

DEVELOPMENT OF A PROFICIENCY ORIENTED READING TEST  
FOR USE AT THE PREPARATORY PROGRAM  
OF CUKUROVA UNIVERSITY

A THESIS

Submitted to the Faculty of Letters  
and the Institute of Economics and Social Sciences  
of Bilkent University  
in Partial Fulfillment of the Requirements  
for the Degree of A Master of arts in  
the Teaching of English As A Foreign Language

BY  
HATICE CEMAN  
AUGUST, 1990

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HATİCE OZMAN

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INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
MA THESIS EXAMINATION RESULT FORM

August 31, 1990

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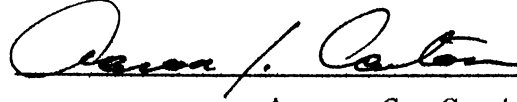
Thesis Title: Development of a proficiency oriented  
reading test for use at the preparatory  
program of Çukurova University.

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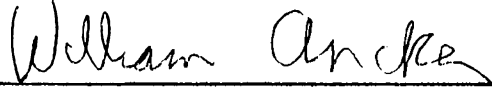
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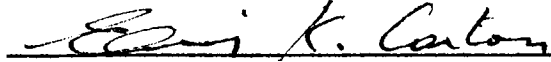
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## ACKNOWLEDGEMENTS

I would like to thank to my advisor, Dr. Aaron S. Carton for his guidance and patience throughout this study.

I am also grateful to Dr. Esin Kaya Carton for her invaluable comments particularly during the data preparation and analysis phases, and to Mr. William Ancker, Bilkent University, MA TEFL Program Fulbright lecturer, for his comments.

It was very kind of the directors of Adana Anadolu Lisesi, Özel Adana Lisesi, Adana Erkek Lisesi and Anafartalar Lisesi to be helpful with my research.

To  
My husband Halil Ozman  
and  
my sons Saygın and Seçkin,  
.for their patience and love.

## TABLE OF CONTENTS

SECTIONS	PAGES
1. INTRODUCTION	
1.1. Statement of the topic and the purpose	1
2. REVIEW OF LITERATURE	3
2.1 Introduction	3
2.2 A brief history of the changes in the theory of language testing	3
2.3 Why do we need testing?	5
2.4 Placement and proficiency tests	6
2.5.1 Language proficiency	8
2.5.2 Discrete point vs integrative testing	9
2.5.3 Competence areas	11
2.6.1 Discussions on the proficiency descriptions and the use of proficiency scales given by ACTFL/ETS, ILR and FSI	13
2.6.2 Proficiency guidelines	14
2.7 Reading proficiency	16
2.8 Text selection for use in a reading proficiency test	21
3. PREPARATION OF P.O.R.T.	26
3.1 Introduction	26
3.2 Preparation of P.O.R.T.	26



3.3 Administration of P.O.R.T.	30
3.3.1 Description of population	30
3.3.2 Administration of P.O.R.T.	31
3.3.3 Scoring	32
4. ANALYSIS AND INTERPRETATION OF DATA	33
4.1 Evaluation of data for usability	33
4.2 Computation methods	35
4.3.1 Item analysis	35
4.3.2 Item difficulty	35
4.3.3 Item discrimination	38
4.4 Reliability	39
4.4.1 Essence of reliability estimation	39
4.4.2 Reliability estimation of P.O.R.T.	39
4.5 Analysis of variance (ANOVA) among the schools	41
4.6 Conclusion	44
BIBLIOGRAPHY	46
APPENDIX A	49
APPENDIX B	52
APPENDIX C	60
RESUME	66

## LIST OF TABLES

TABLES	PAGES
Table 2.1 Dandonoli's scheme for text types and functions	25
Table 3.1 The number of texts, their titles, types and number of questions prepared for each text	29
Table 3.2 Population characteristics of the sample group	31
Table 4.1 Item difficulty as proportion correct and proportion incorrect for 85 P.O.R.T. items (N=100 examinees)	36
Table 4.2 Direction of item discrimination	38
Table 4.3 Pairs of items in the split halves of the test, taking the odds and the evens	40
Table 4.4 Distribution of scores by schools	42
Table 4.5 Means and standard deviations by school	43
SOURCE TABLE	43

## 1. INTRODUCTION

### 1.1. STATEMENT OF THE TOPIC AND THE PURPOSE.

Language proficiency testing is widely implemented in academia with the purpose of placement and certification of the proficiency level at entrance to an instructional program. The focus of this research is to develop the Proficiency Oriented Reading Test (P.O.R.T.) that can be used for placement purposes in the prep program at Çukurova University. It is assumed that preparation of a reading proficiency test supplies a theoretically and empirically sound basis for developing proficiency tests for other skills as well. Nevertheless, reading may be a prior skill in academia compared to the others; speaking, listening and writing.

It has been observed in Turkish academic institutions that placement tests which are aimed at measuring proficiency have been prepared and evaluated on a haphazard basis without having empirically obtained criteria either for the content or the type of the test. The current study may contribute to placement evaluation by the systematic approach to test preparation which it represents, and by the application of statistical evaluation of the test results.

Assessment of proficiency level has been currently discussed by most experts of testing. Since the first step

is giving a definition of what proficiency is and of the levels of proficiency, the researcher who is to develop a proficiency test needs a sound and explicit definition of language proficiency.

Descriptions of language proficiency for each of the four skills: listening, speaking, reading and writing are currently provided by some institutions and testing experts. These descriptions were used here to establish a theoretical base and the criteria for the construction of a proficiency oriented test. After determining the criteria, samples of texts and items were selected and prepared respectively to measure expected performance at all proficiency levels. The texts and the items corresponded to the published descriptions ranging from easiest to the most difficult in order to have a wide-spread discrimination among people of different proficiency levels. The test was then administered to different groups and the reliability and validity of the test were examined.

## REVIEW OF LITERATURE

### 2.1 INTRODUCTION:

The review of literature had two major components: a) review of measurement issues related to reliability, validity, item writing and item analysis, and b) review of theory and practice related to language proficiency.

Articles and books written by experts in language proficiency and assessment were reviewed. Additionally, sets of guidelines giving detailed descriptions of proficiency were scrutinized. General concepts of testing had to be explored before attempting a more specific area of testing: assessment of proficiency, because the major purpose of this study was to develop the Proficiency Oriented Reading Test (P.O.R.T.) for use in the placement of candidates to the prep program at Çukurova University.

### 2.2 A BRIEF HISTORY OF THE CHANGES IN THE THEORY OF LANGUAGE TESTING

In EFL and ESL, testing theories have usually run parallel to teaching theories. New trends in methodology, psychology, sociology, linguistics and pragmatics have inevitably influenced the testing theories and techniques used in line with these theories. Farhady (1983) cites from Davies that "The testing of second language proficiency tends to follow teaching methodologies" and explains this parallelism as:

In testing as in teaching there have been swift changes from one approach to another. One strongly recommended method has succeeded another, with proponents of each denouncing the validity of

all preceding methods. The result has been a tendency on the part of the teachers and administrators to swing from one extreme to another in their testing strategies (p.311).

Currently, we are in a communicative language teaching era. Successive methodologies have lost popularity at one time or another and have been replaced by some other alternative method or approach. In the preceding decades when "grammar translation" was considered the best method, the users of this method gave credit to those testing styles which aimed at measuring knowledge of grammar and vocabulary knowledge in addition to the ability to translate and comprehend the sentences or texts. The emphasis put on the discrete units and the structural elements of the language, where contextualization was not of concern to the teachers, corresponds to the period when the direct method and then audio lingualism were favorites.

Today, testing is mainly concerned with the communicative properties of the second language use. The basic skills and subskills of language use are not considered as isolated units of language anymore. Farhady (1983, p.183) cites that Spolsky labeled these three periods as; the pre-scientific, the psychometric-structuralist, and the integrative-sociolinguistic. These terms seem to be addressing the core of the trends.

Madsen (1983, p.6) labels these three major trends in testing as : a) "intuitive era"; a time when teachers did not follow any type of criteria or guidance to tell them how to test or what to test, b) "scientific era"; a time when

testing theory was under the influence of structural theory that led to the development of objective tests which were easy to use and to score, c) "the communicative era"; a time when communicative values are still prevalent, which considers language in a global and integrated aspect. He also claims that the current communicative era makes use of the best elements of the intuitive and scientific eras.

As for the types of tests that have existed throughout these periods, they have all reflected the aims of testing congruent with the methodologies being followed. Translation, grammar, paraphrasing, summarizing, question and answer tests were popular forms during the pre-scientific period or the intuitive era in which tests were more subjective than objective in nature. Objective tests in the psychometric structuralist or scientific period were followed by a blend of both types in the integrative sociolinguistic or communicative era.

In the light of this brief explanation of the relationship between methodology and testing, it is clear that testing proficiency cannot be thought of as isolated from all these developments. Also it belongs in the third era which combines elements of the first two.

### 2.3 WHY DO WE NEED TESTS IN LANGUAGE TEACHING ?

Testing is inseparable from teaching and learning experience. Any kind of instructional process cannot be assumed complete unless there is a kind of evaluation at the end. Testing is so far the most practical means of

measurement and evaluation. Tests can let the potential knowledge of students emerge and see how much they have learned.

Although testing in general is a practical means for selecting people or for certifying certain qualifications for vocational purposes, testing process is much more prominent in education than in any other field, because as the teaching and learning activities go on there is often a need for assessing the degree of how much the students have achieved or what points need to be remedied.

It is a common impression that testing should occur at the end of teaching; it can however be the point of departure where a new page opens for new instructions and improvements. It helps the teacher establish her/his new objectives. But a test acquires such a value only if the teacher considers the results of a test not only as numerical grading of success but also as a source for analysis of what has been accomplished and what weaknesses still exist. Testing can also help the teacher see her/his own qualifications in teaching since the test results may help the teacher arrive at a sense of his/her degree of effectiveness as an instructor.

#### 2.4 PLACEMENT AND PROFICIENCY TESTS

Tests have been used for measuring aptitudes, achievement, for diagnostic purposes, and for placement. Proficiency tests may combine certain characteristics of different use. "A general proficiency test indicates what an



individual is capable of doing now (as a result of his cumulative learning experiences)" (Harris 1965, p.3). The purpose of proficiency tests is indicated by Clark (1978):

The purpose of proficiency testing is to determine the students' ability to use the test language effectively for real -life purposes, that is to say, in vocational pursuits, for travel or residence abroad, or for such cultural and enjoyment purposes as reading literary works in the original text, attending motion pictures or plays in the test language, and so forth (p.23).

The purpose of a placement test usually is to reveal the proficiency level of an examinee and put her/him in the right place within the target program she/he is going to study. The test does not try to find out how much the examinee knows of the test language. Clark (1978) points out "In proficiency testing, the manner in which the measured proficiency has been acquired is not at issue: indeed, the testing process and test content should be completely independent of the student's language learning history" (p.15). It is important that the tests assess the proficiency levels of the examinees precisely and in line with the goals of the program they are supposed to join.

A well constructed test usually tells apart a proficient student from the one with a minimal knowledge of English, and each proficiency level covers a range of language functioning. Lowe (1988) describes the discrimination ability of proficiency tests as:

All proficiency tests require both a "floor", the level at which the examinee can consistently and sustainedly perform, and a "ceiling", the level at which the examinee no longer can sustain performance consistently. This differs from

achievement tests which have a floor but no ceiling (p.32).

A more specific implementation of a proficiency test is to determine the level for placing candidates as in an academic setting. Consequently the content of the test may have some constraints to meet the purpose of the academic program. The test must acceptably sample the objectives of the program. It must also give the students the impression that they are being measured on their own language ability. Fok states the function of a placement/proficiency test in academia as: "The primary function of these placement/proficiency tests is therefore very specific: to learn whether or not each student can communicate effectively in English in an academic environment so as to benefit from university teaching" (1985, p.127).

#### 2.5.1 LANGUAGE PROFICIENCY

Jones (1975) describes language proficiency as; "An individual's demonstrable competence to use a language skill of one type or another regardless of how he may have acquired it" (p.2).

A common definition of proficiency is the degree to which the second language user can function, that is, how competently one can perform communicative behaviors within the range of four skills. The language proficiency concept in learning a foreign language is widely discussed by testing experts such as Oller (1983), Spolsky (1975), Byrnes & Canale (1987) and others. It is not an easy task to define the proficiency level of a second language learner unless some

observable operations are taken into account at the performance level. It is a capability that cannot be measured directly. A tester has to construct a test that gives valid indications of proficiency of the examinee, based on the operational descriptions used as criteria in developing the test.

Actually, language proficiency is not a competence that has to do with the measurement of achievement in an instructional program. It is the ability of a learner to use a language under real life conditions and can be revealed by a good proficiency test. Proficiency calls for a selection of appropriate language forms in certain situations, using them accurately and communicatively. Spolsky (1968) lays out the parameters of an overall proficiency as:

I have the notion that ability to operate in a language includes a good, solid central portion (which I call overall proficiency) plus a number of specific areas based on experience and which will turn out to be either the skill or certain sociolinguistic situations (p.92).

