REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

THE USE OF TESTS AS SOCIAL PRACTICE: THE INTENTIONS, EFFECTS AND CONSEQUENCES OF ENGLISH LANGUAGE TEACHER RECRUITMENT EXAMINATION IN THE TURKISH CONTEXT

TUÇE ÖZTÜRK KARATAŞ

A PhD DISSERTATION

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Tuçe ÖZTÜRK KARATAŞ

ÖZET

SOSYAL UYGULAMA OLARAK TESTLERİN KULLANIMI: TÜRKİYE BAĞLAMINDA İNGİLİZCE ÖĞRETMEN ATAMASINDA KULLANILAN TESTİN AMACI, İNGİLİZCE ÖĞRETMEN ADAYLARI ÜZERİNDEKİ ETKİLERİ VE SONUÇLARI

Tuçe ÖZTÜRK KARATAŞ

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Danışman: Prof. Dr. Zuhal OKAN
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Bu doktora çalışması, Türkiye bağlamında İngilizce öğretmen ataması için uygulanan merkezi bir sınav olan KPSS'nin sosyal uygulama olarak kullanımını araştırmayı hedeflemiştir. Çok aşamalı karma deseni temel alan bu çalışma, KPSS'nin kullanımını araştırmak adına bu sınavın öğretmen ataması için kullanılmasının amacını, etkisini ve sonuçlarını ortaya koymakla birlikte İngilizce öğretmen adayları üzerindeki gücünü, bu gücün kaynaklarını araştırmaktadır. Bu çalışma, doküman çalışması, ölçek geliştirme ve uygulama çalışması ve İnteraktif Nitel Analiz Metodu'nu temel alan bir durum çalışmasını bir araya getirerek üç aşamadan oluşmaktadır. Bu çalışmanın verileri her bir araştırma sorusu için farklı araçlarla ve yöntemlerle sıralı olarak toplanmıştır. İlk boyutunda KPSS ile ilgili olan resmi dokümanlar incelenmiştir. İkinci aşamada KPSS'nin öğretmen adayları üzerinde oluşturduğu gücü ölçen bir likert ölçek geliştirilmiş ve uygulanmıştır. Son aşamada ise KPSS'nin öğretmen adayları üzerinde oluşturduğu gücün kaynağı, bu merkezi sınavın oluşturduğu etkiler ve sonuçlarına ilişkin katılımcıların sahip olduğu ortak düşünce sistemlerini oluşturan unsurlar ve bu unsurlar arası ilişkileri belirlemek için İnteraktif Nitel Analiz odak grup toplantıları ve İnteraktif Nitel Analiz bireysel görüşmeler uygulanmıştır.

Bu çalışmanın bulguları, KPSS'nin kendi test bağlamında oluşturduğu gücüyle bazı hedeflenmeyen etki ve sonuçları olduğunu göstermiştir. KPSS'nin resmi olarak amacı devlet memuriyetine ve öğretmenlik mesleğine ilk defa atanacak kişileri seçmektir. Aslında Türkiye bağlamında KPSS bu temel işlevi görse de uygulamada

birçok amaçlanmayan ve ifade edilmeyen işlevlerinin olduğu görülmüştür. Genel olarak, 21. yüzyılda merkezi sınavların kalitesinin sadece psikometrik özelliklerle değil onların sosyal kullanımlarını da belirleyerek değerlendirilmesi gerektiği düşüncesine dayanarak, bu çalışmada sosyal uygulama olarak KPSS'nin kalitesini arttırmaya ve bireylerin ölçme ve değerlendirme okuryazarlığını geliştirmeye dair bazı çıkarımlarda ve önerilerde bulunulmuştur.

Anahtar Kelimeler: Sosyal bir uygulama olarak testler, Yabancı dilde eleştirel ölçme ve değerlendirme, Testin gücü

ABSTRACT

THE USE OF TESTS AS SOCIAL PRACTICE: THE INTENTIONS, EFFECTS AND CONSEQUENCES OF ENGLISH LANGUAGE TEACHER RECRUITMENT EXAMINATION IN THE TURKISH CONTEXT

Tuçe ÖZTÜRK KARATAŞ

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This current study aims to shed light on the use of the KPSS as social practice especially for English language teacher recruitment in the Turkish context. Based on a multiphase mixed methods research design, the study scrutinizes the use of the KPSS- its intentions, effects and consequences- with specific reference to its power over student teachers of English and the origin of this power in the Turkish context. The significance of the study lies in combining three phases which are documentary study, scale development and implementation and a case study based on Interactive Qualitative Analysis (IQA). The data for this study were collected through various instruments and methods appropriate for each research question sequentially. In the first phase, the documents on the KPSS were analysed. In the second phase, the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* was specifically developed for this study and implemented. In the third phase which is an IQA case study, IQA focus group sessions and IQA interviews were conducted in order to identify the factors comprising the participants' shared perception of the origin of the power of the KPSS, its effects, consequences and the relationships among these elements in their shared perceptual systems.

