speaking and writing skills. It means that a high level of anxiety has a beneficial effect on the use of grammar in productive skills. On the other hand, the results of another study by Steinberg & Horwitz (1986) show that learners with high levels of anxiety use less interpretative power in productive skills than those with low anxiety.

According to Krashen's (1987) affective filter hypothesis, several sensory factors play a facilitating role in acquiring or learning a second language. These factors are motivation, self-esteem, and anxiety. Krashen (1987) states that learners with high motivation, self-confidence and low anxiety acquire a second language more easily, and vice versa. In other words, if a learner feels anxiety, he/she has low self-esteem or lack of motivation, the learner creates a mental block, which prevents successful second language acquisition. It can be thought that the same factors are valid for foreign language learning as well. For this reason, it will be meaningful to determine to what extent the LGS English exam influences the eighth graders' motivation, self-efficacy and anxiety levels.

3. METHODOLOGY

3.1. Participants

In this study, a questionnaire adopted with the permission of Hongli Li, who developed it, has been applied to the eighth graders in Turkey in order to research the effects of the foreign language section of the High School Entrance System (LGS) exam on the eighth graders preparing for the exam. The universe of the research is the eighth graders who have been preparing for the LGS exam in Turkey. The sample of the study, on the other hand, has been formed from the eighth graders preparing for the exam in the seven regions in order to represent Turkey in general. In order to get more samples with the reliable results, the research has been conducted through the participation of a total of 349 students, 34 from the Mediterranean Region, 34 from the Eastern Anatolian Region, 131 from the Aegean Region, 25 from the Southeast Anatolian Region, 35 from the Central Anatolian Region, 39 from the Black Sea Region and 51 from the Marmara Region. The research has been carried out with the participation of 12 secondary schools with the permission of the Ministry of National Education; two of them are from the Mediterranean Region. Two of these schools are from the Eastern Anatolia Region; one from the Aegean Region; three from the Southeastern Anatolia Region; one from the Central Anatolia Region; two from the Black Sea Region, and one from the Marmara Region.

The demographic findings of the students are given in the following table according to gender, age and region of residence.

Table 3.1. Demographic findings of the students

Variable	n	%
<i>Gender</i>		
Boys	140	40.1
Girl	209	59.9
<i>Age</i>		
12-13 age	167	47.9
14-15 age	182	52.1
<i>Region of residence</i>		
Mediterranean Region	34	9.7
Eastern Anatolia Region	34	9.7
Aegean Region	131	37.5
Southeastern Anatolia Region	25	7.2
Central Anatolia Region	35	10.0
Black Sea Region	39	11.2
Marmara Region	51	14.6

Table 3.1. shows the frequency analysis results according to the demographic findings of the students participating in the research. When the frequency analysis findings have been evaluated, 40.1% of the students are boys, and 59.9% of them are girls. When the distribution of the eighth graders by age groups is examined, it has been determined that 47.9% of the students are 12-13 years old, and 52.1% of them are 14-15 years old. In addition, according to the region where they live, 9.7% of the eighth graders are from the Mediterranean Region, 9.7% from the Eastern Anatolia Region, 57.5% from the Aegean Region, 7.2% from the Southeastern Anatolia Region, 10.0% from the Central Anatolia Region, 11.2% from the Black Sea Region, 14.6% of them live in the Marmara Region.

3.2. Instrument(s)

So as to validate the study, a questionnaire has been preferred as a data collection tool in terms of the validity and reliability of the research results. The questionnaire used in the study has been developed by Prof. Dr Hongli Li from Georgia State University, has been adapted to the study and translated into Turkish after obtaining permission to use it. Ethics approval has been obtained from the Social Sciences Ethics Committee of Ondokuz Mayıs University since the survey has been conducted on students. The questionnaire used in the research consists of six parts: learning content, learning methods, learning purpose, motivation, self-efficacy and anxiety. While frequency analysis and descriptive statistical data analysis are applied in the analysis of the survey results, statistical hypothesis tests and multivariate data analysis techniques will be used.

In the first part, there are 16 statements to reveal how the LGS English exam affects learners' attitudes towards English learning content. There are ten multiple-choice questions in the LGS English section. Although skill-based multiple-choice questions have been tried to be prepared for the last three years, there are no any sections in the exam to measure English communicative skills, such as listening and speaking. There is only a test section that measures reading comprehension competence and vocabulary knowledge. It has been examined whether the lack of listening and speaking sections within the scope of the LGS English exam affects the eighth graders' participation in listening and speaking activities in the classroom and whether it creates the perception that all four skills should be developed on the eighth graders' language learning as a whole. In this part, it is also aimed at how the LGS

English exam affects the eighth graders' attitudes towards the school materials used while they are learning a language. In the preparation process for the exam, the eighth graders can evaluate everything based on the LGS English exam, from the teacher's teaching method, from the subject taught in the lesson to the material used, according to the content and application form of this exam. As the eighth graders do not find the subject, book or classroom activity appropriate for the LGS English exam, it may negatively affect their attitude towards learning. Therefore, in this part, questions have been prepared to investigate how the LGS English department affects the eighth graders' attitudes towards the course materials.

In the second part, 12 statements have been prepared to see how the LGS English exam affects the language learning techniques and strategies used by the eighth graders while learning English. In order to learn a language and develop different language skills, it is necessary to use appropriate learning techniques, and it is necessary to be willing to use these techniques. Therefore, it has been examined whether the LGS English exam prevents the eighth graders from using different language learning strategies and techniques to improve their English communicative skills by pushing them to learn test techniques and strategies because it is test-oriented.

In the third part, six statements have been asked to find out if the LGS English exam creates a foreign language learning goal for the eighth graders. It is aimed to determine to what extent the inclusion of the English section in the LGS exam affects the eighth graders' purpose of learning English.

In the fourth part, there are 12 statements to investigate to what extent the LGS English exam affects the eighth graders' motivation to learn English. In addition, it has been aimed to investigate the relationship between motivation and goal setting in language learning. As the LGS exam increases or affects the eighth graders' desire to study English or motivates them to learn English, it has been investigated which learning techniques the eighth graders use while studying the language.

In the fifth part, six statements have been prepared to search to what extent the LGS English exam affects students' self-efficacy. In foreign language learning, learners who develop self-efficacy in using the target language also tend to use that language more. Whereas feeling successful reduces anxiety and increases the desire to learn, feeling unsuccessful increases anxiety and decreases the desire to learn in the

opposite direction. Thus, this part has aimed to see if the LGS English exam increases the eighth graders' self-efficacy in their English proficiency.

In the sixth part, it is checked whether the LGS English exam causes anxiety in eighth graders. For the eighth graders, the LGS exam is an important exam for them to be accepted to qualified high schools and to get a better education. High-stakes exams, such as the LGS exam, increase test takers' anxiety levels and create fear of failure, which can significantly affect and block learning (Krashen, 1987). Therefore, it has been questioned to what extent the possible source of stress created by the LGS English exam affects the student's English learning.

3.4. Data Collection Procedures

The questionnaire has been carried out online. Since the research data have been collected from seven different regions in Turkey, it has been preferred that the survey be online in terms of applicability and accessibility. After the research questionnaire had been uploaded to the internet, it was filled online by the eighth graders of the high schools whose permissions had been obtained from the Ministry of National Education before.

3.5. Data Analysis

After the implementation phase, in the statistical phase of the study, reliability and validity analysis and mean comparison tests have been applied for the developed attitude scale.

In the first stage, frequency analyzes have been presented according to the demographic characteristics of the students, such as gender, age and the regions they lived in. Frequency analysis, frequency (n) and percentage (%) values of the groups are given together.

In the second stage, Cronbach's Alpha reliability analysis has been applied to evaluate the internal consistency of the developed scale. The Cronbach Alpha reliability analysis has been presented together with the descriptive statistics of the items. Confirmatory Factor Analysis (CFA) has been used to test the validity of the developed scale. The Diagonal Weighted Least Squares (DWLS) technique has been preferred since the data have been Likert type in the estimation phase of CFA.

In the last stage, the sub-dimensions and total score averages of the developed scale have been compared according to demographic findings. For this purpose,

normal distribution and variance homogeneity assumptions have been examined in the selection of the hypothesis test. The assumption of normal distribution has been evaluated with the Shapiro-Wilk test, and the assumption of homogeneity of variance has been evaluated with the Levene test. According to the findings, independent samples t-test has been applied from 2 independent group comparison tests for measurement scores suitable for normal distribution.