### **2.5.2 Discrete-point vs Integrative Testing**

Farhady (1983) explains the discrete-point testing as:

The basic tenet of the discrete-point approach involved each point of language (grammar, vocabulary, pronunciation, or other linguistic properties) being tested separately. The proponents of this approach viewed language as a system composed of an infinite number of items; they felt testing as a representative sample of these hypothetical items that would provide an accurate estimate of examinees' language proficiency (p.312).

Spolsky (1975) discusses the discrete-unit and integrative approaches:

Fundamental to the preparation of valid tests of language proficiency is a theoretical question of what it means to know a language. There are two ways in which this question can be answered. One is to follow what John Carroll has referred to as the integrative approach, and accept that there is such a factor as overall proficiency. The second is to follow what Carroll called the discrete-point approach: this involves an attempt to break up knowing a language into a number of distinct items making up each skill (p.150).

While it is not easy to limit the use of language to a certain number of linguistic units existing in a language, it should be considered that every user of a language will function in his/her very special style and manner and produce an infinite number of statements of infinite variations. A discrete point approach to language testing may not reflect the ability of the examinee to function in that language. Spolsky (1975) argues against the discrete point approach and asks if a list of all the items permits the characterization of overall proficiency and continues:

If so, overall proficiency could be considered the sum of the specific items that have been listed and of the specific skills in which they are testable. To know a language is then to have developed a criterion level of mastery of the skills and habits listed. There are rather serious theoretical objections to this point. First, a discrete point approach assumes that knowledge of a language is finite in the sense that it will be possible to make an exhaustive list of all the items of the language. Without this, we cannot show that any sample we have chosen is representative and thus valid (p.151).

The assumption that language consists of several discrete units or components is not appropriate for the measurement of overall language proficiency. Spolsky (1975) suggests that:

A more promising approach might be to work for a functional definition of levels: we should not aim to test how much of a language someone knows; but test his ability to operate in a specified socio-linguistic situation with specified ease or effect. The preparation of proficiency tests like this would not start from a list of language items but from a statement of language function; after all, it would not be expected to lead to statements like "He knows sixty percent of English," but "He knows enough English to shop in a supermarket" (p.151).

The approach proposed above by Spolsky implies that a proficiency test should deal with the way one functions in a given language using his knowledge of language. But it needs great attention as to how to test the language proficiency of someone. The most practical and reasonable thing to do is to prepare a good selection of samples that will reflect one's proficiency in language. Oller (1979), quotes from Peter and Cartier:

At first glance, it may appear that, in principle, a test of general proficiency in a foreign language should be a sample of the entire language at large. In practice obviously, this is neither necessary nor desirable. The average native speaker gets along quite well knowing only a limited sample of the language at large, so our course and test really only need to sample that sample (p.182).

### 2.5.3 Competence Areas

As a matter of fact functioning in a language requires competence in several areas which are all linked to use of language. Duran, Canale et al. (1985) quote from Canale and Swain the preliminary range of language competence areas:

- 1- Grammatical Competence: mastery of the language code (e.g. vocabulary and rules of word formation, sentence formation, literal meaning, pronunciation and spelling).
- 2- Socio-linguistic Competence: mastery of appropriate use, production and comprehension of

- language in different socio-linguistic contexts, with emphasis on appropriateness of a) meanings (e.g. topics, attitudes, functions) and b) forms (e.g. register, formulaic expressions).
- 3- Discourse Competence: mastery of how to combine meanings and forms to achieve unified text in different genres... a) Cohesion devices to relate forms... b) Coherence principles to organize meanings.
  - 4- Strategic Competence: mastery of verbal and nonverbal strategies both a) to compensate for breakdowns in communication due to insufficient competence or to performance limitations... b) to enhance the rhetorical effect of language (p.7).

Basically a second language learner will be performing the four skills, listening, speaking, reading and writing during social interaction. Although functioning in a second language involves an integration of these skills and competence areas, it is still possible to consider the four skills as divisible performance areas. From the point of view of integrative approach, it is obvious that one skill will overlap the other but the skill overweighting the others may be determined as the target skill area of measurement.

While discussing the general factor of language learning in his article Carroll (1983) suggests that several language skills can be perceived in an arrangement of hierarchy, starting from the highly general down to the most specific. He also maintains that the "general language proficiency" factors are the mere indexes of an overall development rate in language learning, or in other words, in learning the system as a whole. Carroll also claims that language proficiency is not unitary and if it had been "it would have been possible to measure language development with almost any type of measure shown to have high loadings on

such a factor" (Carroll 1983, p.104). Carroll asserts: "In point of fact, however, language proficiency is not completely unitary, and it is unlikely that one would find a test-unless it were of an 'omnibus' nature measuring many different types of skills-that measured only general language proficiency and no specific skill" (p.104). Concluding he proposes that "Language testers must continue to use tests of skills that are more specific than a general language factor. They must use combinations of tests that together will measure overall rate of progress in different skills" (p.104).

In the light of the discussions above, it can be said that a skill area of language proficiency can be tested separately if it contributes to the overall language proficiency provided that the test is prepared in a contextualized format. It is also obvious that if one skill is to be tested, the dominant performance indications have to be closely related to what one purports to measure, such as an oral test measuring speaking skill. While measuring one's reading skill, the test should be made up of written texts sampling the content which the examinee is expected to read and comprehend.

## 2.6 DISCUSSIONS ON THE PROFICIENCY DESCRIPTIONS AND THE USE OF PROFICIENCY SCALES GIVEN BY ACTFL/ETS, ILR AND FSI

The description of proficiency in all four skills are of the concern of some institutions in the USA, which have great influence on language testing concepts of proficiency

and placement. These are the FSI Scale, ILR Scale and ACTFL/ETS Guidelines, all three prepared to define and describe proficiency levels within the four language skill areas. To obtain a definition of proficiency on an operational basis, it is unavoidable to have a look at what some researching institutions such as FSI, ILR and ACTFL say.

#### 2.6.1 Proficiency Guidelines.

ACTFL/ETS Guidelines (The American Council on the Teaching of Foreign Languages/Educational Testing Service) did not appear until 1982. Studies for the assessment of the second language proficiency began in 1956 within the US Government with the development of the FSI (Foreign Service Institute). The ILR (The Interagency Language Roundtable, 1973) carried out the job of defining proficiency for different levels and for different skills until ACTFL appeared (Lowe & Stansfield, 1988). The scales make up the most comprehensive and widely implemented definitions in use with a holistic approach.

The descriptions for reading proficiency given by ACTFL and ILR are presented in Appendix A. Galloway (1987) explains the use of proficiency guidelines: "The proficiency guidelines are written to provide a global sense of learner performance expectancies at various positioned stages of evolution" (p.37). She further clarifies the characteristics of assessment criteria fundamental in the guidelines: "Although, the criteria for each level set somewhat strict parameters as to what constitutes level-characteristic behavior, these criteria represent not discrete behaviors,



but performance ranges as observed in learner profiles that are highly individual and varied. As assessment criteria, the level descriptions at times focus less on what the individual does and more on what the individual does not do yet" (p.37).

The guidelines discriminate among the proficiency levels and assign specific observable indications for each level. After giving a generic description of a certain level, the guidelines exemplify the descriptions. Galloway (1987) states that proficiency in the ACTFL guidelines is concerned with observable behavior, with the performance of an individual:

It deals not with separate and weighted examinations of explicit rules, but rather with the extent to which knowledge of the target language system, explicit or implicit, can be applied to language use. It refers not to prepared and rehearsed activity, nor it is defined through peer-relative measures of mastery of particular course content. Instead, proficiency considers the extent to which an individual can combine linguistic and extralinguistic resources for spontaneous communication in unpredictable context free from the insistent prompts and prodding of the classroom (p.37).

It can be presumed that, one whose proficiency description is par to a certain level on the guidelines will be able to perform the required language skills in the preceding levels. It may also be possible to show a capability of occasional understanding within the ranges of an upper level. This brings forth the case of overlapping which is strongly considered in the guidelines. Galloway (1987) describes this feature of ACTFL guidelines as:

The concept of proficiency, as in the ACTFL guidelines is often referred to in terms of progression or continuum. It is described this way in order to stress two fundamental characteristics. First, proficiency is not defined as a series of discrete point equidistant step or as a system with broad leaps and underlying gaps. Rather as a representation of communicative growth, the levels describe a hierarchical sequence of performance ranges. Second each level of proficiency subsumes all previous levels in a kind of "all before and more" system so that succeeding levels are characterized by both overlap and refinement (p.38).

This characteristic of overlapping must be considered while writing items, since simpler items may be derived from a more difficult text. This is similar to what is experienced in real-life situations. Dandonoli (1988) refers to real-life context where readers are confronted with materials not matching their level of proficiency precisely. But even in such cases she claims that individuals struggle for deriving meaning out of such texts. Dandonoli (1988) capitalizes on the issue of this unparallelism while writing items and suggests "Items which reflect this lack of parallelism will also be included. For instance, an evaluative text can be presented and items concerning facts and literal information in the passage can be constructed" (p.84).

## 2.7 READING PROFICIENCY

As Larson and Jones (1987, p.113) refer to Larson, Hosley and Meredith's point "reading seems to be the most representative of an apparent underlying proficiency factor". Through a reading proficiency test, the students can be tested about the degree they are proficient in a test

language.

Volmer and Sang (1969) claim that "The teaching of four language skills as more or less distinguishable areas of performance as well as the testing of these skills as separate linguistic entities is based on the assumption that each level is somewhat independent from the rest. At least we normally imply both in language teaching and in language testing that one of the skills can be focused upon or measured more than the others at one particular point in time" (p.29).

Oller (1975) stresses the need for reading at the college level "Of all the skills required by students of English as a second language surely none is more important to success in college-level course work than the ability to read at reasonable rate and with comprehension" (p.26).

It is a fact that most studies in academia involve a deep focus on reading. As Phillips points out "...academia has always concerned itself with reading, devised ways to teach it, and conducted considerable research into the nature of the reading process" (1988, p.136). Academic studies require a reading skill and its subskills as a basic ability, such as reading for comprehension, skimming, scanning, gisting, paraphrasing, inferring and summarizing.

Galloway (1988) discusses comprehension in terms of how well the purpose of the reader in approaching the text corresponds with the purpose of the writer in preparing it.

Valette (1977) indicates that "students may find

themselves in situations where it is useful to be able to read" (p.165). She exemplifies this as reading signs, instructions, menus or programs in a target language speech environment. Valette also points out that "students may wish to read target language newspapers or periodicals, or specialized articles in their own area of particular interest." According to Valette informal correspondence and business letters may also be read on a less technical level. She concludes her point that the main objective of students in reading for communication is to understand the written message. When the reading skill is considered within the ranges of communicative activities of a language, the realization of communication in reading is the moment when the reader understands the message the writer wants to convey.

Reading is a receptive skill. It is receptive in the sense that, the reader is expected to decode the visual form into comprehensible messages to the brain. The reader is expected to integrate his abilities to decode the message. As Riley (1977) quotes from Goodman:

The reader associates the semantic properties of language to form which appears on the paper as an integration of all grammatical units of a language, since the written form and the spoken form of English is rather different a phonemic correspondence is well necessary to comprehend the written form (p.3).

Reading for comprehension calls for several subskills during the process. Riley (1977) points out the subskills which are expected from an intelligent reader are to:

- 1) Select the main idea from the passage
- 2) Select relevant details to support the main idea
- 3) Recognize irrelevancies, contradictions & non sequiturs
- 4) Use logical connectors and sequence signals
- 5) Draw conclusions
- 6) Make generalizations
- 7) Apply principles to other instances (p.4).

These subskills constitute a whole in comprehending a written text and the examinee is exposed to a similar kind of process in a reading proficiency test. According to Goodman (1968), reading is an active process and the reader's knowledge of the language besides the experiential and conceptual background, facilitates active processes of prediction and confirmation.

Reading proficiency tests aim at measuring the communicative competence in respect to reading. Several techniques are available for the development of test formats to measure reading proficiency such as giving students a translation passage or asking the students to paraphrase, summarize or find out the main idea of a given text, all of which demand a subjective evaluation in character. Dealing with a placement test that will be applied to a large number of examinees, it may not be practical to use performance testing techniques. Types of tests like multiple choice, cloze, matching or true and false which fall under the category of objective tests may be both practical and time saving as well as being economical.

Child (1988), states that the reading skill can be measured indirectly only, and claims that "Testing must always be

achieved through another channel: Through speaking in a reading interview, through writing answers to content questions; and through responses to multiple-choice items on the content of the text" (p.125).