The findings indicate that driven by power involved in the discourse of the testing, the KPSS has led to a set of unintended effects and consequences. The officially declared intention of the KPSS is to select the ones who get assigned as civil servants and teachers. In fact, the KPSS might not fail in achieving its main purpose, but in practice it has served some undeclared and unintended functions. Overall, considering the fact that in the 21st century, the quality of testing practices is determined not only

through their psychometric features but also their social uses, the debates conducted in this dissertation conclude with implication to enhance the quality of the KPSS as a social practice and develop assessment and testing literacy of individuals.

Keywords: Test as social practice, Critical language testing, Power of tests

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Tuçe ÖZTÜRK KARATAŞ

Adana / 2019

To my dear daughter, Lena...

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ABBREVIATIONS

ACT: Axial Code Table

CFA: Confirmatory Factor Analysis

CT: Critical Testing

CLT: Critical Language Testing

DPB: Devlet Personel Başkanlığı/ State Personnel Presidency

EFA: Exploratory Factor Analysis

IQA: Interactive Qualitative Analysis

IRD: The Interrelationship Diagram

KPDS: Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavı/ State Personnel Language Examination

KPSS: Kamu Personeli Seçme Sınavı/ State Personnel Selection and Placement Examination

LYS: Lisans Yerleştirme Sınavı

ÖABT: Öğretmenlik Alan Bilgisi Testi/ Field Knowledge Test

ÖSYM: Ölçme, Seçme ve Yerleştirme Merkezi/ the Center for Testing, Selection and Placement

SPSS: Statistical Package for the Social Sciences

SID: The System Influence Diagram

TCT: Theoretical Code Table

ÜDS: Üniversiteler Arası Kurul Yabancı Dil Sınavı/ Inter-University Foreign Language Examination

YDS: Yabancı Dil Bilgisi Seviye Tespit Sınavı/ Foreign Language Proficiency Examination

YGS: Yüksek Öğretime Geçiş Sınavı /Higher Education Examination

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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter starts with situating myself as a test taker and as a researcher. Then, the background to the study, the statement of the problem, the purpose of the study, research questions, significance of the study, limitations and operational definitions are presented.

1.2. Self as a Test Taker and Researcher

Prior to reporting my dissertation research, I feel the need to uncover my experiences in my professional life in terms of testing that situate me in the stances in this study. This dissertation study constitutes an example of multiphase mixed methods research in which the researcher functions as the key instrument of all the phases of the process. Therefore, as the researcher, I should disclose my beliefs and assumptions to help the readers understand my lenses through which I look at testing. In fact, the task making me to take a look into my own testing experiences has been instructive on a personal level. Of course, looking back on my own experience makes me develop my own lenses involving a critical view of testing and assessment procedures.

I am a research assistant in English Language Teaching Department at a state university in Turkey. I started my career as an instructor of English language in the School of Foreign Languages at a state university. In 2013, I became a research assistant. I also started my PhD journey throughout which I have become transformed both personally and professionally. There have been re-conceptualizations in my professional life due to my constant transformation resulting from my experiences both as a Ph.D student and a researcher.

I first started engaging with standardized tests when I graduated from secondary school in order to be a student in an Anatolian High School in Turkish context. I remember it very well because that test was a very unpleasant experience.

I faced again with a national testing procedure at the end of high school so as to be a university student. These tests could determine which university I would be accepted to, or whether I would be admitted to a university at all. I knew that these tests

could affect my future life. Thus, it was the source of anger, frustration, pressure, competition, and even humiliation for me. Learning for these tests controlled both learning and teaching processes in high school. I remember how little meaningful learning took place during the last years of my high school, which were devoted almost exclusively to preparing for the university entrance testing procedure. The negative experiences of testing would spread to my home, where I was constantly studying for the tests. My teachers, parents, friends and even I always judged myself on the basis of my performance on the pilot tests we got for the university entrance tests as if nothing else mattered. I do not remember what I learned in school today but rather what score I got on given pilot tests or how many correct and wrong answers I had in the tests. Thinking about these issues now, I realize that with such experiences tests became the sole criterion of success and my representation as individual in the social system I was living in.

Enrolled at the university for an ELT department provided me with the opportunity to delve deeply into the topic of testing. Through the ELT courses, I had the chance to understand the mysteries of testing and to possibly create better tests. I had a view of tests as something different, perhaps stimulating and exciting situations integrated into learning and teaching. However, I remember that all the learning especially during educational sciences courses was devoted almost exclusively to preparing for the KPSS, which is a standardized testing procedure to get appointed as English teachers in the schools of the Ministry of National Education. During the last year at the university, I realized that all of my friends were studying for the KPSS, even some of them were studying for it from the beginning of our B.A. education. As English teacher candidates had no choice but to comply because this testing procedure was clearly a demand for teacher appointment. When I understood that it was not what I wanted, I changed my mind and decided to work at university level. I did not take the KPSS. However, in order to be an instructor and then a researcher, I had to take the ALES, the KPDS and the YDS which were other standardized tests conducted in Turkish context by the ÖSYM.