The margin of error in the study has been determined as 5%. All of the CFA findings R-Project program (R Core Team, 2020) and lavaan (Rosseel, 2012) have been performed using the package. Other analysis findings have been analyzed using the IBM SPSS 26 program.

Table 3.2. Reliability analysis results of the attitude scale

Dimension	Item	Mean	SD	AC	AWD	p	Alpha
Learning Content	1	3.739	1.118	0.361	0.753	<0.001	0.765
	2	3.708	1.135	0.344	0.754	<0.001	
	3	3.774	1.049	0.373	0.752	<0.001	
	4	3.685	1.149	0.432	0.747	<0.001	
	5	3.980	1.163	0.418	0.748	<0.001	
	6	2.914	1.297	0.284	0.760	<0.001	
	7	2.648	1.282	0.238	0.764	<0.001	
	8	3.229	1.349	0.263	0.763	<0.001	
	9	3.049	1.375	0.250	0.764	<0.001	
	10	3.991	1.016	0.392	0.751	<0.001	
	11	4.115	0.996	0.472	0.745	<0.001	
	12	3.670	1.079	0.466	0.745	<0.001	
	13	3.135	1.160	0.440	0.746	<0.001	
	14	2.948	1.235	0.352	0.754	<0.001	
	15	3.106	1.310	0.336	0.756	<0.001	
	Learning Methods	16	4.054	1.006	0.425	0.749	
17		3.656	1.202	0.433	0.793	<0.001	
18		4.309	0.895	0.547	0.785	<0.001	
19		4.272	0.952	0.553	0.784	<0.001	
20		4.301	0.921	0.431	0.793	<0.001	
21		3.175	1.365	0.301	0.808	<0.001	
22		3.650	1.151	0.541	0.783	<0.001	
23		3.289	1.416	0.354	0.803	<0.001	
24		3.948	1.116	0.530	0.784	<0.001	
25		3.060	1.286	0.463	0.790	<0.001	
26		3.599	1.167	0.524	0.784	<0.001	
27		3.946	1.075	0.485	0.788	<0.001	
28	3.822	1.084	0.386	0.797	<0.001		

	29	3.599	1.225	0.598	0.720	<0.001	
	30	3.642	1.262	0.465	0.752	<0.001	
Learning Purpose	31	3.301	1.334	0.603	0.716	<0.001	0.773
	32	3.229	1.408	0.549	0.731	<0.001	
	33	2.728	1.370	0.491	0.746	<0.001	
	34	3.759	1.241	0.406	0.765	<0.001	
	35	3.693	1.213	0.562	0.857	<0.001	
	36	3.576	1.195	0.590	0.855	<0.001	
	37	3.702	1.153	0.503	0.861	<0.001	
	38	3.057	1.314	0.484	0.862	<0.001	
Motivation	39	2.920	1.227	0.538	0.859	<0.001	0.868
	40	3.679	1.125	0.545	0.858	<0.001	
	41	3.183	1.199	0.495	0.861	<0.001	
	42	2.550	1.248	0.488	0.862	<0.001	
	43	3.501	1.198	0.608	0.854	<0.001	
	44	3.513	1.256	0.625	0.853	<0.001	
	45	3.516	1.283	0.614	0.854	<0.001	
	46	2.917	1.289	0.570	0.856	<0.001	
	47	3.639	1.168	0.565	0.855	<0.001	
	48	3.149	1.278	0.679	0.836	<0.001	
Self-Efficacy	49	3.436	1.159	0.678	0.836	<0.001	0.863
	50	3.284	1.251	0.697	0.832	<0.001	
	51	3.264	1.255	0.724	0.827	<0.001	
	52	3.255	1.251	0.596	0.851	<0.001	
	53	3.312	1.370	0.719	0.876	<0.001	
	54	3.255	1.350	0.735	0.872	<0.001	
Anxiety	55	2.794	1.359	0.784	0.862	<0.001	0.894
	56	2.748	1.364	0.753	0.868	<0.001	
	57	2.650	1.436	0.713	0.878	<0.001	

SD: Standard deviation, AWD: Alpha when an item is deleted, AC: Adjusted correlation

Table 3.2. shows the descriptive statistics and Cronbach Alpha reliability analysis results obtained from the subscales of the attitude scale of the students participating in the research. When the items are removed from the subscales of the scale, it is seen that there is no significant increase in the reliability coefficient. In addition, all of the corrected correlation values for the items of the subscales were found to be positive. In the light of these findings, the Cronbach's Alpha coefficients for the incoming and subscales of the attitude scale are 0.929, 0.765, 0.805, 0.773, 0.868, 0.863 and 0.894, respectively. Additionally, according to the findings, all sub-items of the attitude scale have been found to be statistically significant ($p < 0.05$).

Table 3.3. The fit indices of the CFA findings of the attitude scale

Chi-square statistic	df	GFI	AGFI	TLI	CFI	RMSEA
3718.730	1524	0.879	0.869	0.870	0.876	0.077

df: degrees of freedom

Table 3.3. shows the goodness of fit index values of the CFA findings of the attitude scale of the students participating in the research. According to the findings, the chi-square statistics/df=2.440 value is within acceptable limits between 2 and 5. On the other hand, the RMSEA value is below 0.08 and is within acceptable limits. When other fit indices are examined, the index values of GFI, AGFI, TLI and CFI are very close to 0.9. All these results point out the success and validity reliability of the attitude scale.

4. FINDINGS AND DISCUSSIONS

4.1. Results of the Instruments and Discussions

In this chapter, the results of the study of the data analysis will be introduced according to the research questions. The findings will be discussed according to the components of the questionnaire.

4.1.1. The first research question

The first research question of the study is “To what extent does the foreign language exam in the LGS affect the eighth graders' motivation to learn English?”.

Table 4.1. The attitudes of the eighth graders to ‘Motivation’

Dimension	Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
Motivation	1	27	7.7	36	10.3	56	16.0	128	36.7	102	29.2
	2	28	8.0	40	11.5	66	18.9	133	38.1	82	23.5
	3	25	7.2	28	8.0	65	18.6	139	39.8	92	26.4
	4	50	14.3	85	24.4	65	18.6	93	26.6	56	16.0
	5	42	12.0	107	30.7	81	23.2	75	21.5	44	12.6
	6	17	4.9	43	12.3	63	18.1	138	39.5	88	25.2
	7	33	9.5	75	21.5	86	24.6	105	30.1	50	14.3
	8	78	22.3	118	33.8	69	19.8	51	14.6	33	9.5
	9	30	8.6	41	11.7	77	22.1	126	36.1	75	21.5
	10	32	9.2	44	12.6	77	22.1	105	30.1	91	26.1
	11	33	9.5	47	13.5	73	20.9	99	28.4	97	27.8
	12	55	15.8	93	26.6	74	21.2	80	22.9	47	13.5

According to the Table 4.1, when the frequency analysis results of the items in the motivation sub-dimension of the eighth graders are examined, they disagree on the statements in the items 5, 8 and 12, and they agree on the statements on the other items. In general, it is seen that the LGS English exam increases the motivation of the eighth graders, which proves that the LGS English exam has positive washback effects on the eighth graders' language learning motivation.

The items 1 and 2 show that preparing for the LGS English exam increases the eighth graders' desire to learn English (65.9%), and around 62% of the eighth graders agree or strongly agree that they spend more time learning English thanks to the LGS English exam. Similarly, the items 9, 10 and 11 prove that the LGS English exam motivates the eighth graders to learn English. While the item 9 shows that the LGS English exam makes the eighth graders pay more attention to English in real life

(57.6%), likewise, the item 10 demonstrates that the LGS English exam makes the eighth graders feel that English is a very important lesson (56.2%). In the same way, the item 11 displays that the LGS English exam gives the eighth graders the feeling that learning English is very important (56.2%).

The motivating washback effects of tests have also been observed in other studies in the literature. Li et al. (2012), in their study on the washback effects of the CET test, revealed that it had a positive effect on students' motivation and desire to learn English. Similarly, in the findings of Wang and Bao's (2013) study, it was seen that students preparing for the CEEE test were highly motivated to get high grades from the exam (extrinsic motivation). Even some students stated that they would stop studying English if they did not take the CEEE test. Likewise, Çentürk's (2013) study investigating the washback effects of the KET test showed that students enjoyed preparing for this test and were motivated to study English. Another study revealing the motivating nature of tests was seen in the research of Hsiao, Li, and Hung in 2018. According to the findings of their study, it was revealed that the ITPP significantly affected students' motivation to learn English. Similar results were also seen in Çelik's (2019) study. The researcher stated that although the TEOG test was insufficient in terms of content, it was unexpectedly found that it caused students to be more willing to learn English.