The assessment of reading proficiency seeks to measure all the functional abilities of the examinee as a whole, communicatively. Child (1988), refers to reading proficiency assessment as parallel to assessment of speaking proficiency regarding the categorization of reader's functional abilities based on the definitions given in AEI, such as reflecting the tasks, content and accuracy requirements at each level in language use and the rating of performance is realized holistically by comparing it to descriptions of levels.

Meanwhile, when compared to the reading tests that measure the progress of students in a course, "...reading proficiency tests are usually longer in duration to permit the examinee to prove consistent and sustained ability" Child (1988, p.125). He also maintains that "Reading proficiency tests also differ from classroom progress tests in the levels of difficulty covered and in the range of tasks included, since difficulty and range are both required to establish a ceiling, or upper limit of proficiency, as well as of floor" (p.125).

## 2.8 TEXT SELECTION FOR USE IN A READING PROFICIENCY TEST

Attention must be paid to the selection of the texts that will be used as test materials. If the purpose of a test is to measure reading proficiency similar to that in

real-life, the texts should mostly be selected from authentic passages.

Experts of testing currently discuss the best way of selecting the most appropriate texts that will have construct and content validity for a reading proficiency test. It is not possible to sufficiently describe all the variations in the universe of content, and as a result it may not be easy to validate the selection of content. Dandonoli (1988) argues that it is a difficult task to decide on the samples that will reflect the desired content validation among a universe of infinite content variations. She also accepts the fact that complete specification of all aspects of behavior that constitute the domain of language is not possible. It is possible to use the proficiency guidelines as the framework for describing the constituents in the range of behaviors about which the testers want to make inferences on the basis of the test scores. Dandonoli (1987), concludes that "While not perfect, the proficiency guidelines can be thought of as the content domain for language proficiency for purposes of initial test development and research" (p.92).

Child's article (1987) displays a close study of texts that are selected for use in proficiency testing and a typology.

Dandonoli (1988) mentions Child's text typology in her article and supports his suggestions: "Child has proposed an independent typology for describing texts, but one that can be related to particular levels of the proficiency guidelines,..." (p.84).

As Child (1988) indicates the reconciliation of form and content is a critical issue to the entire concept of proficiency testing. Child (1987) states that "Generally, the simplest texts are those in which the information contained is bound up with facts, situations and events outside the flow of language. Thus, traffic and street signs, and for that matter signs of every type, are posted at physical locations which by their presence contribute to comprehension" (p.84). He then asserts "... appropriate language is directly linked to the language outside the texts" (p.100).

There are those certain situations where the language form is content bound, that is the selection of content will inevitably lead to use of certain forms.

Child (1987) calls texts at level 1 The Orientation Mode, and claims that such texts use extremely simple language and due to the one-to-one relationship of language and content at this level, the material can be under the control of the learner... He concludes that "Test construction at level 1 should therefore center on problems of relevant content and not on language form. (i.e. syntax)" (p.103).

As it can be seen in the descriptions given by the proficiency guidelines the expected behaviors start to get more complex at level 2. More variety of linguistic forms are required for even the expression of the same content at level 1. Child calls this level of texts The Instructive



Mode, and explains the properties: "Without the heavy dependence on perceptual clues from the outside and the resulting 'one word-one perception' match, such language texts automatically reflect greater linguistic variety even though the participants are mainly communicating about factual things, with a minimum analysis, commentary or affective response" (p.100).

Child calls the level 3 texts as The Evaluative Mode and he points out:

To level 3, I assign texts of every kind in which analysis and evaluation of things and events take place against a backdrop of shared information. These include editorials and analyses of facts and events; apologia; certain kinds of belles-lettristic material; such as biography with some critical interpretation and in verbal exchanges; extended outbursts (rhapsody, diatribe, etc.). These various forms may have little in common on the surface, but they do presume, as observed a set of facts or a frame of reference shared by originator and receptor against which to evaluate what is said or written (p.103).

It is expected that as the level of proficiency goes up the complexity of the texts will increase. Texts which reflect personal opinions and are mostly projective belong to level 4. Child (1987) calls level 4 texts The Projective Mode, and asserts:

...the texts which are generated and understood are highly individualized and make the greatest demands of the reader, a situation that immediately suggests literary creativity. Literary texts are indeed a hallmark of level 4 because they are uniquely the product of the individual with artistic bent (p.104).

He further explains that level 4 texts are highly individualized and even if there is no esthetic and intellectual demands from the reader or the listener, they

are still hard to access because of the unfamiliar cultural values or language behavior that is highly idiosyncratic (p.104).

Dandonoli (1988) displays the text types, their functions and the strategies that are followed for comprehension as indicated in the following table.

Table 1. Dandonoli's scheme for text types and functions.

Level	Text type	function	R/L Strategy
0/0+	Enumerative (numbers, names street signs, isolated words or phrases)	Discern discrete elements	Recognize memo- rized elements
1	Orientalional (simplest connected text, such as concrete descriptions)	Identify main idea	Skim, scan
2	Instructive (simple authentic text in familiar contexts and in literal predictable information sequence)	Understand facts	Decode, classify
3	Evaluative authentic text or unfamiliar topics	Grasp ideas and implications	Infer, guess hypothesize, interpret
4	Projective (all styles and forms of texts for professional needs or for general public.)	Deal unpredict- able and cultural references	Analyze, verify, extend hypothesis
5	Special purpose (extremely difficult and abstract text.)	Equivalent to educated native reader and listener	All those used by educated native reader listener

(p.94)

In this research, the ACTFL/ETS levels were accepted as defining the proficiency levels and the scheme presented in Table 1 constituted the theoretical basis for selecting reading passages and developing reading comprehension items.

### 3. PREPARATION AND ADMINISTRATION OF P.O.R.T.

#### 3.1. INTRODUCTION

The literature was reviewed to get a holistic idea of testing theory and to avoid the pitfalls of item writing. Then the researcher embarked on the preparation of a test battery that would be used as a means of measurement of reading proficiency during the data collection stage of the study. Preparation of an item pool was based on the descriptions given by the guidelines, as suggested by Dandonoli (1988) "The test items will not be drawn from a particular syllabus nor reflect isolated specific linguistic features. Rather they will be based on the criterion measure of proficiency as described in the ACTFL Proficiency Guidelines" (p.78).

### 3.2. PREPARATION OF P.O.R.T.

This phase of the study was organized as it is explained below:

- 1- Approximately 100 authentic texts of various content and forms were collected from several publicly published sources to avoid being repetitious as Dandonoli (1988) warns; "A test constructed solely around one narrowly conceived theme would not adequately sample from the broad content domain of a proficiency test. Care should be taken to provide thematic organization within portions of a test while maintaining item independence and broad sampling from a suitably diverse content domain" (p.81).
- 2- Types of objective testing items that were appropriate for using in a reading proficiency test were written for the selected texts, trying to keep as much variety as possible. Item types were: matching, cloze, and multiple choice and single word answer.
- 3- The items written were checked for adequacy of content and structure and edited in cooperation with the thesis advisor and a specialist in measurement.
- 4- In the editing, some of the items which did not exhibit appropriate content or structure were eliminated.
- 5- Additional items were written and edited to replace those that were eliminated.
- 6- The final forms of the items and texts in the item pool were scrutinized for determining the exact number that would go into the test booklet, and 85 items of the types mentioned above written for 17 different texts were

selected for the P.O.R.T. (See Table 3.1)

- 7- Instructions for the sections of the test were written in Turkish to avoid the problem of misunderstandings and loss of time with explanation.
- 8- The final forms of the items were prepared by means of a word processor and the texts were cut, pasted and photocopied on the test booklet pages in appropriate places. The items were arranged beginning with what was expected to be the the easiest and ending with the most difficult.
- 9- A separate answer sheet was designed presenting the questions in a manner which corresponded to the test booklet. The answer sheet also provided spaces for difficulty ratings for each text. (See Appendix B)
- 10- A self assessment sheet was also prepared. The self assessment sheet included demographic information and rated descriptions of language proficiency for reading that are derived from the proficiency guidelines. The purpose of the self assessment sheet was to examine if possible and reliable enough was the correlation between the test results and the self assessed levels of examinees.

Table 3.1 The number of texts, their titles, types and number of questions prepared for each text:

Name of the text	Text type	Number and types of items per text
Keys	pictures	6 matching
Volcanoes	factual report	5 matching
People and places	news	5 embedded cloze
Mary	short reading passage	11 multiple choice
Jack the Giant killer	children story	5 multiple choice
Books and booklets	ad	3 multiple choice
Positions Wanted	ads	3 multiple choice
Passion	ad	2 multiple choice
College Artists	news	4 single word answer, 1 multiple choice
Special Christmas Gift	subscription ad	4 multiple choice
Books	ad	5 multiple choice
Putting out a Smoker	news	3 multiple choice
Athletes	factual report	3 multiple choice
Civic Duty Done	news	3 multiple choice
A Classified Document	ad	5 multiple choice
Words	article	6 multiple choice 1 embedded cloze
Health	news	10 blank cloze
17 texts		85 items

### 3.3. ADMINISTRATION OF P.O.R.T.

#### 3.3.1. Description of Population

The people who will be exposed to this kind of placement test that measures proficiency are graduates of high-schools all around Turkey (with various levels of mastery of English language), coming to study at Cukurova University. Therefore, the test was given to Turkish EFL students in their last year of high schools in Adana.

The proficiency levels of students may show a large range depending on the circumstances in which they have studied. At high school level in Turkey, second language education differs from school to school. Some schools function in a different curricular area of foreign language teaching. Anatolian High schools and private high schools are obliged to have a prep program before a student starts secondary school education. The prep programs are very intense and loaded with English classes. Furthermore, students study science and mathematics in English after they pass the prep class, in "orta" and "lise" classes. Schools other than these do not pay much attention to teaching English within the course, partly because of the inadequacy of class hours per week throughout six years of education. At issue is the fact that, students study English for 8 class hours per week at least in Anatolian and private high schools, whereas students at normal state schools study English 6 hours per week at the most. This difference in the way they acquire English as a second language was expected to



be reflected in the sample taking the P.O.R.T.

Based on the foreign language education at high school level in Turkey, the researcher decided to pick groups from four different schools representing the types explained above. The test was given to "lise son" students at Adana Anadolu Lisesi (AL), Ozel Adana Lisesi (OAL), Adana Erkek Lisesi(AEL) and Anafartalar Lisesi (AF). The first two have prep programs and the latter a curriculum typical normal state schools.

Table 3.2 below summarizes the population characteristics of students selected as sample in respect of the study years required by each school and the total of English classes taken in the last year per week:

Table 3.2 Poupulation characteristics of the sample group.

School	Number of Ss	Number of years required	Hours of English per week
AEL	22	6	3
OAL	30	7 (prep+6)	8
AL	33	7 (prep+6)	8
AF	15	6	3
Total	100		

### 3.3.2 Administration of P.O.R.T.

In all schools, the test was administered with the permission of the administration and with the help of assistant directors, within the allotted time for the test: 90 minutes. It was necessary to ask for the assistance of the

assistant directors in introducing the test and in explaining the testing procedure. Students seemed to be tired of taking tests so frequently since they were preparing for university exams. It might not have been possible to have their cooperation without the help of the administrators. Each student took the test once and was allowed to leave after completing the given time. In addition to the test the students completed a self-rating scale which included questions regarding the conditions under which they learned English with various demographic information and their self assessment of proficiency levels. However the data gathered during self assessment process is saved for use in the future and will not be examined in this thesis.

### 3.3.3. Scoring

The students were instructed to answer every question they could and leave the rest unanswered. Guessing the answers was discouraged to prevent invalid and unreliable data. Every correct response received one point over the total number of the test items. The test responses were entered on the computer using DBASE III PLUS at Bilkent University.

## 4. ANALYSIS AND INTERPRETATION OF DATA

### 4.1 EVALUATION OF DATA FOR USABILITY

The data were received in four groups sorted by school. 45 from Anafartalar Lisesi, 45 from Adana Erkek Lisesi, 50 from Adana Anadolu Lisesi and 35 from Ozel Adana Lisesi, were obtained totaling 175.

After the administration of the P.O.R.T. was completed, the answer sheets were examined for usability, it was the researcher's concern that some of the data might be invalid due to some observed rejections and unwillingness of students to cooperate. It was not possible to have every student participate with a positive and helpful attitude. There were some severe refusals arguing either no benefit from the test for themselves or the difficulty of the test.

Such difficulty is not limited to this case. Every researcher can experience such constraints arising from the subjects who do not feel obliged or inclined to respond. The lack of cooperation may be a crucial issue for a researcher. As Henning (1987) indicates; the cooperation and participation of the examinees to do their best during the testing situation is of utmost importance. He also stresses that "...this is particularly true in research contexts where the result of the examination or the questionnaire may be of no direct value to the examinee or the respondent" (p.96). It is obvious that a problem may arise when the examinees have not volunteered. They may not respond frankly and

carefully. In such cases, as Henning (1987) asserts, "a haphazard or nonreflective responding of the examinees may result in obtaining scores that may not be representative of their actual ability, the lack of which affects 'response validity'" (p.96). The use of such data may lead to unreliable and/or invalid test results. To avoid the corruption of data, it may be practical to abandon those individuals who may not have response validity without affecting the adequacy of the number of cases.