I got into the use and power of tests with the final paper for a PhD course I took. The study was based on the terminology of washback. However, while analysing the literature, I realized that the use of tests and their influential nature is more than washback. For a conference paper I focused on Critical Testing (CT). Due to the tests I had taken, I personally experienced the extent of the changes tests might create in

individuals' lives. Therefore, the philosophical stances of tests as social practice well corresponded to my own English language teaching philosophy and my personal experience. I had, in fact, been unconsciously regarding tests as social phenomena before I explicitly engaged in it. I have never been motivated to define a standardized test *only a test* since I believe in and have experienced the strong influential and consequential nature of tests on educational and social systems. Therefore, in my opinion, the richness of defining tests as social practice is that they play crucial roles in identification, the construction of social identities which welcome particular 'position' for individuals in a particular testing discourse. Since I support the need for understanding the use of tests as social practice especially for English teacher recruitment, I delved into this subject with great enthusiasm and intrinsic motivation.

1.3. The Background to the Study

There is no doubt that tests do have a very influential role in our lives, especially when an educational system is based on standardised tests. In such cases, the major functions of tests such as passing a class, attending a university, taking a job etc. result in their being used for high stake decision making. In other words, single test score is often utilized for various functions. Because of their high stake effects, the consequences of tests can be different from what is intended. Thus, it is not so much surprising to observe that the use of standardised tests causes change in the behaviours of individuals in the society. Shohamy (2001b) explains this situation by stating that "there was an official story and real story. The official story was that tests were used for educational purposes, to measure knowledge, while the real story in a large number of cases was that the tests were used as a means of achieving certain objectives" (p. xii). That is to say, apart from the intended use of the tests, 'real story' of the test can indicate the various uses and functions of tests in a society.

In recent years, the 'real stories' of the tests and examining them in their own contexts have started to gain popularity. Researchers have emphasized the social nature of testing within validity perspective. Though they also heavily insist on the need to investigate the social dimensions of tests, it seems that they could not go beyond discussing the social and socially constructed nature of testing for validation. In other words, in terms of conceptualizing the social use and functions of test in the society, these sophisticated discussions have had little to say (McNamara & Roever, 2006, p. 4).

According to McNamara (2008b), the problem is that "language testing as a field has been relatively handicapped in understanding itself as a social practice" (p. 415). That is to say, examining the concept of social dimensions and use of testing may need to change its route by regarding itself as a social practice and by moving this discussion beyond validation.

In order to satisfy the need to examine the concept of social effects, consequences and use of language testing practices as social acts, some crucial attempts can be traced in the literature of language testing and assessment. The most highlighted one in the literature is *critical testing* (CT) which pays attention to the social nature and use and power of the tests.

1.3.1. Critical Testing

Mostly borrowing from critical perspectives of Pennycook (1994) and Kramsch (1993), *critical testing* is proposed by Shohamy (1998; 2001b). In a stark contrast to traditional views of testing that has dominated the field, it focuses on tests within the view of their social, cultural, educational and political contexts so as to be able to identify their uses, consequences, roles and impact on individuals. CT assumes that testing is not *neutral* but a tool for cultural, social, political, educational and ideological agendas (Shohamy, 1998, 2001b). Thus, it poses questions about the enormous influence of the tests on the lives of individuals, knowledge created through tests, and intentions and motivations for introducing tests by policy makers. CL takes the following principles into consideration:

- Critical testing claims that the act of language testing is not neutral. Rather, it is a product and agent of cultural, social, political educational and ideological agendas that shape the lives of individual participants, teachers and learners.
- Critical testing encourages test takers to develop a critical view of tests as well as to act on it by questioning tests and critiquing the value which is inherent in them.
- Critical testing views test takers as political subjects in a political context.
- Critical testing views tests as tools directly related to levels of success, deeply embedded in cultural, educational and political arenas where different ideological and social forms are in struggle.
- Critical testing asks questions about what sort of agendas are delivered through tests and whose agendas they are.
- Critical testing claims that testers need to ask themselves what sort of vision of society tests create and what vision of society tests are used for...

- Critical Testing examines calls for a need to question the purposes and actual uses of tests...
- Critical testing asks questions about whose knowledge tests are based on.
- Critical testing examines the stakeholders of tests.
- Critical testing perceives testing as being caught up in an array of questions concerning education and social systems. The notion of 'just tests' is an impossibility because it is impossible to separate language testing from the many contexts in which it operates.
- Critical testing admits that the knowledge of any tester is incomplete and that there is a need to rely on additional sources to obtain a more accurate and valid description and interpretation of knowledge.
- Critical testing challenges psychometric traditions and considers interpretive ones whereby different meanings and interpretations are considered for test scores, with no attempt made to arrive at an absolute truth.
- Critical testing considers the meaning of language test scores, the degree to which they are prescriptive, final or absolute, and the extent to which they are open to discussion, negotiations and multiple interpretations.
- Critical testing challenges the knowledge on which tests are based...
- Critical testing challenges the uses of 'the test' as the only instrument to assess knowledge and consider multiple procedures, the sum of which can provide a more valid picture for interpreting the knowledge of individuals (Shohamy, 2001b, pp. 131-132).

These principles show that CT highlights and questions the potential of tests to serve as biased, undemocratic, and unfair tools of power and control intentionally or unintentionally to select and change policies, individuals and societies in broader perspective.