There may be different reasons why the eighth graders are so motivated by the LGS exam. For example, as an instrumental motivation source for the LGS exam, the eighth graders may make an effort to go to their dream high school. Likewise, as extrinsic motivation, the eighth graders may gain status among their friends, teachers and families according to the results of the LGS exam (an extrinsic reward). Even though according to Bruner (1966), intrinsic motivation is the most effective type of motivation in language learning, all motivation types seem to play an important role in foreign language learning (Jafari, 2013).

Another reason why eighth graders are motivated by the LGS exam may be because of the fact that they may avoid getting bad grades rather than the desire to get high grades from the exam. As Deci (1975) states, extrinsically motivated people may be motivated not only to receive the extrinsic reward but also to avoid the possible punishment that may result from the behavior.

Unexpected results in the study include the items 4, 5 and 7. The item 4 shows that the eighth graders are motivated to watch more English movies in order to prepare for the LGS English exam (42.6%). Since the eighth graders' listening skills are not measured in the LGS English exam, it is a surprising result that they make efforts to improve their listening skills by watching English movies. On the other hand, the item 5 shows that less than 35% of the eighth graders spend more time watching English programs to prepare for the LGS English exam; however, although both watching English movies and watching English programs can improve their listening comprehension skills while preparing for the LGS English exam, the results surprisingly opposite. Likewise, the result of the item 7 shows that they mostly agree that they spend more time using their English writing skills to prepare for the LGS English exam (44.4%). Contrastingly, in the LGS English exam, their writing skills are not examined, just like their listening skills. These results show partial similarity with Li's (2009) study. In the study, although the CET covers four basic skills in English and writing skills measured in the exam, it is seen that both students and teachers do not give enough importance to writing activities in the classroom. These unexpected and seemingly contradictory results may be due to learners' language learning differences since a student may study vocabulary by writing, listening, watching movies, or reading.

On the other hand, the item 3, 6 and 8 results match the structure of the LGS English exam. In the item 6, the majority of the eighth graders agree or strongly agree or strongly agree that they spend more time doing English-Turkish translation to prepare for the LGS English exam. In Çelik's (2017) study, it has been stated that teachers who prepare students for the TEOG (former name of the LGS exam) exam mostly use the Grammar Translation Method in their classes in accordance with the objectives of the exam. Comparing Çelik's work with the current one reveals that the impacts of the LGS exam on the eighth graders overlap with the impacts on teachers.

Additionally, according to the results of the item 12, most of the eighth graders disagree or strongly disagree that they spend more time learning English culture in order to prepare for the LGS English exam (42.4%). Since English or American culture is not directly asked in this exam, it is probable to expect that they put less effort into learning the culture of the target language. Considering the findings of Li et al. (2012), only 27.3% of the learners indicate that they spend more time learning English and

American literature in order to prepare for the CET, in which American or English literature is not directly tested.

4.1.2. The second research question

On the side of the ‘Learning Content’, the second research question of the study is “2. To what extent does the foreign language exam in the LGS affect the eighth graders’ attitudes towards English lesson learning content?”.

Table 4.2. The attitudes of the eighth graders to ‘Learning Content’

Dimension	Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
Learning Content	1	19	5.4	34	9.7	59	16.9	144	41.3	93	26.6
	2	14	4.0	48	13.8	62	17.8	127	36.4	98	28.1
	3	16	4.6	28	8.0	60	17.2	160	45.8	85	24.4
	4	17	4.9	44	12.6	68	19.5	123	35.2	97	27.8
	5	18	5.2	28	8.0	47	13.5	106	30.4	150	43.0
	6	62	17.8	74	21.2	94	26.9	70	20.1	49	14.0
	7	79	22.6	100	28.7	67	19.2	71	20.3	32	9.2
	8	46	13.2	67	19.2	78	22.3	77	22.1	81	23.2
	9	57	16.3	80	22.9	71	20.3	71	20.3	70	20.1
	10	12	3.4	20	5.7	49	14.0	146	41.8	122	35.0
	11	11	3.2	15	4.3	44	12.6	132	37.8	147	42.1
	12	18	5.2	34	9.7	69	19.8	152	43.6	76	21.8
	13	30	8.6	83	23.8	87	24.9	108	30.9	41	11.7
	14	57	16.3	71	20.3	87	24.9	101	28.9	33	9.5
	15	54	15.5	69	19.8	63	18.1	112	32.1	51	14.6
	16	13	3.7	14	4.0	47	13.5	142	40.7	133	38.1

The Table 4.2 shows that when the frequency analysis results of the items in the eighth graders’ learning content sub-dimension are examined, most of them agree on the statements in the items 1, 2, 3, 4, 10, 12, 13, 14, 15 and 16, and they generally strongly agree on the items 5, 8, and 11. On the other hand, it is seen that they disagree on the statements in the items 6, 7 and 9. In general, the findings indicate that the foreign language exam in the LGS influences learners’ perception of English lesson learning content.

According to the findings of the items 10 and 11, the eighth graders pay more attention to the subjects and the words included in the LGS English exam. The LGS English exam predominantly measures test takers' vocabulary knowledge, which explains why in the item 11, as many as 80% of the eighth graders agree or strongly

agree that they pay more attention to the words relevant to the exam. In addition, another skill measured in the exam is reading comprehension competence. Thus, in the item 12, approximately 66% of the eighth graders state that in order to be successful in the LGS English exam, they try to improve their English reading skills mostly. In the same way, the item 16 shows that around 79% of the eighth graders try to improve their English grammar skills mostly in order to be successful in the exam. Similar to Karabulut's (2007) study, the learners prefer grammar-based activities to be successful in the exam.

Additionally, the results of the items 6 and 7 show that most of the eighth graders do not find the eighth grade textbook suitable or sufficient to prepare for the LGS English exam. The eighth grade English textbook has been prepared with activities aimed at improving students' four basic skills in English, so there are speaking, writing and listening sections in addition to vocabulary and grammar knowledge. In fact, there is not even a section that can serve as an example of multiple-choice question structures like in the LGS English exam. In other words, although the subject content of the book and the exam are the same, they do not overlap structurally.

The items 1 and 2 display that the LGS English exam affect the eighth graders' attitudes towards speaking skill in English. According to the results of the item 1, about 68% of the eighth graders agree or strongly agree that if there is an English speaking section in the LGS exam, they will try harder to improve their English speaking skills. According to Morris (1972), Davies (1985), Alderson (1986), Pearson (1988) and Crooks (1988), positive washback effects can be created intentionally; thus, beneficial and desirable effects can be created in language teaching and learning by innovating in examinations. The item 1 also evidences that by adding a speaking section to the LGS English exam, an intentional positive washback effect can be created.

The item 2 demonstrates that approximately 65% of the eighth graders prefer solving tests instead of doing activities that will improve their speaking skills in the classroom since there is not an English speaking section in the LGS exam. It can be deduced that the lack of a speaking section in the LGS English exam may cause students to ignore this skill, just as seen in the results of Wang and Bao (2013). The findings of their study showed that learners neglected speaking skills because the speaking skill was not examined in the CEEE.

The items 3, 4 and 14 verify the influences of the LGS English exam on the eighth graders' attitudes towards listening skills in English. Considering the results of the item 3, the vast majority of the eighth graders agree or strongly agree that if there is an English listening section in the LGS exam, they will make more effort to improve their English listening skills (70.2%). In the same way, the item 4 substantiates that 63% of the eighth graders prefer solving tests instead of doing activities that will improve their listening skills in the classroom since there is not an English listening section in the LGS exam. In addition, according to the item 14, only 36.6% of the eighth graders agree or strongly agree that they try to improve their English listening skills mostly in order to be successful in the LGS English exam. These results are in the same direction with Dağtan's (2012) and Çakırdere's (2013) studies. It is an explainable consequence that skills not measured in a test are neglected by learners. For instance, according to Dağtan's study, listening, speaking, and writing skills are neglected by the candidates preparing for the ÜDS because these skills are not examined in the exam. Likewise, in Çakırder's (2013) study, the fact that listening, speaking, and writing skills are not measured in the ÜDS and KPDS causes a strong negative washback effect on the participants and they may admit that they will try to develop their listening, speaking and writing skills if there are related sections in the exams.