After a careful review of the collected data, more than 50 cases were omitted from the analysis due to either having blank answer sheets or having remarks about the impossibility of responding to the test because of its difficulty. These were mostly from normal state schools, because they reported they were discouraged by the layout of the test and they claimed that it was impossible for them to understand and answer the questions in the test booklet. The students at these schools reported that they had not had English classes on a regular basis due to the school's inability to fill a position for an English teacher for one year or more. The inclusion of such data would adversely affect the conclusions concerning of reliability and validity of the test.

It is therefore justifiable to infer that the usability and the validity of this test is limited to students who are prepared to cooperate in taking the test.

#### 4.2 COMPUTATION METHODS

Distributions, were obtained using DBASE III PLUS , a

computer program facilitating data input and some analyses. The answers of the students were entered as a, b, c, or whichever option the students marked on their answer sheets and then transformed into 1 and 0: 1=correct and 0= wrong answer. The program supplied the sorting indices of students by grade, by school; and also all the items were sorted according to the correct responses they got. (See Appendix C)

### 4.3 ITEM ANALYSIS

The two fundamental concepts of item analysis are assessment of item difficulty and the ability of the items to discriminate.

#### 4.3.1 Item difficulty.

Item difficulty for each item is estimated by finding out the proportion correct, "p", and the proportion incorrect, "q", for each item. (Henning 1987, p.49). The difficulty index is the percent passing the item, or proportion "p".

Table 4.1 below shows the items, the number of correct answers given for each item and the difficulty ratings of the items in the P.O.R.T.

Table 4.1 Item difficulty as proportion correct and proportion incorrect for 85 P.O.R.T. items (N=100 examinees)

Item number	Number Correct	p	q
1	76	.76	.24
2	29	.29	.71
3	74	.74	.26
4	76	.76	.24
5	67	.67	.33
6	53	.53	.47
7	47	.47	.53
8	58	.58	.42
9	53	.53	.47
10	59	.59	.41
11	70	.70	.30
12	40	.40	.60
13	38	.38	.62
14	29	.29	.71
15	26	.26	.74
16	11	.11	.89
17	77	.77	.23
18	83	.83	.17
19	46	.46	.54
20	77	.77	.23
21	68	.68	.32
22	78	.78	.22
23	74	.74	.26
24	29	.29	.71
25	76	.76	.24
26	75	.75	.25
27	82	.82	.18
28	56	.56	.44
29	76	.76	.24
30	64	.64	.36
31	60	.60	.40
32	65	.65	.35
33	44	.44	.56
34	52	.52	.48
35	59	.59	.41
36	56	.56	.44
37	23	.23	.77
38	56	.56	.44
39	23	.23	.77
40	40	.40	.60
41	48	.48	.52
42	42	.42	.58
43	0	.0	.100
44	57	.57	.43
45	36	.36	.64
46	12	.12	.88
47	49	.49	.51
48	36	.36	.64
49	38	.38	.62

50	51	.51	.49
51	5	.5	.95
52	31	.31	.69
53	40	.40	.60
54	21	.21	.79
55	43	.43	.57
56	47	.47	.53
57	0	.0	.100
58	35	.35	.65
59	14	.14	.86
60	42	.42	.58
61	45	.45	.55
62	31	.31	.69
63	26	.26	.74
64	37	.37	.63
65	35	.35	.65
66	21	.21	.79
67	29	.29	.71
68	15	.15	.85
69	40	.40	.60
70	20	.70	.30
71	40	.40	.60
72	24	.24	.76
73	26	.26	.74
74	21	.21	.79
75	5	.5	.95
76	22	.22	.78
77	11	.11	.89
78	3	.3	.97
79	1	.1	.99
80	9	.9	.91
81	8	.8	.92
82	3	.3	.97
83	2	.2	.98
84	8	.8	.98
85	13	.13	.87

---

The table above exhibits that some of the items are very difficult such as the last ten items and some are very easy such as items number 1, 3, 4, 11 and 18. These extremes in easiness or difficulty estimates of the items might not be desirable if it were an achievement test, but it is important to have items that are at the far ends of the scale since the test purports to discriminate among students' proficiency levels from the lowest to the highest. Meanwhile, items number 43 and 57 are to be eliminated

because of they had no responses.

#### 4.3.2. Item discrimination.

To present how well the items discriminate among individuals taking the test, item discrimination analysis was carried out. The top 27% and the bottom 27% of the total group were used to obtain a discrimination value for each item. The differences between the two groups answering each item correctly are presented in Table 4.2 below:

Table 4.2 Direction of Item discrimination

TOP %27	BOTTOM %27	DIFFERENCE
26	11	15
22	2	20
25	12	13
27	9	18
27	8	19
27	1	26
25	2	23
26	2	24
25	0	25
26	3	23
27	4	23
23	1	22
21	0	21
14	0	14
18	0	18
8	0	8
27	9	18
27	12	15
26	1	25
27	11	16
27	1	26
27	12	15
27	6	21
16	1	15
27	9	18
27	6	21
27	12	15
26	6	20
27	10	17
26	7	19
25	3	22
27	2	25
23	1	22



These differences were all positive showing that items discriminate well among the subjects taking the test, since the positive discrimination indicates a high correlation between the item and the total score on the test.

#### 4.4 RELIABILITY

##### 4.4.1. Essence of reliability estimation

Reliability of a test involves the degree of consistency in its ability to measure. Kerlinger (1973) suggests "dependability, stability, consistency, predictability and accuracy" as the synonyms of reliability. (p.442). The reliability of a test of the kind that has been developed in this research has to be fairly high to be usable. As Henning (1987) implies "Examinations that serve as admissions criteria to university must be highly reliable" (p.10). Henning (1987) stresses the need for reliability estimation and states that the ultimate scores unavoidably include some error of measurement.

##### 4.4.2. Reliability estimation of P.O.R.T.

To estimate the reliability of the test the split half method was used. This method was the most appropriate for this research since the test was administered only once.

Henning discusses the homogeneity of item types.

When reliability is determined by internal consistency methods such as the split half method, where performance on half of the test is correlated with performance on the other half in order to determine how internally consistent the test may be, it follows that the greater similarity of item type the higher the correlation of the parts of the test will be. (1987, p.79)

Henning's suggestion is including items of similar format and content in order to increase the reliability and reduce the error of measurement. The following table was constructed by taking the odd and even numbered items.

Table 4.3 Pairs of items in the split halves of the test, taking the odds and evens.

ODDS (X)s			EVENS (Y)s	
AS1	76		AS2	71
AS3	74		AS4	76
AS5	67		AS6	53
BS1	47		BS2	58
BS3	53		BS4	59
CS1	40		CS2	38
CS3	29		CS4	26
DS1	77		DS2	83
DS3	46		DS4	77
DS5	68		DS6	78
DS7	74		DS8	29
DS9	76		DS10	75
CAS1	56		CAS2	76
CAS3	64		CAS4	60
CBS1	44		CBS2	52
CCS1	56		CCS2	56
CDS1	23		CDS2	40
CES1	48		CES2	42
CES3	57		CES4	36
CFS1	12		CFS2	49
CFS3	36		CFS4	38
CGS1	51		CGS2	5
CGS3	31		CGS4	40
CHS1	43		CHS2	47
CJS1	35		CJS2	14
CKS1	45		CKS2	31
CLS1	37		CLS2	35
CLS3	21		CLS4	29
CMS1	40		CMS2	20
CMS3	40		CMS4	24
CMS5	26		CMS6	21
CNS1	22		CNS2	11
CNS3	3		CNS4	1
CNS5	9		CNS6	8
CNS7	3		CNS8	2
CNS9	8		CNS10	13
Total	36 items		36 items	

The correlation coefficient which is obtained is interpreted as the reliability coefficient between odd and even numbered items. The reliability coefficient was .737. This is a high reliability coefficient given the variety of item types and the range of difficulty levels represented by reading passages.

#### 4.5 ANALYSIS OF VARIANCE (ANOVA) AMONG THE SCHOOLS

The ANOVA was used to determine if the test discriminated among the four schools where the test had been administered.

These schools were known to differ in the amount of English taught and it was expected that students in these schools would have different levels of proficiency. If the test discriminated among the four schools, it would mean that the test had some degree of validity.

The following Table 4.4 presents the scores obtained by the students in each of the four schools:

Table 4.4. Distribution of scores by school

Schools:	AL	OAL	AEL	AF
	42	68	6	8
	38	53	5	11
	36	57	10	5
	53	70	7	0
	49	59	7	27
	36	53	10	21
	34	47	3	1
S	30	53	15	7
C	44	55	8	1
O	39	62	10	7
R	28	50	16	3
E	40	54	17	26
S	42	66	18	35
	46	52	3	14
	35	68	7	2
	14	69	12	
	35	51	11	
	28	66	7	
	53	52	11	
	32	60	3	
	39	70	13	
	48	53	9	
	30	51		
	41	63		
	40	50		
	39	54		
	16	65		
	47	50		
	35	48		
	42	51		
	44			
	47			
	70			
Totals:	1292	1720	208	170

Table 4.5 below shows the number of students in each school group and the means of the groups and standard deviation.

Table 4.5. Means and standard deviations by school.

School	Number of years	Number of students	Means	S. Deviations
AEL	6	22	9	4.34
OAL	7	30	57	7.27
AL	7	33	39	10.28
AF	6	15	11	10.6
Total		100		

A simple one-way ANOVA was computed. The computation is given in Appendix C. The resulting source table is presented below:

SOURCE TABLE

Source	d.f.	$\Sigma x^2$	$\Sigma \bar{x}^2/d.f$	F
Between Schools	3	38169.31	12723.10	170.60
Within groups	96	7159.69	74.59	
Total	99			

The F ratio obtained by ANOVA was 170.60. This result means that the test discriminated among the four schools with a high level of significance. The differences could not be attributed to chance. Since the means obtained were in the expected direction and since the F-test was highly significant it may be inferred that the test had acceptable validity in discriminating among the schools.

#### 4.6 CONCLUSION

As it has been mentioned in the first chapter, the topic of this research was to develop a proficiency oriented reading test for use in the preparatory program at Çukurova University. The major focus of the research was to determine if efficient and satisfactory results would be obtained from the application of the test to the target groups, which were defined as students who are graduates of high schools in Turkey. After preparing the test (P.O.R.T.), it was pilot tested to obtain data for estimation of the test reliability and validity and the difficulty and discrimination values of items in the test.

Since the existing results and estimates were obtained from the single administration of the P.O.R.T., the test could be administered several more times for purposes of standardization, after eliminating the useless items or text samples. It is clear that a general proficiency test which consists of several sections to assess several skills would not have a long reading comprehension section with 85 items. Therefore, if this test is condensed to include the best of all the items and text samples it can be included as a reading section in a general proficiency test measuring all skills.

In addition to the research contributing to proficiency testing at Çukurova University, the study as a whole has contributed to broaden the horizon of the researcher both in the field of testing and in the process of

scientific research.

What is significantly reflected in this study is that there are certain steps a tester has to go through while developing a test. Based on the stages of the research, it can be recommended that before starting to prepare a test which has an important function within a program, the tester follow the phases of:

- a) studying the testing theory and basic concepts,
- b) establishing theoretical criteria for the construction of the test,
- c) selecting appropriate testing techniques,
- d) selecting appropriate text samples and item types,
- e) preparing an item pool, and making decisions on the most suitable ones to be used,
- f) determining the length and the speed of the test,
- g) piloting the test before using it for its real purpose,
- h) computing the reliability coefficient, the validity, and doing the item analyses.

It can be concluded from this study that the research has fulfilled its aim, which was to develop the P.O.R.T. The measurement outcomes of this research, all of which have proved to be satisfactory, are: a) item validity based on item discrimination indices; b) discriminant validity since it discriminates significantly among the four schools; and c) high reliability. It is hoped that this pioneering study will bring a new insight into the process of proficiency testing for the preparatory program at Çukurova University.

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APPENDIX A

INTERAGENCY LANGUAGE ROUNDTABLE  
LANGUAGE SKILL LEVEL DESCRIPTIONS  
READING

Preface

In the following descriptions a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement.

The word "read," in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

Other useful operations can be performed on written texts that do not require the ability to "read," as defined above. Examples of such tasks which persons of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

R-0 NO PROFICIENCY

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

R-0+ MEMORIZED PROFICIENCY

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose.

R-1 ELEMENTARY PROFICIENCY  
(Base Level)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include simple narratives of routine behavior; highly predictable descriptions of persons, places or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts.