In fact, CT contributes to the field of language testing by not only attributing tests some social meanings and roles but also engaging them in a wider social discussion for language policy, language education, language teaching and learning. In the literature of testing and assessment, CT also refers to *critical language testing* (CLT) (Shohamy, 1998, 2001a). CLT focuses on the discussion on uses and consequences of tests in education and society by expanding it beyond validation. CLT appeared by

> the realization that tests are powerful tools in education and society, which may lead to unintended consequences that need to be examined and evaluated. It is the power of tests, especially those of high stakes, that causes test takers and educational systems to change their educational behaviours and strategies as they strive to succeed in tests given their detrimental impact (Shohamy, 2017, p. 441)

This means the studies based on CLT point to the misuses and their impact that goes beyond learning and teaching to change education, individuals, and societies. CLT

has emerged from the realization that tests have the potential power to lead some unintended consequences in education and society. In other words, what is in the essence of CLT is that

> Language testing policies are used as disciplinary tools given that test takers have no choice but to comply with the policy demands. While test takers and regional educational systems comply with such disciplinary demands, they also resent them as they feel they were imposed on them without their voice being heard. It is the powerful uses of tests- their detrimental effects and their uses as disciplinary tools that are responsible for the strong feelings that tests evoke in test takers. It is the raising of critical questions about the testing policy and their impact and consequences as well as the intentions behind the introduction of these tests (Shohamy, 2017, p. 443).

In addition to increasing awareness and a critical perspectives on their impact and consequences of tests holding potential power, CLT also focuses on "developing more democratic views of tests, increasing the responsibilities of testers, minimizing the power of tests, protecting test takers, and posing questions about the ethical roles of language testers" (Shohamy, 2017, p. 447). Thus, it is a shift in testing in terms of the roles of testers and test takers in a particular testing context. From the perspective of both test takers and testers, it emphasizes "the need to develop critical strategies to examine the uses and consequences of test, to monitor their power, minimize their detrimental force, reveal the misuses, and empower the test takers" (Shohamy, 2001b, p. 131). In addition, CLT aims to enhance test users' social reflectivity and awareness by questioning tests in terms of power, implications, fairness, uses, and impact together with social and ethical responsibilities (Shohamy, 1998, 2001a, 2001b). To do so, CLT has played crucial roles in the development of *Code of Ethics* and *Code of Practice* that guide testers in the use of tests and make them aware of their professional and ethical responsibilities in order to develop more fair, considerate, constructive and ethical tests in terms of their power (Shohamy, 2017).

1.4. The Statement of the Problem

In most educational policy developments, standardized tests and high-stakes tests have become the focus of political, economic, social and cultural expectations for change. In most cases, such testing practices are introduced in a top-down manner without any explicit inspection on their possible impact and uses in the society. Very often we see a new test is introduced to educational system in order to bring about a

change in educational policies (Luxia, 2005; Shohamy, Donitsa-Schmidt & Ferman, 1996). In fact, it has been commonly assumed that tests could result in a desirable impact on educational practices and thus promote curricular and pedagogical reform (Luxia, 2005; Madaus, 1988). Thus, what predominates in the debate on the development and quality of those practices is their technical features. Their social, political, economic consequences over individuals and society at large are seldom taken into consideration. They are conceived by public to be unconnected to any social and political agendas that legitimize their influential potential. To Menken (2008b), it is because most of the consequences of the tests are implicit in nature, thus, the quality of those practices is identified and ensured by the contribution of their psychometric features rather than careful consideration of their uses and functions in society. However, it should be noted that the use of those tests inevitably generate power in a certain testing context, particularly when an educational system is based on those tests (Menken, 2017).

Nowadays the literature on language assessment and testing has changed its route to examine tests in their own educational and social contexts (Taylor, 2005). The current lens to tests emphasizes not only investigating their effects and consequences from a critical and wider perspective but also understanding the power they exercise in shaping changes at social, economic, and political levels. It is because passing or failing tests tends to shape test takers' future in many cases. Especially in case of the very rootedness of tests in the lives of the test takers, their impacts on individuals and society at large are more seriously observed. In fact, "a psychometrically good test is not necessarily a socially good test" (p. 2) as McNamara and Roever (2006) explain.

Now for the new critical trend, there seems to be no doubt that the social dimensions of tests with an emphasis on their power must be considered in the debate on their quality and effectiveness (McNamara & Roever, 2006; Shohamy, 2007a). Thus, the past ten years have witnessed a growing awareness that testing can move beyond the concerns over reliability and validity issues in language testing. The recent critical lens identifies and examines the wider use, effects and consequences of tests in their own educational and social contexts. This line of research associates tests with their own educational, political and economic and social contexts while evaluating their uses. Some pioneering studies (Messick, 1980; 1989; 1996) in language testing have emphasized the social sides of testing practices. One major criticism of these studies is that while they attempt to foreground social aspects engrained in testing they have relied

on validity theories (McNamara & Roever, 2006). So as to guarantee the effectiveness of testing practices, the urgent need for some studies examining tests as social practice rather than as a validation process is commonly stated in the literature (McNamara & Roever, 2006; McNamara, 2008b).