However, on the other hand, there are some contradictory results showing that the eighth graders try to improve some skills, such as speaking and writing, although these skills are not tested in the LGS English exam. For example, in the item 15, almost half of the eighth graders (46.7%) agree or strongly agree that they try to improve their English speaking skills mostly in order to be successful in the LGS English exam. A similar unexpected result is found in the item 13, in which about 43% of them agree or strongly agree that they try to improve mostly their writing skills in order to be successful in the LGS English exam. Although there are no speaking and writing sections in the LGS English exam, there may be different reasons that explain why the learners try to develop these skills. It may be due to the differences in language learning styles as well as motivation types because these similar unexpected results have been seen in the motivation section. As Cherry (2016) states, learners may have different types of motivation at the same time. In other words, while students are motivated by the desire to be successful in the LGS (instrumental or extrinsic

motivation), they may also be full of desire to communicate with the people of the target language (integrative motivation). In addition, when compared to the results of the items 11 (79.9%) and 16 (78.8%), which show their attitudes towards vocabulary and grammar knowledge measured in the LGS English exam, it is seen that their attitudes towards speaking (46.7%), listening (36.6%) and writing skills (42.6%), which are not measured in the exam, seem more negative.

The items 5, 8, and 9 show the eighth graders' attitudes towards teachers' teaching ways of the LGS exam in the classes. The findings indicate that almost half of the eighth graders would like the teacher to skip the listening and speaking parts in the textbook while preparing for the LGS English exam (45.3%, 40.4%), and they prefer the teacher to teach according to the LGS exam (73.4%). In line with this result, in Çelik's (2017) study investigating the washback effects of the TEOG exam, teachers state that they use the Grammar Translation Method in the classroom and prefer teaching test-taking strategies. It shows that learners' demands affect teachers' preferences in teaching methods. This result also supports the statements of teachers in Karabulut's (2007) study. The teachers say that they use mock tests, review grammar and vocabulary and practice reading activities that will increase the test scores of the learners to avoid the reaction of the students, parents and school administration. Therefore, they do not give importance to activities; such as listening, speaking and writing that will not be tested in the exam. The learners participating in the same study state that their priority is to get high scores in the exam; therefore, their teachers should teach the content to be tested in the YDS and activities that will help them achieve higher scores. Similar results are found in the studies of Widen et al. (1997) and Sevimli (2007). The teachers participating in the studies state that they prefer exam-oriented activities in their classrooms, it is because learners only focus on being successful in the exam. Additionally, in the study of Anderson et al. (1990), the teachers report that students limit themselves only to the subjects covered by the exam; thus, they adopt classroom activities according to the memorization approach rather than critical thinking. The results of all these studies demonstrate that students' expectations and priorities may affect teachers' methods and preferences in the classroom and the language skills they teach.

4.1.3. The third research question

On the side of ‘learning methods’, the third research question of the study is “To what extent does the foreign language exam in the LGS affect the eighth graders’ language learning techniques while they are preparing for the exam?”.

Table 4.3. The attitudes of the eighth graders to ‘Learning Methods’

Dimension	Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
Learning Methods	1	20	5.7	48	13.8	68	19.5	109	31.2	104	29.8
	2	7	2.0	9	2.6	33	9.5	120	34.4	180	51.6
	3	8	2.3	15	4.3	30	8.6	117	33.5	179	51.3
	4	9	2.6	8	2.3	33	9.5	118	33.8	181	51.9
	5	53	15.2	70	20.1	59	16.9	97	27.8	70	20.1
	6	21	6.0	38	10.9	73	20.9	127	36.4	90	25.8
	7	56	16.0	59	16.9	48	13.8	100	28.7	86	24.6
	8	19	5.4	23	6.6	43	12.3	136	39.0	128	36.7
	9	44	12.6	90	25.8	72	20.6	87	24.9	56	16.0
	10	19	5.4	52	14.9	65	18.6	127	36.4	86	24.6
	11	14	4.0	25	7.2	52	14.9	133	38.1	125	35.8
	12	15	4.3	28	8.0	67	19.2	133	38.1	106	30.4

The Table 4.3 shows that when the frequency analysis results of the items in the students' learning methods sub-dimension are examined, most of the eighth graders agree on the statements in the items 1, 5, 6, 7, 8, 10, 11 and 12, and they strongly agree on the statements in the items 2, 3 and 4. On the other hand, it is seen that they generally disagree on the item 9. Generally, the findings demonstrate that the LGS English exam affects the eighth graders’ method choices.

From the findings of the items 10, 11 and 12, in order to be successful, 61% of the eighth graders use mobile English learning applications, 73% of them accept or strongly accept that their preparations for the LGS English exam affect their English learning habits, and around 69% of them organize their language learning strategies in accordance with the LGS English exam.

In the item 3, about 85% of the eighth graders would like to know all the kinds of learning methods which help them be successful in the LGS exam. Similarly, in the item 4, it is seen that approximately 86% of the learners want to learn test techniques and strategies in order to be successful in the LGS English exam.

According to the item 1, 61% of the eighth graders agree or strongly agree that they attend English training courses to prepare for the LGS English exam and 86% of

them buy reference books to help them while preparing for the LGS exam, such as test books, question bank and lecture books. As Wiseman (1961) asserts, students, and thus families, spend a lot of money to get high marks on the exam. As indicated in the study by Li et al. (2012), the majority of the learners buy the exam coaching materials and take the exam coaching classes to be successful in the CET, which may significantly increase the financial burden of learners and parents.

The findings of the items 5, 6, 7, 8 and 9 show that the LGS exam influences the language learning method choices of learners. In the item 5, 47% of the eighth graders listen to English songs to be successful in the exam (listening and pronunciation skills), and in the item 7, about 54% of them watch movies or TV series with English subtitles (listening and pronunciation skills). From the findings of the items 6, 8 and 9, in order to be successful in the exam, around 63% of the eighth graders play English word games (vocabulary knowledge), approximately 76% of them agree or strongly that they watch lesson videos on the internet (grammar and structure) and about 41% of them read English story books (reading skill). All these findings show that majority of the learners try to improve their grammar, structure and vocabulary knowledge more than speaking and listening skills, which displays the preferences of the eighth graders to the techniques in order to improve some language skills examined in the LGS English exam. These findings collaborate with many washback studies in the literature, such as Anderson et al. (1990), Wall and Alderson (1993), Ferman (2004), Luxia (2005), Wang ana Bao (2013) and Hsiao et al. (2018). For example, in the study of Anderson et al. (1990), the learners prefer the memorization method instead of communication learning techniques, it is because of the fact that communicative language skills are not measured in the exam.

On the other hand, when the findings of the item 9 and the item 7 are compared, it is seen that more learners (n 186) use the techniques which improve listening and pronunciation skills by watching English movies or series than the number of learners (n 143) using the techniques which improve their reading skill by reading English story books. It can be deduced that the LGS English exam greatly affects the learning methods of learners, but not completely; still, some learners may choose methods or techniques suitable for their own learning styles. As Li et al. (2012) state, tests may influence what learners study rather than how they study. Correspondingly, based on the findings of Sato (2019), not only the exam but also learner views affect how

learners prepare for the exam and why they prefer certain learning methods during the preparation process.

4.1.4. The fourth research question

On the side of ‘learning purpose, the fourth research question of the study is “To what extent does the foreign language exam in the LGS affect the eighth graders’ foreign language learning goals?”.

Table 4.4. The attitudes of the eighth graders to ‘Learning Purpose’

Dimension	Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
Learning Purpose	1	32	9.2	33	9.5	68	19.5	126	36.1	90	25.8
	2	27	7.7	46	13.2	62	17.8	104	29.8	110	31.5
	3	45	12.9	60	17.2	67	19.2	99	28.4	78	22.3
	4	54	15.5	70	20.1	49	14.0	94	26.9	82	23.5
	5	79	22.6	98	28.1	63	18.1	57	16.3	52	14.9
	6	24	6.9	40	11.5	56	16.0	105	30.1	124	35.5

As shown in the Table 4.4., when the frequency analysis results of the items in the students' learning purpose sub-dimension are examined, the majority of the eighth graders seem strongly agree on the statements in the items 2 and 6, and over half of the learners generally agree on the statements in the items 1, 3 and 4. On the other hand, they mostly disagree on the statements in the item 5. In general, it is seen that the LGS English exam determines the eighth graders' aims in learning a foreign language.