R-1+ ELEMENTARY PROFICIENCY  
(Higher Level)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, an R-1+ may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding.

R-2 LIMITED WORKING PROFICIENCY  
(Base Level)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The R-2 can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by an R-2 is predominantly in straightforward/high-frequency sentence patterns. The R-2 does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Char-

acteristically, however, the R-2 is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above.

R-2+ LIMITED WORKING PROFICIENCY  
(Higher Level)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The R-2+ is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The R-2+ is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.

R-3 GENERAL PROFESSIONAL PROFICIENCY  
(Base Level)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that an R-3 can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms.

R-3+ GENERAL PROFESSIONAL PROFICIENCY  
(Higher Level)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The S-3+ is typically able to read with facility, understand,

and appreciate conventional expository, technical, or literary texts which do not rely heavily on slang and unusual idioms.

R-4 ADVANCED PROFESSIONAL PROFICIENCY  
(Base Level)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The R-4's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' employment of nuance and subtlety. An R-4 can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader.

R-4+ ADVANCED PROFESSIONAL PROFICIENCY  
(Higher Level)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent.

R-5 FUNCTIONALLY NATIVE PROFICIENCY

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader.

## ACTFL Guidelines

### Provisional Generic Descriptions—Reading

**Novice—Low** No functional ability in reading the foreign language.

**Novice—Mid** Sufficient understanding of the written language to interpret highly contextualized words or cognates within predictable areas. Vocabulary for comprehension limited to simple elementary needs such as names, addresses, dates, street signs, building names, short informative signs (e.g., no smoking, entrance/exit), and formulaic vocabulary requesting same. Material understood rarely exceeds a single phrase and comprehension requires successive rereading and checking.

**Novice—High** Sufficient comprehension of the written language to interpret set expressions in areas of immediate need. Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Where vocabulary has been mastered, can read for instruction and directional purposes standardized messages, phrases, or expressions such as some items on menus, schedules, timetables, maps, and signs indicating hours of operation, social codes, and traffic regulations. This material is read only for essential information. Detail is overlooked or misunderstood.

**Intermediate—Low** Sufficient comprehension to understand in printed form the simplest connected material, either authentic or specially prepared, dealing with basic survival and social needs. Able to understand both mastered material and recombinations of the mastered elements that achieve meanings at the same level. Understands main ideas in material whose structures and syntax parallel the native language. Can read messages, greetings, statements of social amenities or other simple language containing only the highest frequency grammatical patterns and vocabulary items including cognates (if appropriate). Misunderstandings arise when syntax diverges from that of the native language or when grammatical cues are overlooked.

**Intermediate—Mid** Sufficient comprehension to understand in printed form simple discourse for informative or social purposes. In response to perceived needs, can read for information material such as announcements of public events, popular advertising, notes containing biographical information or narration of events, and straightforward newspaper headlines and story titles. Can guess at unfamiliar vocabulary if highly contextualized. Relies primarily on adverbs as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read material several times before understanding.

**Intermediate—High** Sufficient comprehension to understand a simple paragraph for personal communication, information, or recreational purposes. Can read with understand-

ing social notes, letters, and invitations; can locate and derive main ideas of the introductory/summary paragraphs from high interest or familiar news or other informational sources; can read for pleasure specially prepared, or some uncomplicated authentic prose, such as fictional narratives or cultural information. Shows spontaneity in reading by ability to guess at meaning from context. Understands common time indicators and can interpret some cohesive factors such as objective pronouns and simple clause connectors. Begins to relate sentences in the discourse to advance meaning but cannot sustain understanding of longer discourse on unfamiliar topics. Misinterpretation still occurs with more complex patterns.

**Advanced** Sufficient comprehension to read simple authentic printed material or edited textual material within a familiar context. Can read uncomplicated but authentic prose on familiar subjects containing description and narration such as news items describing frequently occurring events, simple biographic information, social notices, and standard business letters. Can read edited texts such as prose fiction and contemporary culture. The prose is predominantly in familiar sentence patterns. Can follow essential points of written discussion at level of main ideas and some supporting ones with topics in a field of interest or where background exists. Some misunderstandings. Able to read the facts but cannot draw inferences.

**Advanced Plus** Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on concrete topics related to special interests. Able to read for information and description, to follow sequence of events, and to react to that information. Is able to separate main ideas from lesser ones, and uses that division to advance understanding. Can locate and interpret main ideas and details in material written for the general public. Will begin to guess sensibly at new words by using linguistic context and prior knowledge. May react personally to material but does not yet detect subjective attitudes, values, or judgments in the writing.

**Superior** Able to read standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest at a normal rate of speed (at least 220 wpm). Readers can gain new knowledge from material on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinions, and conjectures. Can also read short stories, novels, and other recreational literature accessible to the general public. Reading ability is not subject-matter dependent. Has broad enough general vocabulary that successful guessing resolves problems with complex structures and low-frequency idioms. Misreading is rare. Almost always produces correct interpretation. Able to read between the lines. May be unable to appreciate nuance or stylistics.

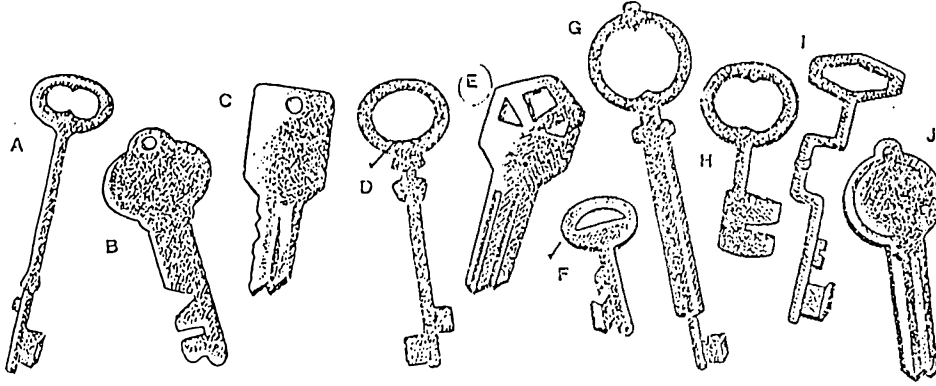
APPENDIX B

READING PROFICIENCY  
ASSESSMENT TEST

prepared by Hatice ozman

## I. BÖLÜM

A- Aşağıda ki tanımları resimde ki anahtarlarla eşleyerek anahtarların yanında ki harfi cevap kağıdında ki tanımın numarasının yanına yazınız:



- A-1- The smallest key with a semicircle hole in the head  
2- The longest key with a cylindrical body.  
3- The thin and long key with an eight shaped hole in the head.  
4- The short and flat key with three triangle holes in the head.  
5- The short key with a round head and two big teeth.  
6- The long key with a crooked body.

B- Yanda ki parçadan alınmış olan bilgilerin hangi volkan ile ilgili olduğunu bularak cevap kağıdına yazınız:

### VOLCANOES

B- Read the information about the volcanoes and then match them with the names of the volcanoes in the next column:

- 1- Many villages on a small island were covered with ash and lava due to eruption
- 2- The greatest number of people were killed in this eruption
- 3- The eruption did not kill people directly but caused death because of the damage on the food resources.
- 4- It destroyed not only the things on land but also the things at sea
- 5- Lava and mud covered totally 14 cities in the 17th century

C- Aşağıda ki parçaya sonradan eklenmiş olan parçayla ilgisi olmayan kelimeleri bularak cevap kağıdına yazınız:

### People and Places

#### Elephant tramples man to death

NEW DELHI, INDIA- An elephant trampled to death a man who beat his baby for rampaging through his home in West Bengal state, a news agency could reported. A herd of 40 elephants arrived in the area last tane week and caused havoc by trampling through houses and rice lost paddies. Press Trust of India quoted police as saying.

## B- Volcanoes: The 8 Worst

Krakatoa, Indonesia. Aug. 26-27, 1883.

A total of 36,000 people died when the volcano on the island of Krakatoa erupted Aug. 26 and then, at 10:02 A.M. Aug. 27, exploded with a sound heard 3,000 miles away. Scores of villages at the base disappeared. Waves of 60 to 130 feet waves swept over western Java, southeastern Sumatra, and hundreds of smaller islands.

Laki, Iceland. June-Aug. 1783.

Lava wiped out 20 villages in southern Iceland. Dust, ash and gases destroyed crops and livestock, and an estimated 10,000 people died of starvation.

Galunggung, Java. Oct. 8 and 12, 1822.

A first violent eruption spewed mud and steaming water. An explosion of rock and ash came four days later. The eruptions wiped out 100 villages and killed 4,000 people.

Mount Etna, Sicily. March 25, 1669.

Earth tremors preceded an eruption that sent lava flowing over 14 cities and towns, killing 20,000 people.

Mount Kelut, Indonesia. May 1919.

Water, ash and lava spilled down on a small island between Sumatra and Java and inundated 104 villages. Five thousand people died.

Mount Lamington, New Guinea. Jan. 15-20, 1951.

For two days there were earthquakes and for five days a cloud above the volcano grew thicker. Then, on Jan. 20, an explosion spewed cinders and a superheated liquid cloud killed from 3,000 to 5,000 people.

Mont Pelée, Martinique. May 8, 1902.

More than 30,000 people were killed as a liquid-like superheated mass of dust, steam, and gas engulfed the seaport of Saint-Pierre, wiped out smaller villages and plantations, and destroyed 16 of 18 ships in the harbor.

Mount Vesuvius, Italy. Aug. 24, A.D. 79.

Twenty thousand died when violent eruptions followed a series of sharp earthquakes. Ash and cinders buried the city of Pompeii, and mud buried the city of Herculaneum.



D. Parçada ki boşluklar içerisinde verilen seçeneklerden boşluğa gelmesi gerekeni bularak cevap kağıdına işaretleyiniz:

### MARY

Mary was a seven year old girl. Her parents had---1(late/recently)----moved to a new town, and so Mary was going to a---2 (same/different)---school from the ---3 (one/class)---she had been at for some years. It was a ----4 (many/few) ---- kilometers far from the house ----5 (which/when)---- she now lived in with -- --6 (quite/her) ---- parents, but there was a school-bus that went around----7 (picked up/picking up)----pupils every morning and bringing them ----8(to/ready)---- their homes every afternoon. She had to be -- --9 (everybody/at) ---- a corner twenty meters away from her front----10(door/window)--- by half past eight every day, and the bus was----11 (very/usually)--- on time.

## II. BÖLÜM ÇOKTAN SEÇMELİ SORULAR

Bu bölümde çoktan seçmeli sorular bulunmaktadır. Her parçayı okuduktan sonra doğru seçeneği ayrılan yerlere işaretleyiniz:

## Jack the Giant-Killer

A.1- Jack:

- lived in a cave
- was a giant
- was a young boy
- was an old man

2- Cormoran:

- liked Jack a lot
- lived in a house
- was very big
- was a farmer

3- Jack made a plan:

- to kill the giant
- to buy some oxen
- to live in a cave
- to find food for Cormoran

4- Cormoran ate a lot, because he:

- had an enormous appetite
- cooked nice meals
- had a lot of money
- had a big farm

5- Six oxen and twelve sheep:

- belonged to Cormoran
- were one meal of Cormoran
- ruined the farm house
- were kept in a cave

A. In the days of long ago there lived a farmer's son named Jack. Not far away from Jack's home was a cave, and in the cave lived a horrible giant, who was called Cormoran.

Cormoran was three times as big as any other man. His appetite was so enormous that the only way he could get enough food to eat was by stealing all the sheep and oxen that he could find. For one meal the giant could eat as many as six oxen and twelve sheep, and

Jack's father said that if this went on much longer all the farmers for miles around would be ruined.

This set Jack thinking and, being a brave lad, he decided to plan a way to kill the giant.

### BOOKS AND BOOKLETS

B.1- The passage is an advertisement for:

- free history books
- a printing company
- Armstrong tiles
- a roofing company

2- The add offers a "free";

- visit to the tile room
- visit to the printing press
- book publishing guide
- telephone call to a roofing company

3- 688-1441 stands for the;

- lucky number to get a free book
- street number of the company
- telephone number of the company
- lucky number to have a book published

B.

We Typeset, Print & Bind

**BOOKS & BOOKLETS**

for


**WRITERS, EDITORS & PUBLISHERS**

Computer Manuals	Price Catalogs	Technical Manuals
Training Manuals	Family Histories	Poetry Books
Textbooks	County Histories	Religious Books
Newsletters	Church Histories	Safety Manuals
Directories	Cookbooks	How-To Books

CALL 688-1441

**D. ARMSTRONG CO., INC.**

2000B Governors Circle, Houston, TX 77092  
at Loop 610 and Hwy. 290



POSITIONS WANTED

C- Positions wanted

Athletic Coaching/Education: Experienced educator seeks challenging position in college faculty. Athletic Coaching/Education, 37, B.A., M.A., Ed.D. candidate. Experienced, 15 years coaching Football and Baseball. Health Education Administration. Available now; can relocate. Will send complete résumé, references on request. Charles C. Davis, 1844 Justine, Detroit, Michigan 48234, (313) 875-5525.