Under the light of this perspective, countries like Turkey where standardised tests have crucial roles in language and education policies seem to provide appropriate contexts to examine the use of tests as social practice in the society. In Turkey, most of the tests are carried out by the Center for Testing, Selection and Placement (ÖSYM) which is a governmental institution and the Ministry of National Education. These tests construct the backbone of Turkish educational system (Hatipoğlu, 2016). As they become turning points in the lives of the individuals and in the society at large, these tests have the potential to bring about changes. In most cases in Turkey, new tests have been introduced without questioning their consequential nature on the individuals and society at large.

The KPSS, which is one of those tests conducted in the Turkish context, is crucial for ELT students to be appointed as English teachers in the schools of the Ministry of National Education (Özmen, 2011a). A teacher candidate of English who wants to be an English teacher needs to take three sub-tests of the KPSS: the test of World Knowledge and General Ability, Educational Sciences Test and in the last session, the ÖABT.

However, little is known about the use and influential nature of the KPSS in the Turkish context. Bearing in mind the fact that social nature and use of testing as social practice leads individuals to evaluate critically their practices and the assumptions and intentions of the tests (McNamara, 2001), this study aims at having a deep insight into the use of the KPSS as social practice by giving voice to test takers in terms of its power, effects and consequences together with its intentions. In order to conduct a wide discussion on the use of the KPSS, this study addresses multiple phases combined sequentially in design with a set of interconnected research questions.

1.5. The Purpose of the Study

This research aims to shed a crucial light on the actual use of the KPSS for teacher candidates of English as social practice. According to Shohamy (2001b), the use of tests includes three issues- intention, effect, and consequences. Because of this, this

study aims at scrutinizing intentions, effects and consequences of the KPSS in the Turkish context. Moved from the fact that it is the power of the test which brings about test effects and consequences, this study also aims to scrutinize the power of the KPSS over student teachers of English. Accordingly, based on the statement of Tsagari and Cheng (2017) that "the future of washback and impact studies to investigate the consequences of language testing need to be multi-phase, multi-method and longitudinal in nature" (p. 367), this study consists of three phases matched with multiphase design to fulfil an overall understanding on the use of the KPSS in Turkish context.

The first phase of the study is based on understanding the officially declared intentions for the introduction and use of the KPSS for the recruitment of candidates of English language teacher in the Turkish context. This is a documentary study examining the rationale, motives, agendas and intended outcomes for introducing the KPSS.

In order to understand the effects and the consequences of a test, one needs to be aware of the meaning and power attributed to the test itself by the test takers. As McNamara and Roever (2006) state, it is the social values and attitudes attributed to the test by test takers that determine its use in a certain testing context. Because of this, the second part of the study aims at measuring the power of the KPSS over student teachers of English and determining the level of the power the KPSS practices over them. As far as the researcher's knowledge is concerned, there seems to be no such scale in the literature of language testing. To do this, the five likert scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* was developed on the bases of a scoping review of language testing and assessment literature.

After the identification of the power the KPSS enjoys over test takers, in the third phase of the study, the factors comprising the participants' composite perception of the origin of the power of the KPSS, its effects, consequences and the relationships among these factors in their shared perceptual systems are investigated and presented so as to understand the powerful use of the KPSS in the Turkish context. For this purpose, the third phase adopts a case study research design based on Interactive Qualitative Analysis Methodology. In other words, with IQA system the common social realities of the participants in terms of the origin of the power of the KPSS, its effects and consequences are clarified.

1.6. Research Questions

This study consists of three phases guided by the following research questions:

Phase I- Documentary study

1. What are the officially declared intentions and rationale for the introduction and use of the KPSS for the recruitment of English language teachers in the Turkish context?

Phase II – A Scale development and implementation

2. What are the psychometric features of the scale *the Power of the KPSS over Student Teachers of ELT in the Turkish Context*?
3. Does the KPSS procedure generate power over the test takers in the Turkish context? If so, how powerful is it in the lives of prospective English language teachers?

Phase III– A case study on IQA Methodology

4. What factors comprise the participants' shared perception of the origin of the power of the KPSS over test takers? How do these factors relate to each other in their perceptual system?
5. What factors comprise the participants' shared perception of the effects of the KPSS? How do these factors relate to each other in their perceptual system?
6. What factors comprise the participants' shared perception of the consequences of the KPSS? How do these factors relate to each other in their perceptual system?
7. How do all factors of the origin of the power of the KPSS, its effects and consequences relate to each other in the participants' shared perceptual system of the powerful use of the KPSS in the Turkish context?

1.7. The Significance of the Study

As aforementioned, a careful examination of the literature upon language testing and assessment so far leads us to infer that the studies investigating the use and

influential nature of standardized tests from critical perspectives are few in number. This means that many studies looking at the impact of the tests have been done so far; however, few studies conceptualizing the use and functions of testing practices properly have been traced in literature (McNamara & Roever, 2006). As Saville and Khalifa (2016) point out "the methodology for investigating impact needs to take account of appropriate research paradigms for educational contexts. For example, 'real world research' uses mixed methods designs collecting both qualitative and quantitative data to shed light on assessment use in context" (p. 77). In fact, by regarding the KPSS as social practice conducted in the Turkish context, this study aims to identify the intentions, effects and consequences of the KPSS with specific reference to its power and the origin of this power. It adopts various research phases matched through multi-phase mixed method design. It potentially contributes a valuable case to the literature of language testing and assessment on test use, power and impact studies.