In the item 6, around 66% of the eighth graders agree or strongly agree that they will spend more time learning English if the weight coefficient of the section is higher in the LGS exam. It is displayed that the LGS exam may set a criterion for the importance of the lessons for the eighth graders; therefore, the fact that the weight coefficient of a course is more or less in the LGS exam may affect the students' perceptions of that course. For example, the weight coefficients of Turkish, Mathematics and Science courses (4) are higher than the weight coefficients of Social Studies, Religious Culture and Language courses (1) (MEB, 2021). Therefore, it can be explained that eighth graders think that the courses with higher weight coefficients are more important. This is a common occurrence on high-stake tests. It is because of the fact that the results of high-stakes tests affect test takers' lives so much that the

smallest differences in the tests influence them. Correspondingly, in the study of Li et al. (2012), it is stated that learners make an effort to learn respective language skills in accordance with their weight in the exam. Thus, learners try to improve their listening (35%) and reading (35%) skills more than speaking (optional) and writing (15%) skills.

A similar result is found in the findings of the item 4, about 51% of eighth graders agree or strongly agree that they will study less in English if there is not an English section in the LGS exam. The findings of the items 1, 2 and 3 support that the LGS English exam constitutes purposes for the eighth graders to learn English. In the item 1, approximately 65% of them state that taking or preparing for the LGS English exam explains their purpose in learning English. The item 2 shows that about 63% of the eighth graders agree or strongly agree that being successful in the LGS English exam is the main factor that increases their desire to learn English. Similarly, the item 3 discloses that around 51% of the eighth graders clarify that being successful in the LGS English exam is the main reason why they learn English. These results substantiate that the LGS English exam may affect the eighth graders' language learning goals in general. According to Wang and Bao (2013), it is seen that learners' language learning goals differed before and after the exam. Whereas students' aim of learning English before the exam is to be successful in the CEEE, their language learning goal after the exam is to get a good job. The feature of tests on goal setting is also seen in the findings of Li et al. (2012). The learners in the study report that the CET causes them to clarify their English Learning goals. It can be deduced that standardized language exams may create a purpose for students, especially those who have no purpose in learning a foreign language.

Despite the results, in the item 5, nearly half of the eighth graders disagree or strongly disagree that if there were not an English section in the LGS exam, I would not have a purpose in learning English. This result shows that the eighth graders may have different purposes for learning a foreign language rather than being successful in the exam; it may also indicate that they are aware of the significance of learning a foreign language for internalization and making more money by learning English.

4.1.5. The fifth research question

On the side of 'self-efficacy', the fifth research question of the study is "To what extent does the LGS exam affect the eighth graders' self-efficacy levels?".

Table 4.5. The attitudes of the eighth graders to 'Self-Efficacy'

Dimension	Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
Self-Efficacy	1	21	6.0	42	12.0	71	20.3	123	35.2	92	26.4
	2	49	14.0	65	18.6	70	20.1	115	33.0	50	14.3
	3	30	8.6	40	11.5	88	25.2	130	37.2	61	17.5
	4	41	11.7	51	14.6	88	25.2	106	30.4	63	18.1
	5	40	11.5	61	17.5	74	21.2	115	33.0	59	16.9
	6	38	10.9	66	18.9	73	20.9	113	32.4	59	16.9

As is seen from the Table 4.5., it is determined that the majority of the eighth graders seem to agree on the statements in the sub-dimension of self-efficacy. In general, it is seen that the LGS English exam seems to increase the self-efficacy of the eighth graders in a positive way. In the light of this fact, it can be said that the LGS exam has positive washback effects on the self-efficacy of the eighth graders. Generally, it is displayed that the LGS English exam affects the eighth graders' self-efficacy in learning English.

According to the items 1 and 3, the majority of the eighth graders believe that the LGS English exam improves their reading skills and their English proficiency (61.6%, 54.7%). Especially since their reading comprehension competence is tested in the LGS English, such a result can be explained; it is because of the fact that they have been learning new vocabulary and practicing reading comprehension questions during the preparation process. In parallel with the study of Li et al. (2012), more than half of the learners accept that they feel more confident about their English reading ability as a result of preparing for the CET, in which reading is the focus of the exam.

In the item 2, it is seen that almost half of the eighth graders (47.3%) believe that the LGS English exam improves their English listening skills; in the item 4, around 49% of them believe that they can use English in real environments thanks to the preparation of the LGS English exam; in the item 5, about 50% of them believe that the exam improves their speaking skills; and in the item 6, approximately 50% of them think that the exam contributes to their writing skills. These results are unexpected and do not match the language skills tested in the LGS English exam. It is because of the fact that, as stated in the previous sections, speaking, listening and writing skills are not tested in this exam. It may be due to their preferences in learning methods and strategies or their motivation types. These findings are also consistent with the results

in the findings of the motivation and learning content sub-dimensions, in which the eighth graders state that they are trying to improve their listening, speaking and writing skills.

4.1.6. The sixth research question

On the side of ‘anxiety’, the sixth research question of the study is “To what extent does the LGS exam affect the eighth graders’ anxiety when they are preparing for the English exam in the LGS?”.

Table 4.6. The attitudes of the eighth graders to ‘Anxiety’

Dimension	Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%	n	%
Anxiety	1	49	14.0	57	16.3	64	18.3	94	26.9	85	24.4
	2	51	14.6	60	17.2	58	16.6	109	31.2	71	20.3
	3	79	22.6	76	21.8	84	24.1	58	16.6	52	14.9
	4	83	23.8	82	23.5	72	20.6	64	18.3	48	13.8
	5	102	29.2	82	23.5	54	15.5	58	16.6	53	15.2

According to the Table 4.6., when the frequency analysis results of the items in the anxiety sub-dimension of the eighth graders are examined, most of them agree on the statements in the items 1 and 2 and they have no idea about the statements in the item 3. On the other hand, it is determined that they generally strongly disagree on the statements in the items 4 and 5.

The findings for the item 1 show that more than half of the eighth graders feel under more pressure while learning English because of the LGS English exam (51.5%), and in the item 2, around 52% of them feel more nervous while learning English because of the exam. Correspondingly, the research of Li et al. (2012) evidence that the CET increases the learners' anxiety levels. Likewise, in the study of Karabulut (2007), it is asserted that the YDS extremely influences learners' anxiety since it is a high-stakes exam.

Based on the findings of the item 3, most of the eighth graders (44.4%) do not think that the LGS English exam makes them feel that their effort in learning English is in vain (44.4). Additionally, in the item 4, almost half of them (47.3%) do not believe that the exam makes them feel like they cannot learn English, and about 53% of them disagree or strongly disagree that they are very afraid of learning English because of the exam. These results are in the same direction with Şentürk' (2013) study. The

learners participating in the research declare that they enjoy preparing for the KET, even though they feel under pressure.

4.1.7. The seventh research question

The seventh research question of the study is “What is the general attitude of the eighth graders towards the LGS exam?”.

Table 4.7. The general attitudes of the eighth graders to the LGS exam

Dimension	Mean	SD	Min	Max
Learning Content	3.484	0.553	1.000	5.000
Learning Methods	3.752	0.647	1.000	5.000
Learning Purpose	3.376	0.895	1.000	5.000
Motivation	3.317	0.783	1.000	5.000
Self-Efficacy	3.338	0.946	1.000	5.000
Anxiety	2.952	1.154	1.000	5.000
Total	3.432	0.547	1.000	5.000

SD: Standard deviation, Min: Minimum, Max: Maximum

Table 4.7. shows the findings of the descriptive statistics of the attitude scale sub-dimensions and total scores. When descriptive statistics are examined, learning content sub-dimension average score 3.484, learning methods sub-dimension average score 3.752, learning purpose sub-dimension average 3.376, motivation sub-dimension mean score 3.317, self-efficacy sub-dimension mean score 3.338, anxiety sub-dimension mean score 2.952, the total average score of the scale is 3.432.

Based on the findings of the learning content sub-dimension, the mean of the item 11 increases the total score (4.115). According to the item 11, around 80% of the eighth graders agree or strongly agree that they pay more attention to the words in the LGS English exam.

On the side of the learning methods, increasing the total mean score is the mean of the item 2 (4.309), in which as many as 86% of the eighth graders agree or strongly agree that they buy reference books to help them while preparing the LGS, such as test books, question bank book, lesson books and etc.

From the findings for the learning purpose, it is seen that the mean score of the item 6 (3.759) increases the total mean score. In the item, around 66% of the eighth graders accept that if the LGS English exam has a higher weight coefficient, they will spend more time learning English.