Director of Telecommunications: Extensive Technical and Administrative background in the telephone industry. Jack Farley, P. O. Box 98, Monmouth, Oregon 97361.

Drawing/Painting: Instructor/Assistant Professor, 4 years' experience in teaching college-level art. Directed a department of 50 students. M.F.A. degree. Single. Will relocate. George Schweser, 620 Fairview, Webster Groves, Missouri 63119, (314) 961-3966.

Metals Shop Instructor. Experienced. Degreed. For résumé: Richard C. Quint, 722 East Grove, Hanoul, Illinois 61806.

C-1- The man looking for a job as a coach in a college is from:

- a) Oregon
b) Missouri
c) Michigan
d) Illinois

2- Two of the people looking for jobs have common fields of work. They are:

- a) Charles D. and Richard Q.
b) Richard Q. and George S.
c) Charles D. and Jack F.
d) George S. and Jack F.

3- One of the men inform that he is not married. He is:

- a) Charles Davis
b) Richard Quint
c) George Schweser
d) Jack Farley

D- "No matter where the technology leads, quality comes from people (starting in the mail room) who care and are committed." Thomas J. Peters and Nancy K. Austin from A Passion for Excellence

D- PASSION

Instruction: Choose the correct options and mark them on the answer sheet

1- This advertisement is for :

- a) a movie called "Passion"
b) a book written by Peter and Austin
c) Systems and Computer Technology Corp.
d) none of the above

2- According to the passage:

- a) learning is more important than money
b) money is passion
c) computers are a passion
d) passionate people like to dream

PASSION

What motivates people to do their best?

The answers might surprise you.

Most people say they would rather learn more than earn more. And for virtually everyone, appreciation is a much more powerful motivator than money.

Look below the surface of most people, and you'll discover a seemingly inexhaustible wellspring of enthusiasm, commitment and passion.

The question is: why does so much of this wellspring remain untapped when it can be released by something as simple as appreciation?

It's a question that highlights the limits of our knowledge.

Yet a passion unlimited questions all limits, freeing an intensity that warms by its presence, a demand for success, a possession to excel. A simple power that gallops when unleashed.

We still have much to learn about human motivation and organizational effectiveness. Computers, for example, are proving to be one of the most humanizing forces in the workplace. Bringing people together, freeing them to plan, see powerful new relationships—and even dream.

We may only just be discovering the power of passion.

A- Aşağıda ki sorulara paragrafı okuduktan sonra tek kelimelik cevaplar vererek cevap kâğıdına yazınız:

COLLEGE ARTISTS

- 1- What is the main topic of the posters at the exhibition?
- 2- How many designers are joining the exhibition?
- 3- Where will the exhibition be displayed this week?
- 4- What is the total amount of the contribution to this exhibition?

B- Doğru seçeneği cevap anahtarına ifaretleyiniz:

5- In the last paragraph, Charles M. Helmken states that:

- a) Japanese artists are better graphic designers
- b) There were not many posters in the exhibition
- c) The posters were visual weapons against war
- d) This is an exhibition of American history



College Artists Join 'Peace Poster' Exhibit

Several designers working at colleges and universities are among 125 American artists who have designed "peace posters" commemorating the 40th anniversary of the dropping of the atomic bomb on Hiroshima.

An exhibition of the posters—called "Images for Survival"—will go on display in Washington this week before touring major cities in the United States, Japan, and Canada.

Next month the posters will be on display at the Hiroshima Museum of Art. Eventually they will be placed on permanent exhibition in that city.

More than 200 top American and Japanese designers and 14 business corporations in both countries contributed \$500,000 worth of services to the poster exhibit.

"This is a project unparalleled in the history of American graphic arts," said Charles M. Helmken, president of the Shosin Society, the Washington-based organization of Japanese and American graphic designers that is sponsoring the exhibition. "Hundreds of well-known designers were given an opportunity to create their own visual weapons for peace."

F.



SPECIAL CHRISTMAS GIFT SUBSCRIPTION FORM

GOURMET will send gift cards to you so that you can mail them yourself for the personal touch. Enter your order in the spaces below and mail in the enclosed postage paid reply envelope.

Dear Subscriber:

May we suggest a solution to some of your holiday gift problems?

It's a gift that has been a tradition since 1941--the year GOURMET was launched in the New York metropolitan area with a distribution of only 50,000 copies. Skeptics said our fledgling magazine would never make it. But today GOURMET enjoys a circulation of over 900,000.

How did we do it? WE didn't do it. It was our enthusiastic subscribers who have shared the enjoyment they receive from GOURMET by giving gift subscriptions to their friends. Now we would hardly go so far as to say it is more blessed to give GOURMET than to receive it, but it's a very welcome gift, a magazine of good taste, published with good taste.

Enclosed you will find our Christmas gift subscription form, with special Christmas rates. Your own renewal or extension may be included at these rates.

It's nice to have you as one of our subscribers.

F.

1- Gourmet is a ;

Cordially,  
*Verne E. Westerberg*  
Verne E. Westerberg  
Publisher

- a) shop where you can buy gifts from
- b) store which sells christmas cards
- c) magazine which is about cooking
- d) book of order lists for christmas gifts

2- "Gourmet" first appeared in;

- D  
O  
N  
O  
R
- a) Canada
  - b) Colorado
  - c) All the metropolitan areas
  - d) NewYork

3- The place saved as "Gift for" on the order card asks people to write in;

- a) the name of the chosen gift
- b) the name of the person to send the gift
- c) the place where the gift can be bought from
- d) The amount of the gift

4- The buyer;

- a) has to pay immediately
- b) is free to wait until January
- c) can pay with his own currency, if he is a foreigner
- d) must pay after receiving a bill

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Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

PRINT GIFT RECIPIENT NAME

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# G- books

Tips for the Lazy Gardener, by Linda Tilgner (Garden Way Publishing, Pownal, Vt.), \$4.95 paperback.

This book of shortcuts and no-nonsense advice starts with planning the garden on paper and moves on to where to plant and when, what grows best in various light conditions, how to break up the soil without breaking your back and keeping the weeds down and the wildlife out.

Some of the tips:

• Don't throw away vacuum cleaner dust, sour milk or peanut hulls: They make excellent compost materials and help enrich next season's garden.

• Use Epsom salts mixed with water as a source of magnesium for tomatoes and eggplants to help them grow faster.

• Protect your plants from frost by using plastic milk containers as individual greenhouses: Cut the bottoms out of the gallon-sized containers and remove the caps before placing them over your seedlings.

This is the kind of book that you will use and use and use, giving you many times more than its small cover price. —DX Fenten

G-1- The book tells the readers how to:

- clean their house
- cook tomatoes and eggplants
- take care of their gardens
- make house plans

2- This passage is written for the purpose of:

- reviewing a new book
- giving advice on gardening
- encouraging lazy gardeners to work harder
- explaining how to buy gardening books

3- Linda Tilgner is:

- the writer of the passage
- the writer of the book
- a lazy gardener
- an ardent reader of books

4- "Tips for the Lazy gardener", is probably;

- one of DX Fenten's hobbies
- an exciting book of short stories about garden
- a adventurous novel about a lazy gardener
- a do-it-yourself kind of advice book

5- According to the passage:

- If you break up the soil the weeds grow faster
- Milk containers can be used as green-houses
- Books are very useful for gardening
- Epsom salts are used by everyday gardener

## H- Putting out a smoker

1- The plane landed in London;

- due to bad weather
- on the planned time
- due to a problem in the engine
- because an American on it wanted to get off

2- The plane was coming from;

- Athens
- New York
- England
- France

3- The plane was late for:

- four hours
- landing in Athens
- taking off from Athens
- landing in London

## H- Putting Out a Smoker

London (AP) — A TWA airliner made an unscheduled landing in London after an American got into a dispute with other passengers by smoking a cigar in a no-smoking area, police said yesterday.

The smoker, identified only as a 52-year-old from Mississippi, was held for questioning while the Boeing 747, en route from Athens, Greece, to New York, resumed its journey after a four-hour delay Friday, police said. "This man refused to put his cigar out," said a TWA official, who spoke on condition of anonymity.

## ATHLETES

J- Athletes involved in endurance sports cannot perform at their maximum aerobic capacity without a normal night's rest before their events, according to a Howard University study.

Researchers from Howard's exercise physiology laboratory who conducted the study told the sports-medicine meeting that eight volunteers who had not slept for 42 hours had shown a significant decrease in their performance on stationary cycles and an increase in their perceptions of how hard they were working.

The Howard scientists, headed by Vernon Bond, assistant professor of physical education, said the volunteers had been able to maintain a constant workload on the cycles for an average of about 8 per cent less time after sleep loss than after a normal night's rest.

J- 1- This passage is mainly about the:

- relation of strength to exercise
- effect of less sleep on the performance of athletes
- medical study at Howard University
- types of research at Howard University

2- Athletes perception after staying awake for about two days was that;

- they worked harder at the same task
- they had been awake longer than two days
- the laboratory tortured them by keeping them awake
- the stationary cycles took less effort

3- We can infer from this passage that:

- All athletes at Howard University showed a decrease in their performance
- Athletes must keep regular sleeping hours for optimum performance
- Scientists will study anything in order to present papers
- Scientists may stay up as long as two days to study the athletes

## K Civic Duty Done

She arrived in a wheelchair to vote, a bent woman in her 60's, wrapped in a cloth coat and a look of determination. Officials at the polling place, Public School 84 at 32 West 92d Street, said she could remain seated, that her companion could flip the ballot levers for her if she wished.

No thank you, she said, she would get up. Then, grasping her friend's arm, she rose slowly, almost majestically, to her feet.

The curtains closed behind her. A minute later they opened again and she regained her wheelchair, which had an "I ♡ N Y" bag hanging on the back.

As she was wheeled away, somebody said, "I bet you never miss an election."

"No, sir," she answered resolutely. "Never."

## K Civic Duty Done:

- 1- The woman in the text came to the polling place;
  - a) on foot
  - b) by taxi
  - c) by bicycle
  - d) on a wheel chair
  
- 2- She voted;
  - a) on her own
  - b) with the help of a friend
  - c) near the officials
  - d) seated on her chair
  
- 3- The woman in the passage is mainly;
  - a) a hopeless handicapped person
  - b) a political figure appearing at the elections
  - c) a young woman who is stuck to a wheel-chair
  - d) a determined and loyal citizen

## A CLASSIFIED DOCUMENT



If you have a car to sell, why keep it a secret? Make it classified and you'll tell the world!

Especially when it's Newsday Classified. Every day, our classified material falls into the hands of nearly 1.5 million people in Nassau, Suffolk and Queens. And leaking your car-for-sale information to this enormous audience costs as little as \$12 for a three-day, two-line classified ad. With an audience this big, and rates that low, it's no secret why Newsday is so popular.

Why not get some classified information for your car, home\*, boat or merchandise? You'll most likely sell it faster and with less hassle than you thought possible.

That's classified as in Newsday... where we turn your information into hard cash.

\* Newsday also has a special, low-cost rate for selling your home. Please call for details.

## A CLASSIFIED DOCUMENT

- 1- This passage is:
  - a) a document which has been secretly classified
  - b) an article about the secrets of the world
  - c) an ad about a used car
  - d) an ad about ads appearing in a newspaper
  
- 2- \$12 is the price of:
  - a) a second hand car
  - b) two line ad
  - c) a newspaper
  - d) car-for-sale information
  
- 3- 1.5 million refers to the:
  - a) total number of people living in Nassau, Suffolk, and Queens
  - b) approximate number of people receiving Newsday Classified in the region
  - c) number of ads appearing on the newspaper in Newsday
  - d) approximate number of people who advertise in Newsday
  
- 4- The word "audience" in this passage refers to the:
  - a) people who watch an artistic show
  - b) people living in Nassau, Suffolk, and Queens
  - c) buyers of Newsday in Nassau, Suffolk, and Queens
  - d) readers of Newsday
  
- 5- Newsday Classified section:
  - a) sells cars, boats, and merchandise
  - b) publishes advertisements to sell merchandise
  - c) sells homes at a low cost
  - d) pays back the readers with hard cash

By Michael Gartner

**L**IFE was tough in the Middle Ages. Besides worrying about the kids, folks had to worry about famine and pestilence and, especially, fire. Indeed, the danger of a fire raging through a town or village was so great that it became the law that no household could keep its fire burning after a certain hour. At the appointed hour — it was 8 p.m. during the time of William the Conqueror — a townsman would ring a bell loudly as a warning that all fires must be put out.

In French, the appointed hour became known as the *couvre feu* — the time to cover the fire and call it a day — and that word moved into English as *curfew*. And that's why today when your mother tells you you have to be home by 10 or when the police say no one can be on the streets after midnight, that's known as a curfew.