In fact, the major significance of this study lies in achieving a holistic understanding of the voices of student teachers of English on the use of the KPSS as social practice so as to improve the quality of the KPSS testing context in Turkey. Indeed, the study could potentially make a unique contribution to the fields of testing and assessment in general and in specific to the literature on language testing and assessment in the following four ways. First, the research was conducted in Turkey, the context which is relatively new to those researchers and practitioners who are interested in testing and assessment. Second, the research treats a topic of English language teacher recruitment examinations, which to date have failed to receive due attention. And third, the study was conducted from 'tests as social practice' perspective, which deserves in-depth research in various contexts where language testing and assessment is administered without due consideration (McNamara & Roever, 2006; McNamara, 2008). The last but not the least is that this study which was an attempt to break down the disciplinary walls between language testing and other areas of applied linguistics within the debate on test use, is based on critical reflection of test takers on their own experiences with the KPSS procedure so as to understand their *subject position* in the social system.

In sum, considering the fact that in the 21st century, the quality of test is determined not only through the psychometric features of tests but also their social uses (Shohamy, 2007b), the debates conducted in this dissertation shed lights on the powerful use of the KPSS and its influential nature in the Turkish context. In this

respect, this study gives insights into understanding the potential power and use of the KPSS as social practice surrounding and shaping student teachers' experiences and lives. In other words, this study addressing test takers' concerns with the KPSS practice is in many ways encouraging, particularly in terms of the close alignment between how test takers perceive the KPSS and its power and use. It is assumed that the outcomes of this thesis will enhance the quality of the KPSS as a social practice and contribute to the development of assessment and testing literacy of test takers, testers and the other members of society – English Language Teacher educators, parents and the others- by leading them to look at testing practices from a more critical perspective.

1.8. The Limitations of the Study

Although the results of this study add to our understanding of the paths from the use of tests as social practice, there are several limitations that must be addressed.

First, it aims to examine the use of tests as a special instance of multiphase mixed method research design including both qualitative and quantitative methods. That is why, it is likely to trace the limitations of the qualitative and quantitative research design throughout the data collection and analysis procedures.

Second, the third phase of the study was carried out with four participants (for further information please see Table 7). It includes the findings related to those participants of the study. Thus, the findings related to the IQA case study cannot be generalized and assured to be valid for all preservice teachers in the Turkish context.

Third, while starting to conduct this study, English teacher candidates merely had to take the KPSS in order to be English teachers in the schools of the Ministry of National Education. However, English language teacher recruitment process in Turkish context changed. Now English teacher candidates have to take the KPSS and then the Oral Exam conducted by the Ministry so as to apply for contract teaching slots. Because this change occurred after the data had started to be collected, this study only dealt with the use of the KPSS and did not include any data on the Oral Exam.

1.9. Operational Definitions

This section presents into the definitions of the key terms in order to ensure clarity throughout the dissertation.

Standardized tests: Standardized tests are tests administered, scored and interpreted in a predetermined and standard manner.

High stakes tests: High-stakes tests are testing practices having life-changing effects, consequences and implications for individuals.

Test takers: Anyone who takes a test.

Testers: Testers refer to "all those who take part in the decisions and actions to make the testing event, or the testing experience, happen… 'A tester' is all those who have made some contribution to the act of testing" (Shohamy, 2001b, p. 145).

Social practice: According to Fairclough (2010), a social practice is the practice of production that people do collaboratively in all domains of life. What is meant by social practice is to regard it as representation of the social world and the construction of social identities.

Tests as social practice: Tests as social practice is based on the construction of resources of assessment by the participation of all individuals (Young, 2012). It includes the identification of the roles and uses of testing activities in the constructions of societies and discourses.

The power of tests: The term of power of tests is proposed by Shohamy (1998, 2001b). If an introduction of tests causes change and result in some unexpected effects and consequences, it is possible to talk about the phenomenon of the power of tests. Thus, tests can be thought as the product of cultural, social, political, educational and ideological agendas shaping the lives and future of individuals (Shohamy, 1998).

Use of tests: The use of test includes three issues: intentions, effects and consequences of testing practices (Shohamy, 2001b).

The intention of tests: Shohamy (2001b) defines intentions as "the rationale, purposes and expectations of decision makers in introducing and using tests" (p. 45). Intentions for introducing tests can be overt and covert. Overt intentions are officially declared intentions of tests through the formal documents, while covert ones are not open to the public and explicitly stated. They can only be understood through the analysis of outcomes and effects of tests (Shohamy, 2001b).

Testing discourse: Discourse denotes a context, "a genre or a way of talking about a matter that frames what can be said about it" (Filer, 2000, p. 2). In relation to educational assessment, Filer defines two discourses: 1. Technical discourse and 2. Sociological discourse (Filer, 2000, p. 2). This dissertation focuses on the sociological discourse of the KPSS due to regarding it as social practice.

Affinity in IQA methodology: In IQA focus group sessions, cluster groups and categories participants thematically categorize the data into are defined as 'affinities' (Northcutt & McCoy, 2004).