Considering the findings of the motivation sub-dimension, it seems that the item 3 increases the total mean score (3.702). Approximately 67% of the eighth graders state that they spend more time learning English vocabulary to prepare for the LGS English exam.

According to the findings of the self-efficacy sub-dimension, the mean of the item 1 (3.639) increases the total mean score. In the item, about 62% of the eighth graders believe that the LGS English exam improves their reading skills.

The findings of the anxiety sub-dimension show that the mean of the item 5 (2.650) decreases the total mean score of the study, in which more than half of the eighth graders disagree or strongly disagree that they are very afraid of learning English because of the LGS English exam.

5. CONCLUSION

In this chapter, what has been done in this study will be summarized according to the sub-dimensions of the questionnaire and suggestions for further researchers and the test designers will be introduced.

5.1. Concluding Remarks

Considering the early age theory in language learning, the LGS English exam is the primary and the most critical foreign language examination held within the scope of the High School Entrance System (LGS) in Turkey. Besides, the eighth graders have already known the content, style and topics of the exam, which is an important factor for a washback study. Therefore, this study has aimed to investigate the washback effects of the exam on the eighth graders' English language learning. In accordance with this purpose, a questionnaire, developed by Prof. Dr Hong Li from Georgia University, was adopted according to the aims of the study. This questionnaire consists of six parts: language content, learning methods, learning purpose, motivation, self-efficacy and anxiety.

In the first part of the questionnaire, the aim has been to reveal to what extent the LGS English exam affects learners' attitudes towards English learning content. The LGS English exam consists of only multiple-choice questions testing the reading comprehension competence and vocabulary knowledge of the eighth graders. There are not any sections to measure English communicative skills, such as listening and speaking. Thus, it has also aimed to find out whether the LGS English exam may affect the eighth graders' participation in listening and speaking activities in the classroom because of the lack of listening and speaking sections in the exam. Additionally, it has also been intended to research to what extent the LGS English exam affects the learners' attitudes towards the school materials used while learning a language, the teacher's teaching method and the subject taught in the lesson. As the eighth graders do not find the subject, book or classroom activity appropriate for the LGS English exam, their attitudes towards language learning may be affected negatively. Therefore, the statements in this part of the questionnaire have been prepared in order to investigate to what extent the LGS English exam affects the learners' attitudes to the learning content.

Based on the findings of learning content, it is seen that eighth graders work harder to develop language skills such as reading and vocabulary, which are compatible with the content of the exam. Since some language skills, such as listening and speaking, are not tested in the exam, it is revealed that these skills are neglected by the eighth graders. Moreover, they state that if these skills are tested in the exam, they will spend more effort to develop these skills, which shows that it can be possible to create intentional positive washback effects by adding communicative skills to the content of the LGS English exam. Additionally, the eighth graders state that they ask teachers to teach exam-oriented lessons in the classrooms and to skip the content irrelevant to the exam. It shows that learners' attitudes towards the exam also affect teachers' language teaching. It is because of the fact that the LGS English exam does not cover all four main language skills, it has been disclosed that students neglect untested skills, and as a result, it has a negative washback effect on the eighth graders in terms of learning content.

In the second part of the questionnaire, the aim has been to see to what extent the LGS English exam affects the language learning techniques and strategies used by the eighth graders while learning English. For learning a foreign language and developing communicative skills, it is essential to use appropriate learning techniques. Therefore, it has also been aimed to investigate whether the LGS English exam prevents the eighth graders from using different language learning strategies and techniques to develop their English communicative skills, and it pushes them to use test techniques and strategies because it is test-oriented. For the purpose of this part, the statements have been prepared in order to examine to what extent the LGS English exam affects the eighth graders' language learning techniques while they are preparing for the exam.

When the strategies and methods used by the eighth graders during the preparation process for the LGS English exam are scrutinized, it is seen that the exam indirectly affects the learning methods of the students and that the students adjust their learning strategies according to the exam. Findings also demonstrate that the eighth graders want to learn all kinds of strategies and test techniques to increase their success in The LGS English exam instead of improving their communicative skills. For this reason, it seems that learners, thus parents, allocate a budget for test books, reviewing grammar books, and exam coaching materials, and they take the exam coaching classes

to be successful in the exam. On the other hand, it is also verified that the eighth graders choose their own learning methods while preparing for the exam. It means that the LGS English exam affects what the eighth graders study rather than how they study English. In other words, whereas some learners can learn better by watching or by listening, others can learn by writing; therefore, they may choose their own learning strategies to increase their vocabulary knowledge that is measured in the exam.

Setting a goal is one of the most important factors supporting students in learning a foreign language. Hence, in the third part of the questionnaire, it has been intended to search whether the LGS English exam creates a foreign language learning goal for the eighth graders and investigate to what extent the inclusion of the English section in the LGS exam affects the eighth graders' purpose of learning English.

Considering the effects of The LGS English exam on the eighth graders' learning aims and on their attitudes towards the exam, it has been seen that the exam helps learners set a goal for learning English, but it is not seen as the only source of purpose by the eighth graders. Through globalization, they may be aware of how necessary it is to learn a foreign language, especially English. At the same time, the eighth graders define that if the weight coefficient of the English exam is higher in the LGS, they will work harder. Hence, it has been understood that the weight coefficients of the sub-courses of The LGS exam also affect the attitudes of the students towards that lesson according to its weight coefficient in the exam.

The importance of motivation in learning has been proven by numerous studies; however, the motivating aspect of exams is ignored and overlooked. Thus, in the fourth part of the questionnaire, it has aimed to see to what extent the LGS English exam affects the eighth graders' motivation to learn English and to investigate the relationship between motivation and goal setting in language learning. In line with these aims, the statements of this part of the questionnaire have been developed to see if the LGS English exam affects the eighth graders' desire to study English or motivates them to learn English.

As is seen from the findings, the LGS English exam affects the eighth graders' English learning motivations in different ways. It has been explored that the exam encourages students to learn English and to spend more time learning English. Especially, it has been seen that the LGS English exam motivates them to learn more in accordance with the content of the exam. Therefore, according to the results of the

general motivation findings, the majority of the eighth graders participating in the study state that they have been making the most effort to improve their vocabulary knowledge. For motivation, it can be said that the exam has a positive washback effect on the students' preparation process to learn the language.

As Kirkland (1971) states, if learners have positive beliefs in their own performance, they will be successful in a test, and if they have negative beliefs, their test performance is probably low. Therefore, the fifth part of the questionnaire has aimed to search to what extent the LGS English exam affects the eighth graders' self-efficacy.

In terms of the effect of The LGS English exam on students' self-efficacy, it is explored that the exam increases the eighth graders' self-confidence in language learning. It has been found that they are more self-confident, especially in language skills tested in the exam, such as reading skills which are mainly tested in the LGS English exam.

Anxiety is considered an inevitable consequence of high-stakes exams. Hence, in the sixth part of the questionnaire, it has been aimed to see whether the LGS English exam causes anxiety in students. According to the eighth graders, the LGS exam is an important exam in order to be accepted to qualified high schools and to get a better education. Since the exam is so important for them, it may increase their anxiety levels and create fear of failure, which affects and blocks their language learning (Krashen,1987). Therefore, in this part, it has been questioned to what extent the LGS English exam affects the eighth graders' language learning anxiety.

According to the findings, it seems that the LGS English exam makes the eighth graders feel under pressure. Nevertheless, it is surprisingly disclosed that they do not have any anxiety while learning English during the exam preparation process.

All in all, it seems that the LGS English exam has a powerful washback effect on the eighth graders' language learning from many aspects. In particular, it is seen that the exam can create a study-oriented purpose for learning a foreign language, and, even if it is to get a high score from the LGS exam (instrumental and extrinsic motivations), it eventually may motivate learners to study English more in order to reach their objectives. At the same time, although the eighth graders prefer their own learning strategies when studying English, it shows that the exam is a determining

factor in what skills they need to study. In addition, although the LGS exam may cause anxiety in the eighth graders due to the fact that it is a high-stakes exam, it is revealed that this anxiety is not really high that would affect their self-efficacy in the learning process negatively. Besides, all these findings show that the LGS exam seems to have such a strong washback effect on the eighth graders through which potential innovations would appear in both foreign language learning and teaching in schools.