You shouldn't be out on the streets after curfew, and you shouldn't be out if you're under *quarantine*. A quarantine is an enforced isolation of a person to prevent his contagious disease from spreading. The word comes from the Italian *quarantina giorni*, which means 40 days and which describes the length of time that a ship suspected of carrying people with contagious diseases was forced to lie off port in days of old.

A ship carrying persons with contagious diseases would hoist a yellow flag as it approached port as a warning to the local authorities. The flag was known as the *yellow jack*, and yellow thus became a symbol of something or someone that was just sitting idly by. In the old days in Britain, a naval captain who was promoted to admiral but who wasn't actively employed was known as a *yellow admiral*, for instance.

*Yellow journalism* is contagious, but that isn't why it's called yellow. In the 1890s the New York World introduced a comic strip called "The Yellow Kid," and it used yellow ink in the strip to call attention to it.

The World was given to a certain amount of sensationalism, and critics linked the yellow ink and the sensationalism to invent the term yellow journalism, which at first described the World and later was broadened to include any newspaper that dealt in screaming headlines about sex and crime and unproved wrongdoings.

**M** 1- In the first paragraph the writer is talking about:

- a) great towns and villages
- b) children ringing bells
- c) houses full of kids
- d) the danger of fire

2- A "yellow admiral" is a naval captain who:

- a) has a yellow face because he is ill
- b) hoists a yellow flag on his ship
- c) does not work very much
- d) wears a yellow uniform

2- Curfew is a :

- a) kind of fire lit in the kitchen
- b) bell which was rung in Middle Ages
- c) limitation on being out after a certain hour
- d) fire department regulations

4- The main topic of this article is:

- a) How difficult it was to live in the old days
- b) the origin of some words that are still in use
- c) the prohibitions in the society
- d) contagious disease

5- A yellow flag hoist on a ship would mean that:

- a) It was an Italian ship coming back from a 40 day voyage
- b) The captain of the ship had been away for 40 days
- c) 40 journalists were travelling on board of a ship
- d) People abroad may not leave the ship for 40 fdays

6- "Yellow Journalism":

- a) implies appreciation of serious newspapers
- b) is a name for newspapers that use sensationalism
- c) refers to newspapers that use sensationalism
- d) is the name of a specific newspaper

7-Find the spelling error in the passage and underline the word and then the correct spelling below:

**N** Parçada boş bırakılan yerlere gelebilecek en uygun kelimeyi aşağıda verilen kelime listesinden seçerek boşluk numarasına göre cevap kağıdına yazınız:

## HEALTH

The use of aspirin to ..(1).. children for flu and chicken pox appears to have..(2).. sharply since 1981, when four states ..(3).. the results of studies that found a possible ..(4).. between the use of children's aspirin to treat these ...(5)... and Rye's syndrome.

A rare ..(6)... disease whose cause remains unknown, Reye's syndrome is ...(7)... in more than a quarter of all...(8)... diagnosed and has produced brain ...(9)... in many of the survivors. Its early ...(10)... are lethargy and vomiting.

- |          |             |             |                |
|----------|-------------|-------------|----------------|
| <b>N</b> | a) damage   | f) revealed | k) childhood   |
|          | b) link     | g) symptoms | l) useful      |
|          | c) hided    | h) treat    | m) dropped     |
|          | d) epidemic | i) ailments | n) regulations |
|          | e) fatal    | j) death    | o) diseases    |

Adı Soyadı:

CEVAP KAĞIDI

\*\*\*\*\* Her bölümde ki parçayı okuyup doğru cevabı işaretledikten sonra o parçanın size göre zorluk veya kolaylık derecesini aşağıda parantez içinde verilen tanımları kullanınız ve parçanın adının yanında ki paranteze yazınız. Değerlendirirken şu tanımları kullanınız:

(Çok zor) (Zor) (Orta zorlukta) (Kolay) (Çok kolay)

A- Keys (.....)

1-..... 2-..... 3-..... 4-..... 5-..... 6-.....

B- Volcanoes (.....)

1-..... 2-..... 3-.....

4-..... 5-.....

C- People and Places (.....)

1-..... 2-..... 3-.....

4-..... 5-.....

D- Mary (.....)

1-..... 2-..... 3-..... 4-.....

5-..... 6-..... 7-..... 8-.....

9-..... 10-..... 11-.....

Çoktan Seçmeli Bölüm:

A- Jack the Giant-killer (.....)

1- a b c d 2- a b c d 3- a b c d

4- a b c d 5- a b c d

B-Books & Booklets (.....)

1- a b c d 2- a b c d 3- a b c d

C-Positions Wanted (.....)

1- a b c d 2- a b c d 3- a b c d

D- Passion (.....)

1- a b c d 2- a b c d

E- College Artists (.....)  
1-..... 2-..... 3-.....  
4-..... 5- a b c d

F-Special Christmas Gift Subscription Form (.....)  
1- a b c d 2- a b c d 3- a b c d  
4- a b c d

G- Books (.....)  
1- a b c d 2- a b c d 3- a b c d  
4- a b c d 5- a b c d

H- Putting Out A Smoker (.....)  
1- a b c d 2- a b c d 3- a b c d

J- Athletes (.....)  
1- a b c d 2- a b c d 3- a b c d

K- Civic Duty done (.....)  
1- a b c d 2- a b c d 3- a b c d

L-A Classified Document (.....)  
1- a b c d 2- a b c d 3- a b c d  
4- a b c d 5- a b c d

M- Words (.....)  
1- a b c d 2- a b c d 3- a b c d  
4- a b c d 5- a b c d 6- a b c d  
7-.....

N- Health (.....)  
1-..... 2-..... 3-.....  
4-..... 5-..... 6-.....  
7-..... 8-..... 9-.....  
10-.....



## SELF ASSESSMENT SHEET

Master tezimin ana konusu ile ilgili olarak hazırladığım bu ankette ki sorular sizin İngilizce herhangi bir yayın okurken gösterdiğiniz yeterlik derecesini tanımlamanız amacıyla sorulmuştur. Sorulara içtenlikle ve tarafsız bir gözle yanıt vermenizi rica ederim. Teşekkürler..

Hatice Ozman  
Bilkent Üniversitesi  
MA TEFL

Ad Soyad:

Yaş:

- 1- Kaç yıldır İngilizce öğrenmektesiniz? .....
- 2- Evinizde ders dışı İngilizce yayınlar okur musunuz? .....
- 3- Haftada kaç saat İngilizce dersi görmektesiniz? .....
- 4- İngilizce dersinde not ortalamanız nedir? .....

A- Aşağıda ki tanımlamaları okuduktan sonra "Evet" veya "Hayır" yanıtlarından birisini daire içine alınız:

Herhangi bir İngilizce pasajı okurken;

- 1- Birçok kelimeyi tek tek tanıyorum fakat aralarında bağlantı kuramıyorum E H
- 2- Kelime ve kelime grupları arasında bağlantı kurabiliyorum fakat anlamı her zaman tam olarak çıkaramıyorum E H
- 3- Okuduğum yazının tamamını anlayamasam bile ne amaçla yazılmış olabileceğini anlayabiliyorum E H
- 4- Bildiğim bir konuda yazılmış olan yazıların özünü bilmediğim kelimeler olsa bile anlayabiliyorum E H
- 5- Uzun ve zor bir yazının büyük bir bölümünü anlayabiliyorum fakat bu arada bazı detayları kaçırabiliyorum E H

B- Aşağıda ki soruların yanıtları arasından size en yakın olanı işaretleyiniz:

- 1- Sizce kelime hazneniz kaç kelimedenden oluşmaktadır:
- a) 250 den az
  - b) 250-1000
  - c) 1000-2500
  - d) 2500-5000
  - e) 5000 den çok
- a b c d

2- Sizce İngilizce bir yazıyı okumakta ve anlamada ki yeterlik düzeyiniz:

- a) Çok zayıf
  - b) Zayıf
  - c) Orta
  - d) İyi
- a b c d

C- Aşağıda ki İngilizce yazılmış yazı türlerinden hangisini veya hangilerini anlayabileceğinizi düşünmektesiniz? Seçtiklerinizin yanına ..... işareti koyunuz:

- 1- Tebrik kartı .....
- 2- Kısa duyuru .....
- 3- Turizm broşürü .....
- 4- İş ilanı .....
- 5- Yemek tarifi .....
- 6- Karikatür alt yazıları .....
- 7- Başvuru formu .....
- 8- Gazete haberi .....
- 9- Bir romandan alıntı .....
- 10- Bilimsel yazılar .....

APPENDIX C

Correct responses of 100 students :

SIRA	ISIM	CEVAPLARI	
1.		111111 11111 1111 11111111111 11111 111 1 1 11 1 11 111 1 111 11 111 111 1 111 11111111 11	1 70
2.		111111 11111 11 1 11111111111 11111 111 1 1 11 11 11 111 1 11 11 111 111 1 111 1 1111 11 11 1 1	70
3.		1 1111 11111 1111 11111111111 11111 111 1 1 1 11 11 1111 1111 11 1 1 111 1111 11111 11111 1	70
4.		111111 11111 11111 11111111111 11111 111 1 1 11 11 11 111 1 111 11 111 111 1 111 1 1111 11	69
5.		111111 11111 1111 1111111 111 11111 111 111 11 11 11 111 1 111 1 1 1 111 111 1 11111 1 11 1	68
6.		111111 11111 11111 11111111111 11111 111 1 1 11 11 11 111 1 111 11 111 111 1 111 1 111 11	68
7.		1 1111 11111 11 1 11111111111 11111 111 1 1 11 11 11 1 1 1 11 11 111 111 111 1 1111 11 11 1	66
8.		111111 11111 111111 11111111111 11111 111 1 1 11 11 11 111 1 111 11 111 111 1 11 1 111 1	66
9.		111111 11111 11 1 1111111 111 11111 11 111 1 11 11 111 1 111 11 1 1 111 111 1 11111 1 1 1	65
10.		111111 11111 111111 11111111111 11111 111 1 1 1 11 11 111 1 111 11 111 111 1 111 1 1 1	63
11.		1 1111 11111 1 11 111111111 11111 111 1 1 11 11 11 111 1 11 11 111 111 111 1 1111 11	62
12.		111111 11 1 1 11111111111 11111 111 111 11 11 11 111 1 111 1 1 1 111 111 1 11111	60
13.		1 1111 1111 11 1 11111111111 11111 111 1 1 1 11 11 111 1 11 11 1 111 111 1 1111 1	59
14.		111 11111 1 1111111 111 11111 11 1 1 1 11 1 111 1 111 11 1 1 111 111 1 1111 1 1 1	57
15.		111111 1111 1111 1111111 111 11111 111 1 1 1 1 111 1 111 11 1 1 11 11 11 1 1	55
16.		111111 11111 1111 11111111111 1111 1 1 1 1 1 1 111 1 11 11 1 1 11 11 11 1 1	54
17.		111111 11111 11 11111111111 11111 111 1 1 1 1 11 11 1 1 11 11 1 11 1 1	54
18.		111111 1 111 1111 1111111 111 11111 111 1 1 1 1 1 1 1 11 11 11 1 11 11 11 1 1	53
19.		111111 11 11 1 11 11111111111 111 1 11 11 1 1 11 111 1 11 1 1 1 11 111111	53
20.		111111 11111 1111 1111111 111 11111 111 1 1 1 1 1 11 1 11 1 11 11 11 1 11	53
21.		111111 11111 11 1 1111111 111 11111 111 1 1 1 1 1 111 1 11 1 11 11 1 11 11	53
22.		111111 11111 1111 1111111 111 11111 111 1 1 1 1 1 11 1 11 1 11 11 1 11 11	53
23.		11 111 11111 1 11 1111111 111 11111 1 1 1 1 11 1 1 11 1 1 11 1 1 111 1 1 111	53
24.		111111 11111 11 1 1111111 111 11111 111 1 1 1 1 1 111 1 11 1 11 11 1 11 1	52
25.		111111 11111 11 1 1111111 111 11111 111 1 1 1 1 1 111 1 11 1 11 11 1 11 1	52
26.		111111 11111 11111111111 11 1 111 1 1 1 1 11 11 1 11 11 1 11 11 1 1 1	51
27.		111111 11111 11111111111 11111 111 1 1 1 1 1 111 1 11 11 1 11 1 11 11 1	51
28.		111111 1 111 11 111111111 11111 111 1 1 11 11 1 1 11 11 1 1 11 1 1 111 1 1 1	51
29.		111111 111 1 1 1111111 111 11111 111 111 1 1 11 1 1 1 1 1 1 1 1 1 11 1 111 1 1 1	50
30.		1 1111 11111 111 1111111 111 11111 1 1 1 1 1 1 11 11 111 1111 11 1 1 1	50
31.		11111 1 111 1111111 111 11111 1 1 1 1 1 1 1 11 1 11 1 1 11 11 1 11111 1 1	50
32.		1 111 11111 11111111111 11111 11 111 1 11 11 1 1 1 1 1 1 11 1111 11	49
33.		1 1111 11111 11 11 1111111 11111 111 111 1 11 1 11 1 11 1 1 11 1 1 11 1 1 1	48
34.		111111 11111 11111111111 1111 1 1 1 1 1 1 111 1 11 11 1 1 11 11 11 11 1	48
35.		1 1111 1111 1111111 111 11111 11 1111 1 11 11 111 1 11 1 1 1 1 1 1 1 1	47
36.		1 1111 1 11 111 1111111 111 1111 11 111 1 11 1 11 1 1 1 1 1 1 1 1 1 1 1 1 1	47
37.		111 11 11 1 11 1111111 11111 111 1 1 1 1 11 1 11 11 1 1 11 1 1 111 1 1 1	47
38.		1 1111 1 11 111 1111111 111 11111 11 111 11 1 11 1 1 1 1 1 1 1 1 1 1 1 1 1	46
39.		1 1111 111 1 1 1111111 111 11111 1 1 1 1 11 1 1 1 1 1 1 11 1 1 11 11	44
40.		111 1111 111 1111111 111 11111 111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 111	44
41.		1 111 111 1 1111 111 111 111 1 1 1 1 1 1 11 1 1111 111 11 1 11 1	42
42.		1 1111 11111 111 11 11 11111 11111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	42
43.		1 1111 1 11 11 11 1111 111 11111 1 111 11 11 1 11 1 1 1 1 1 11 1	42
44.		1 111 111 1 1111 111 111 111 1 1 1 1 1 11 11 1 11 11 1 1 1 1 1 1 1	41
45.		11 1111 1 1 11 1111111 11111 11 1 1 1 1 1 111 1 1 1 1 1 1 1 1 1 1	40
46.		1 1111 11111 1 1 11 1111111 1111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	40
47.		1 111 1111 1111111 111 1 11 1 111 1 11 1 11 1 11 11 1 1 1 1 11	39
48.		1 1111 11111 1 1 11 1111111 11111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	39
49.		1 11 1 1111 11 11 1 1 111 11111 11 111 1 1 11 1 11 1 1 1 1 1 1 1	39
50.		1 111 11111 11 11 1111 111 11111 111 1 1 1 1 11 11 111	38
51.		1 1 1 1 1111 1111111 111 111 1 1 1 11 1 11 1 11 1 1 1 1 1 1 1	36
52.		1 111 11 1 11 1111 111 1 1 11 1 1 11 1 1 111 11 1 1 1 1 1 1 1	36
53.		1 1111 1 1 1 1 111111 111 1111 11 1 1 11 1 1 1 1 1 1 1 1 1 1 1 1	35
54.		1 111 1 11 1111111111 11111 11 1 1 11 1 1 1 11 1 1 1 1	35
55.		1 1111 1111 11 1111 111 1 11 11 1 11 1 1 1 1 11 1 1 1 1 1	35
56.		1 111 11 1 1 11 1111 111 1 1 11 1 1 11 1 1 11 1 11 1 1 1 1 1	35
57.		1 1111 1 1 1111111 111 111 1 111 11 11 11 1 1 1 1 1 1 1 1 1	34
58.		1 111 1111 1 11 1111 111 1 1 11 1 1 1 1 1 1 1 1 11 1 1 1 1	32
59.		1111 11 11111111 11111 11 1 11 11 11 1 11 1 1	30