Vote in IQA methodology: 'Vote' is the recording showing the direction of the relationships identified by participants. Total number of the votes for each relationship shows its frequency (Northcutt & McCoy, 2004).

1.10. Summary

This chapter clarifies the researcher's position, and then introduces background for the study on social nature of tests by giving special emphasis on Critical Testing and Critical Language Testing. It also covers aim and significance of the study, statement of the problem, research questions, significance, limitations of the study and operational definitions.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter presents a historical overview of the related literature. In the second part, it deals with the spread of tests in modern societies. The third and fourth parts of the literature review are committed to covering the phenomena of the use of standardized tests and their quality use argument with special reference to testers' roles and responsibilities, test takers' roles and rights and the functions of tests in modern societies. The fifth and sixth parts of the literature review aims to review the historical background of phenomena of *tests as social practice* and *the power of tests* which constitute the theoretical framework of the study. The seventh section in this chapter reports on local studies which have a specific focus on the use of tests in the Turkish context and the studies conducted in Turkey. The last part presents information about language teacher recruitment with special emphasis on how it is conducted in the Turkish context and the examination for English language teacher rescruitment, the KPSS. It is hoped that this particular chapter provides readers with a comprehensive basis for a better understanding of the theoretical background of the study.

2.2. The Spread of Tests in Modern Societies

In recent years, a worldwide increase in the number of large-scale or standardised testing practices has been observed though their format and purposes can vary (Menken, 2017). Nowadays it is difficult to find someone who has never taken a test. In most cases, these procedures have been a feature of reforms due to their potentials to serve the public policies. Indeed,, these testing practices are increasingly used not only to measure students' achievement and proficiency but also to hold some political, social, economic and ideological functions.

Thus, in most cases they grant some gatekeeping functions as well such as being the criteria for graduation, admission, or grade promotion. Such testing procedures commonly turn to high-stakes tests, although there is wide variability in their stakes. At the extreme level, the results from those tests become the sole determiner of individuals. With respect to a set of criteria or expectations, life changing consequences and

implications are attributed to those results. Therefore, as McNamara and Roever (2006) point out

> Language testing is not simply applied psychometrics, but, rather, a central area of applied linguistics. The increasingly important social roles of language tests have outlined in this volume mean that understanding language tests and their effects involves understanding some of the central issues and processes of the contemporary world (p. 255).

This means language tests are too complex to confine to the psychometrics because in implementation, tests are embedded in the power relations of the modern societies, and their uses might guide a wide range issues and processes implicitly or explicitly in the societies.

2.3. The Uses of Tests

Testing practices exert a powerful influence over individuals, particularly when an educational system is based on standardised tests. As Spolsky (2008a) states, testing has become "big business" (p. 301). The major functions of tests such as passing a class, attending a university, taking a job etc. often result in their being used for high stake decision making. In other words, when a single standardised test score is utilized for gatekeeping functions in modern societies, it turns into high stakes test. Thus, standardised tests might be used to cause changes in the behaviours and attitudes of individuals in society. To clarify the change in educational context, Menken (2008b) states that "The higher the stake of a test, the greater the effects it has on the education that students receive. In this way, high stakes tests act as de facto language education policies" (p. 401). Therefore, due to this potential of tests, the effects and consequences of tests can be different from what is intended. That is to say, apart from the intended use of the tests, 'real story' of the test can indicate the various uses and functions of tests in a society. In fact, "tests are often used for a variety of undeclared and covert purposes, other than just 'measuring knowledge'" (Shohamy, 2009, p. 51)

While examining the use of tests, a number of issues should be considered. The focus might be on the reasons for introducing tests, test takers, teachers, students, the knowledge created by tests, behaviours of test takers, educational systems and effects and consequences of tests. According to Shohamy (2001b), the use of test includes three issues: intentions, effects and consequences. Intention can be regarded as the expected consequences of the tests. Shohamy (2001b) defines intentions as "the rationale,

purposes and expectations of decision makers in introducing and using tests" (p. 45). When the studies in testing literature have been considered, it can be seen that the information about the intention of introducing a new test is very rare. However, there seems to be some studies on the effects of tests. In this situation it is possible to talk about two types of effects: educational effects and societal effects. Educational effects include modifications in curriculum, teaching methods, learning strategies, materials, assessment and knowledge, whereas societal effects consist of the impacts on the issues of gate-keeping, ideology, ethicality, morality and fairness (Shohamy, 2001b, p. 46). Apart from the issues of intentions and effects of tests, understanding the consequences of a test requires looking at the situation from a broader perspective. As Shohamy (2008b) states, "testing needs to be interpreted within broader societal and political contexts" (p. 363). The awareness of the consequential nature of tests motivates the introduction of tests as policy tools (Menken, 2008; Shohamy, 2008b). Yet rarely, individuals consider tests as the products of the policies because the policies embedded in tests "are typically implicit rather than explicit, though extremely powerful in shaping changes" (Menken, 2017, p. 387).