5.2. Suggestions

Based on the limitations of the study, further washback studies can compare the findings according to the regions, gender or age of the eighth graders. Additionally, as Kirkland (1971) states that even though the test takers are the most important affected ones by the exams, test effects are complicated and interwoven with effects on parents, teachers, schools, and society. Therefore, the whole stakeholders of the exam can be researched entirely. Moreover, since, as a research tool, an only online questionnaire is used in the study, further researches can benefit from different research tools such as observation and interviews.

Last but not least, the test designers can help the eighth graders develop a more communicative way of learning English by updating the content of the LGS English exam and by adding new sections for productive skills.

APPENDICES

Appendix 1

WASHBACK EFFECTS OF THE FOREIGN LANGUAGE SECTION IN HIGH SCHOOL ENTRANCE EXAM (LGS) ON THE EIGHTH GRADERS' ENGLISH LANGUAGE LEARNING IN TURKEY

QUESTIONNAIRE

The aim of this study is to determine how the foreign language exam of LGS affects the eighth graders' attitudes towards English, working habits, learning styles, strategies they follow while learning, learning purposes, motivations towards learning, self-efficacy and anxiety.

The survey will take approximately 10 minutes. The information you provide will greatly contribute to the analysis and evaluation of the research. The answers you give in the survey will not be used except for scientific research. Thank you for your contribution to the study.

Zehra ÖZTURAN

1: Personal Information

Age: 12-13 () 14-15 ()

Gender: Girl () Boy ()

Region of residence:

- () Mediterranean Region
- () Eastern Anatolia Region
- () Aegean Region
- () Southeastern Anatolia Region
- () Central Anatolia Region
- () Black Sea Region
- () Marmara Region

2: Please read the following sentences carefully and select one of the options that are most appropriate to you.

SA: Strongly Agree, A: Agree, NI: No Idea, D: Disagree, SD: Strongly Disagree

PART 1		SA	A	NI	D	SD
<i>Learning Content</i>	1. If there is an English speaking section in the LGS exam, I will try harder to improve my English speaking skills.					
	2. Since there is not an English speaking section in the LGS exam, I prefer solving tests instead of doing activities that will improve my speaking skills in the classroom.					
	3. If there is an English listening section in the LGS exam, I will make more effort to improve my English listening skills.					

	4. Since there is not an English listening section in the LGS exam, I prefer solving tests instead of doing activities that will improve my listening skills in the classroom.					
	5. When the teacher teaches lessons for the LGS exam, I attend the lesson more.					
	6. I think the eighth grade textbook is suitable for the LGS English exam.					
	7. I think the eighth grade textbook is sufficient to prepare for the LGS English exam.					
	8. While preparing for the LGS English exam, I would like the teacher to skip the listening parts in the textbook.					
	9. While preparing for the LGS English exam, I would like the teacher to skip the speaking parts in the textbook.					
	10. I pay more attention to the subjects included in the LGS English exam.					
	11. I pay more attention to the words included in the LGS English exam.					
	12. In order to be successful in the LGS English exam, I try to improve my English reading skills mostly.					
	13. In order to be successful in the LGS English exam, I try to improve my English writing skills mostly.					
	14. In order to be successful in the LGS English exam, I try to improve my English listening skills mostly.					
	15. In order to be successful in the LGS English exam, I try to improve my English speaking skills mostly.					
	16. In order to be successful in the LGS English exam, I try to improve my English grammar skills mostly.					
PART 2		SA	A	NI	D	SD
<i>Learning Methods (Techniques)</i>	1. I attend courses (training courses) to prepare for the LGS English exam.					
	2. I buy exercise books to help me while preparing for the LGS exam. (Such as test book, question bank, grammar book, etc.)					
	3. In order to be successful in the LGS exam, I would like to know all kinds of learning methods.					
	4. In order to be successful in the LGS exam, I would like to learn test techniques and strategies.					
	5. In order to be successful in the LGS English exam, I listen to English songs					
	6. In order to be successful in the LGS English exam, I play English word games.					

	7. In order to be successful in the LGS English exam, I watch movies or TV series with English subtitles.					
	8. In order to be successful in the LGS English exam, I watch lesson videos on the internet.					
	9. In order to be successful in the LGS English exam, I read English story books.					
	10. In order to be successful in the LGS English exam, I use mobile English learning applications.					
	11. My preparations for the LGS English exam affect my English learning habits.					
	12. I organize my language learning strategies in accordance with the LGS English exam.					
PART 3		SA	A	NI	D	SD
Learning Purpose	1. Taking or preparing for the LGS English exam explains my purpose of learning English.					
	2. Being successful in the LGS English exam is the main factor that increases my desire to learn English.					
	3. Being successful in the LGS English exam is the main reason why I learn English.					
	4. If there weren't an English section in the LGS exam, I would study less in English.					
	5. If there weren't an English section in the LGS exam, I would not have a purpose to learn English.					
	6. If the weight coefficient of the language section is higher in the LGS exam, I will spend more time learning English.					
PART 4		SA	A	NI	D	SD
Motivation	1. Preparing for the LGS English exam increases my desire to learn English.					
	2: Thanks to the LGS English exam, I spend more time learning English.					
	3. I spend more time learning English vocabulary to prepare for the LGS English exam.					
	4. I watch more English movies to prepare for the LGS English exam.					
	5. I spend more time watching English programs to prepare for the LGS English exam.					
	6. I spend more time doing English-Turkish translation to prepare for the LGS English exam.					
	7. I spend more time using my English writing skills to prepare for the LGS English exam.					
	8. I spend more time reading newspapers in English to prepare for the LGS English exam.					

	9. The LGS English exam makes me pay more attention to English in real life.					
	10. The LGS English exam makes me feel that English is a very important lesson.					
	11. The LGS English exam gives me the feeling that learning English is very important.					
	12. I spend more time learning English culture in order to prepare for the LGS English exam.					
PART 5		SA	A	NI	D	SD
<i>Self-Efficacy</i>	1. I believe that the LGS English exam improved my reading skills.					
	2. I believe that the LGS English exam improved my English listening skills.					
	3. I believe that the LGS English exam has increased my English proficiency.					
	4. The LGS English exam makes me believe that I can use English in real environments.					
	5. I think the LGS English exam improved my English speaking skills.					
	6. I think the LGS English exam improved my English writing skills.					
PART 6		SA	A	NI	D	SD
<i>Anxiety</i>	1. Since I will take the LGS English exam, I feel under more pressure while learning English.					
	2. I feel more nervous while learning English since I will take the LGS English exam.					
	3. The LGS English exam makes me feel that my effort in learning English is in vain.					
	4. The LGS English exam makes me feel like I cannot learn English.					
	5. I am very afraid of learning English because of the LGS English exam.					

Appendix 2

TÜRKİYE'DE LGS YABANCI DİL SINAV BÖLÜMÜNÜN SEKİZİNCİ SINIF ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRENMELERİNE ETKİSİ

ANKET:

Bu çalışmanın amacı; LGS yabancı dil bölümünün sekizinci sınıf öğrencilerinin İngilizceye karşı takındıkları tutumlarını, çalışma alışkanlıklarını, İngilizce öğrenme biçimlerini, öğrenirken izledikleri stratejilerini, öğrenme amaçlarını, öğrenmeye karşı güdülerini, öz-yeterliliklerini ve kaygılarını nasıl etkilediğini saptamaktır.

Anket yaklaşık 10 dakikanızı alacaktır. Verdiğiniz bilgiler araştırmanın analiz ve değerlendirme kısmında büyük katkı sağlayacaktır. Ankette verdiğiniz cevaplar bilimsel araştırmalar dışında kullanılmayacaktır. Çalışmaya katkılarınızdan dolayı teşekkür ederiz.

Zehra ÖZTURAN

1. Kişisel Bilgiler

Yaş: 12-13 () 14-15 ()

Cinsiyet: Kız () Erkek ()

Yaşadığı Bölge: () Akdeniz Bölgesi
() Doğu Anadolu Bölgesi
() Ege Bölgesi
() Güney Doğu Anadolu Bölgesi
() İç Anadolu Bölgesi
() Karadeniz Bölgesi
() Marmara Bölgesi

2. Lütfen aşağıdaki cümleleri dikkatlice okuyunuz ve size en uygun(yakın) olan seçeneklerden birini işaretleyiniz.

BÖLÜM 1		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
<i>Öğrenme İçeriği</i>	1. LGS'de İngilizce konuşma bölümü olsa, İngilizce konuşma becerimi geliştirmek için daha çok çaba harcarım.					
	2. LGS'de İngilizce konuşma bölümü olmadığı için, sınıfta konuşma becerimi geliştirecek etkinlikler yapmak yerine test çözmeyi tercih ederim.					
	3. LGS'de İngilizce dinleme bölümü olsa, İngilizce dinleme becerimi geliştirmek için daha çok çaba harcarım.					
	4. LGS'de İngilizce dinleme bölümü olmadığı için, sınıfta dinleme becerimi geliştirecek etkinlikler yapmak yerine test çözmeyi tercih ederim.					
	5. Öğretmen LGS'ye yönelik ders işlese, derse daha çok katılırım.					