60.	1 11	1 1 1	11 111 11	1111 11 1 1	11		1	1	1	11 11	30
61.	1 111	11111 11	111 111 111	1111 111	1						28
62.	1 1111	1111	11 1111 111		11 1 1 1		1	1		1 11	28
63.	1 11 1	1 11 11	11 1111 111	1111	1 1 1 1	1					27
64.	1 11 1	1 11 11	11 1111 11	1111	1 1 11 1						26
65.	11		1 1 1 111	1	11 1 1	1 1	1		1	1 1	21
66.	1 11	11 1	1111 11 1 1	1111							18
67.	1 11		11 1 1 1 1	1 1 1	1 1	1 1	1				17
68.		1	1 1	11 1 111	1	1	1		1 1 1	1 1	16
69.	1 1		11 1 1 1 11		1 1		1 1 1		1 1		16
70.		11 11 11	11 111	11	11						15
71.	1 11 1	1 11 11	1 1	11	1						14
72.		1111 1					1 1 1		1 1 11 1 1		14
73.	1 1 1		1111111 111								13
74.	1 1		1 1111 11 111								12
75.		11 1 1	11 1 1 1 11								11
76.	1	1	1 1 1 1 1 111		1						11
77.	1	1 1	1 1 1 1 1 111								11
78.	1 1		11 1 111 11								10
79.	1 111		1 1 11 11								10
80.		11 11	1111 1 1								10
81.	1		11 1 11 111								9
82.	1 1		1 1 111 1								8
83.	11 1 1		11	1	1						8
84.	1 11			1111							7
85.	1 1		1 1 1 1 1								7
86.		1 1	1 1 1 1 1								7
87.				1	1	1			1 1	1 1	7
88.	1 111		1 1	1							7
89.			1 1 1 1	1 1							6
90.		11 11	11								6
91.	1 1	1		1	1						5
92.	1 1 1		1 1								5
93.				1 1 1							3
94.	1 1			1							3
95.			1 1 1								3
96.			1 11								3
97.	1 1										2
98.	1										1
99.	1										1
100.											0

.....

Correct responses of the top 27%

SIRA	ISIM	CEVAPLARI	TOPLAM
1.		111111 11111 1111 11111111111 11111 111 1 1 11 1 11 111 1 111 11 111 111 1 111 1111111 11 1 70	70
2.		111111 11111 11 1 11111111111 11111 111 1 1 11 11 11 111 1 11 11 111 111 1 111 1 1111 11 11 1 1 70	70
3.		1 1111 11111 1111 11111111111 11111 111 1 1 1 11 11 1111 1111 11 1 1 111 1111 11111 11111 1 70	70
4.		111111 11111 11111 11111111111 11111 111 1 1 11 11 11 111 1 111 11 111 111 1 111 1 1111 11 69	69
5.		111111 11111 1111 1111111 111 11111 111 111 11 11 11 111 1 111 1 1 1 111 111 1 11111 1 11 1 68	68
6.		111111 11111 11111 11111111111 11111 111 1 1 11 11 11 111 1 111 11 111 111 1 111 1 111 11 68	68
7.		1 1111 11111 11 1 11111111111 11111 111 1 1 11 11 11 1 1 1 11 11 111 111 111 1 1111 11 11 1 66	66
8.		111111 11111 11111 11111111111 11111 111 1 1 11 11 11 111 1 111 11 111 111 1 11 1 111 1 66	66
9.		111111 11111 11 1 1111111 111 11111 11 111 1 11 11 111 1 111 11 1 1 111 111 1 11111 1 1 1 65	65
10.		111111 11111 11111 11111111111 11111 111 1 1 1 11 11 111 1 111 11 111 111 1 111 1 1 1 63	63
11.		1 1111 11111 1 11 11111111 11111 111 1 1 11 11 11 1111 1 11 11 111 111 111 1 1111 11 62	62
12.		111111 11 1 1 11111111111 11111 111 111 11 11 11 111 1 111 1 1 1 111 111 1 11111 60	60
13.		1 1111 1111 11 1 11111111111 11111 111 1 1 1 11 11 111 1 11 11 1 111 111 1 1111 1 59	59
14.		111 11111 1 1111111 111 11111 11 1 1 1 11 1 111 1 111 11 1 1 111 111 1 1111 1 1 1 57	57
15.		111111 1111 1111 1111111 111 11111 111 1 1 1 1 111 1 111 11 1 1 11 11 11 1 1 55	55
16.		111111 11111 1111 11111111111 1111 1 1 1 1 1 1 111 1 11 11 1 11 11 11 1 1 54	54
17.		111111 11111 11 11111111111 11111 111 1 1 1 1 11 11 1 1 11 11 1 11 1 1 54	54
18.		111111 1 111 1111 1111111 111 11111 111 1 1 1 1 1 1 1 11 11 1 11 11 11 1 1 53	53
19.		111111 11 11 1 11 11111111111 111 1 11 11 1 1 11 111 1 11 1 1 1 11 11111 53	53
20.		111111 11111 1111 1111111 111 11111 111 1 1 1 1 1 11 1 11 1 11 11 11 1 11 53	53
21.		111111 11111 11 1 1111111 111 11111 111 1 1 1 1 1 111 1 11 1 11 11 1 11 11 53	53
22.		111111 11111 1111 1111111 111 11111 111 1 1 1 1 1 11 1 11 1 11 11 1 11 11 53	53
23.		11 111 11111 1 11 1111111 111 11111 1 1 1 1 1 11 1 1 11 1 1 1 11 1 1 111 1 1 53	53
24.		111111 11111 11 1 1111111 111 11111 111 1 1 1 1 1 111 1 11 1 11 11 1 11 1 52	52
25.		111111 11111 11 1 1111111 111 11111 111 1 1 1 1 1 111 1 11 1 11 11 1 11 1 52	52
26.		111111 11111 11111111111 11 1 111 1 1 1 1 11 11 1 1 11 11 1 11 11 1 1 1 51	51
27.		111111 11111 11111111111 11111 111 1 1 1 1 1 111 1 11 11 1 11 11 11 1 51	51

Correct responses of the mid 46%

SIRA	ISIM	CEVAPLARI	
28.		111111 1 111	51
29.		111111 111 1 1	50
30.		1 1111 11111 111	50
31.		11111 1 111	50
32.		1 111 11111	49
33.		1 1111 11111 11	48
34.		111111 11111	48
35.		1 1111 1111	47
36.		1 1111 1 11 111	47
37.		111 11 11 1	47
38.		1 1111 1 11 111	46
39.		1 1111 111 1 1	44
40.		111 1111 111	44
41.		1 111 111 1 1111	42
42.		1 1111 11111 111	42
43.		1 1111 1 11 11	42
44.		1 111 111 1 1111	41
45.		11 1111 1 1	40
46.		1 1111 11111 1 1	40
47.		1 11 1111	39
48.		1 1111 11111 1 1	39
49.		1 11 1 1111	39
50.		1 111 11111 11	38
51.		1 1 1 1 1111	36
52.		1 11 11 1	36
53.		1 1111 1 1 1 1	35
54.		1 111 1 11	35
55.		1 1111 1111	35
56.		1 11 11 1 1	35
57.		1 1111 1 1	34
58.		1 11 1111 1	32
59.		1111	30
60.		1 11 1 1 1	30
61.		1 111 11111 11	28
62.		1 1111 1111	28
63.		1 11 1 1 11 11	27
64.		1 11 1 1 11 11	26
65.		11	21
66.		1 11 11 1	18
67.		1 11	17
68.		1 1 1	16
69.		1 1	16
70.		11 11 11	15
71.		1 11 1 1 11 11	14
72.		1111 1	14
73.		1 1 1	13

# Correct responses of the bottom 27%

SIRA	ISIM	CEVAPLARI	
74.	1 1	1 1111 11 111	12
75.	11 1 1	11 1 1 1 11	11
76.	1 1	1 1 1 1 1 111 1	11
77.	1 1 1	1 1 1 1 1 111	11
78.	1 1	11 1 111 11	10
79.	1 111	1 1 11 11	10
80.	11 11	1111 1 1	10
81.	1	11 1 11 111	9
82.	1 1	1 1 111 1	8
83.	11 1 1	11 1 1	8
84.	1 11	1111	7
85.	1 1	1 1 1 1 1	7
86.	1 1	1 1 1 1 1	7
87.		1 1 1 1 1 1 1 1 1 1 1 1	7
88.	1 111	1 1 1	7
89.		1 1 1 1 1 1	6
90.	11 11	11	6
91.	1 1 1	1 1 1	5
92.	1 1 1	1 1	5
93.		1 1 1	3
94.	1 1	1	3
95.		1 1 1	3
96.		1 11	3
97.	1 1		2
98.	1		1
99.	1		1
100.			0

## RESUME

I was born in Adana in 1954. After completing my primary, secondary and high school education in Adana. I attended Izmir/Buca Teachers Training College for three years between 1972 and 1975. My first job was at Alacam Lisesi (Alacam/Samsun) where I worked for five years. Subsequently, I worked at a private high school in Adana for a year after which I worked at the Foreign Languages College from 1981 to 1983. In 1983, I affiliated with Cukurova University working at the Faculty of Education. I was assigned as a service English teacher to the Faculty of Engineering in 1984. Meanwhile, I received my B.A. degree at the Faculty of Education in 1985-1986 academic year. Next year I will be working at the Foreign Languages Education Center (YADEM) which offers the preparatory program for all the faculties at Cukurova University.