	6. Sekizinci sınıf ders kitabının LGS İngilizce sınavına uygun olduğunu düşünüyorum.					
	7. Sekizinci sınıf ders kitabının LGS İngilizce sınavına hazırlanmak için yeterli olduğunu düşünüyorum.					
	8. LGS İngilizce sınavında hazırlanırken öğretmenin ders kitabındaki dinleme bölümlerini atlamasını isterim.					
	9. LGS İngilizce sınavında hazırlanırken öğretmenin ders kitabındaki konuşma bölümlerini atlamasını isterim.					
	10. LGS İngilizce bölümünde çıkan konulara daha çok dikkat ederim.					
	11. LGS İngilizce bölümünde çıkan kelimelere daha çok dikkat ederim.					
	12. LGS İngilizce sınavında başarılı olmak için en çok İngilizce okuma becerimi geliştirmeye çalışırım.					
	13. LGS İngilizce sınavında başarılı olmak için en çok İngilizce yazma becerimi geliştirmeye çalışırım.					
	14. LGS İngilizce sınavında başarılı olmak için en çok İngilizce dinleme becerimi geliştirmeye çalışırım.					
	15. LGS İngilizce sınavında başarılı olmak için en çok İngilizce konuşma becerimi geliştirmeye çalışırım.					
	16. LGS İngilizce sınavında başarılı olmak için en çok İngilizce dilbilgisi becerimi geliştirmeye çalışırım.					
BÖLÜM 2		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
Öğrenme Yöntemleri (Teknikleri)	1. LGS İngilizce bölümüne hazırlanmak için kurslara(yetiştirme kurslarına) katılırım.					
	2. LGS'ye hazırlanırken bana yardımcı olacak kaynaklar alırım. (Test kitabı, soru bankası, konu anlatımlı kitaplar vb. gibi)					
	3. LGS'de başarılı olabilmem için her türlü öğrenme yöntemlerini bilmek isterim.					
	4. LGS İngilizce sınavında başarılı olmak için test teknik ve stratejilerini öğrenmek isterim.					
	5. LGS İngilizce sınavında başarılı olmak için İngilizce şarkılar dinlerim					
	6. LGS İngilizce sınavında başarılı olmak için İngilizce kelime oyunları oynarım.					
	7. LGS İngilizce sınavında başarılı olmak için İngilizce alt yazılı film veya dizi izlerim.					
	8. LGS İngilizce sınavında başarılı olmak için internetten konu anlatım videoları izlerim.					
	9. LGS İngilizce sınavında başarılı olmak için İngilizce hikâye kitapları okurum.					

	10. LGS İngilizce sınavında başarılı olmak için mobil İngilizce öğrenme uygulamaları kullanırım.					
	11. LGS İngilizce sınavına hazırlıklarım benim İngilizce öğrenme alışkanlığımı etkiler.					
	12. Dil öğrenme stratejilerimi LGS İngilizce sınavına uygun olarak düzenlerim.					
BÖLÜM 3		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
Öğrenme Amacı	1. LGS İngilizce sınavına girecek olmak ya da hazırlanmak İngilizce öğrenme amacımı açıklar.					
	2. LGS İngilizce sınavında başarılı olmak İngilizce öğrenme isteğimi arttıran başlıca etmendir.					
	3. LGS İngilizce sınavında başarılı olmak İngilizce öğrenmemin asıl nedenidir.					
	4. LGS'de İngilizce bölümü olmasaydı İngilizce dersine daha az çalışırdım.					
	5. LGS'de İngilizce bölümü olmasaydı İngilizce öğrenmek için amacım olmazdı.					
	6. LGS İngilizce sınavının kat sayısı daha fazla olsa İngilizce öğrenmeye daha çok vakit ayırırdım.					
BÖLÜM 4		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
Motivasyon	1. LGS İngilizce sınavına hazırlanmak İngilizce öğrenme isteğimi artırır.					
	2. LGS İngilizce sınavı sayesinde İngilizce öğrenmeye daha çok zaman harcarım.					
	3. LGS İngilizce sınavına hazırlanmak için İngilizce sözcük öğrenmeye daha çok zaman harcarım.					
	4. LGS İngilizce sınavına hazırlanmak için daha çok İngilizce film izlerim.					
	5. LGS İngilizce sınavına hazırlanmak için İngilizce programlar izlemeye çok zaman ayırırdım.					
	6. LGS İngilizce sınavına hazırlanmak amacıyla İngilizce-Türkçe çeviri yapmak için daha fazla zaman harcarım.					
	7. LGS İngilizce sınavına hazırlanmak amacıyla İngilizce yazım becerimi kullanmak için daha çok zaman ayırırdım.					
	8. LGS İngilizce sınavına hazırlanmak için İngilizce gazete okumaya daha çok zaman ayırırdım.					

	9. LGS İngilizce sınavı benim gerçek hayatta İngilizceye daha çok dikkat etmemi sağlar.					
	10. LGS İngilizce sınavı İngilizcenin çok önemli bir ders olduğu hissini bende yaratır.					
	11. LGS İngilizce sınavı İngilizce öğrenmenin çok önemli olduğu duygusunu bana verir.					
	12. LGS İngilizce sınavına hazırlanmak amacıyla İngiliz kültürünü öğrenmek için daha fazla zaman ayırıyorum.					
BÖLÜM 5		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
Öz-Yeterlilik	1. LGS İngilizce sınavının okuma becerimi geliştirdiğine inanıyorum.					
	2. LGS İngilizce sınavının İngilizce dinleme becerimi geliştirdiğine inanıyorum.					
	3. LGS İngilizce sınavının İngilizce yeterliliğimi arttırdığına inanıyorum.					
	4. LGS İngilizce sınavı gerçek ortamlarda İngilizceyi kullanabildiğime inandırıyor.					
	5. LGS İngilizce sınavının İngilizce konuşma becerimi geliştirdiğini düşünüyorum.					
	6. LGS İngilizce sınavının İngilizce yazma becerimi geliştirdiğini düşünüyorum.					
BÖLÜM 6		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
Kaygı	1. LGS İngilizce sınavına gireceğim için İngilizce öğrenirken kendimi daha fazla baskı altında hissediyorum.					
	2. LGS İngilizce sınavına gireceğim için İngilizce öğrenirken kendimi daha fazla gergin hissediyorum.					
	3. LGS İngilizce sınavı İngilizce öğrenirken gösterdiğim çabanın boşuna olduğunu hissettiriyor.					
	4. LGS İngilizce sınavı İngilizce öğrenemeyeceğim duygusunu bende yaratıyor.					
	5. LGS İngilizce sınavı yüzünden İngilizce öğrenmekten çok korkuyorum.					

Appendix 3

The Approval of Board of Ethics for the Implementation of the Research



ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
20.12.2019	12	2019/464

KARAR NO:
2019 – 464

Üniversitemiz Eğitim Bilimleri Enstitüsü Yüksek Lisans öğrencisi Zehra ÖZTURAN'ın Prof. Dr. Nalan KIZILTAN danışmanlığında "Türkiye'de LGS Yabancı Dil Sınav Bölümünün Sekizinci Sınıf Öğrencilerinin İngilizce Öğrenmelerine Etkisi (Washback Effects of the Foreign Language Section in High School Entrance Exam (LGS) on the Eighth Graders' English Language Learning in Turkey)" isimli Yüksek Lisansına ilişkin anket çalışmasını içeren 46435 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yüksek Lisans öğrencisi Zehra ÖZTURAN'ın Prof. Dr. Nalan KIZILTAN danışmanlığında "Türkiye'de LGS Yabancı Dil Sınav Bölümünün Sekizinci Sınıf Öğrencilerinin İngilizce Öğrenmelerine Etkisi (Washback Effects of the Foreign Language Section in High School Entrance Exam (LGS) on the Eighth Graders' English Language Learning in Turkey)" isimli Yüksek Lisansına ilişkin anket çalışmasının kabulüne oy birliği ile karar verildi.

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