Over the last years the field of testing seems to witness some changes in the way of describing tests. Therefore, in testing literature there is an inclination for viewing tests as the vehicles related to political, educational and social domains rather than just as a tools assessing knowledge, skills or progress. At this point, it is certainly worth to understand the use of tests in education and society for the improvement of the circumstances in which tests are carried out for the benefits of society. At this point, as Shohamy (2013) notes

> while much of work in language testing is concerned with constructing quality tests in order to measure language knowledge in reliable and valid ways, there has been a significant movement in language testing research that examines tests in the context of their use in education and society (p. 221).

It is because of the fact that although tests are scientifically verified as neutral and objective, they might enjoy power and control (Shohamy, 2008a; 2008b, Menken, 2008). Therefore, the field of language testing and assessment has to broaden test quality argument with additional dimensions on the use of tests in society.

2.4. The Qualities of Tests in Modern Societies

Developing high quality tests for practical purposes has attracted attention since the 1980s (Saville, 2012). The quality and effectiveness of tests pertain to the core procedures required in the development and administration of testing discourses in order to ensure and improve their professional standards. Most recently, the quality of those practices has been identified and ensured by the contribution of their psychometric features. In fact, within the literature of language testing the question of how to measure individuals' knowledge and proficiency through reliable and valid tools for 'good' teaching practice has become one of the hot issues (Taylor, 2005). However, this perspective is recently criticised in the literature on language testing and assessment. As Spolsky (2008a) states "we have also continued to ignore a critical factor in our use of proficiency measures to make admission or immigration or other decisions about individuals, the fact that proficiency is dynamic and that a single measure at one time does not permit predicting what it will be later" (p. 302).

Thereby, last decades have seen a growing awareness on the use and consequences of tests on the life chance of individual test takers and society more widely. Up to now the quality of tests has been examined under various terms such as validity (Lado, 1961; Bachman, 1990, Messick, 1989), test usefulness (Bachman & Palmer, 1996), fairness (Kunan, 2004) validity argument (Chapelle, Enright & Jamieson, 2008) and assessment use argument (Bachman & Palmer, 2010). As Xi and Davis (2016) point out, "these terms and the associated concepts, structures and tools provide insights into the evolution of language testers' understanding of ways to characterize and evaluate the quality of a language assessment" (p. 61). What they have in common is that the technical features of those practices should not be the only criterion to be considered in the effectiveness argument. The discussion on the quality of tests has taken its path for not being confined to technical properties of tests because as McNamara (2008) expresses:

> A range of sophisticated psychometric techniques is available to detect differential item functioning (DIF), and these techniques have recently been complemented by others which can deal with performance data, for example data from judges estimating the quality of performances in speaking and writing... The goal of such analysis is to develop a fair test, one which is not unfairly biased against one group or another. But the actual uses of tests are not investigated in such analysis. The test use is treated as an unproblematic given, and the investigation is restricted to the presence of group bias (understood in

> statistical terms) in its administration. In general, the capacity of psychometrics to deal with social issues is restricted, because it struggles to adequately conceptualise test use (pp. 416-417).

Thus, in recent years, looking for the 'real stories' of the tests by examining them in their own contexts has gained popularity because some testers acknowledge that the use and consequences of tests are complex phenomena affecting the qualities of tests. In fact, the field of language testing seems to witness some changes in the way of searching for good testing practices by adopting a critical perspective paying attention to their social nature, consequences and power.

One of the hot issues discussed within this critical perspective in language testing and assessment is to respond to how to ensure the qualities of tests. In other words, current lens to language testing practices not only emphasizes their psychometric aspects but also investigates their effects and consequences from a critical and broader perspective. As Xi and Davis (2016) state "The quality of a test cannot be confined to technical qualities; whether the use of an assessment and its results for decision making brings about beneficial consequences is a key factor in evaluating the quality of a test" (p. 73). The key point is the convergence between the two concepts: technical properties of tests and their uses. This means that in addition to psychometric features of tests, the use, power and the social dimensions of tests need to be also considered to ensure their effectiveness. In fact, "the quality of these tests is judged not only by how well they measure the language knowledge from a measurement perspective, but rather by the motivations of introducing these tests by the educational policy agents and the consequences that these tests lead to for individuals and groups" (Shohamy, 2013, pp. 226-227)

While identifying the social dimensions of tests to ensure test quality, a major challenge for Xi and Davis (2016) "is to identify the roles and responsibilities of different stakeholders, including test providers, test users/ decision makers and others" (p.73). Within this perspective, the roles and responsibilities of the testers, test takers and other stakeholders in a testing discourse must be revised. However, according to Matsugu (2011) "the social dimension includes not only test developers and test takers of a particular test but also the purposes of the test itself, the purposes for which people take the tests, and how the results of the test are used" (p. 99). This means in addition to revising the roles of testers and test takers, the function of tests need to be taken into consideration in test quality discussion.

2. 4. 1. Responsibilities of Testers

With the growth of the testing industry in the world, some changes start to appear as to how roles and responsibilities of testers are conceptualized. In most societies, the consequences and use of tests are directly or indirectly related to the roles of testers in the testing discourses. In many cases, testers are capable for controlling and administrating the testing contexts over which test takers have no control (Shohamy, 2001b). In recent literature on language testing and assessment, once tests are regarded as social practice, some social responsibilities are attributed to testers for the development of a democratic testing discourse in addition to their professional responsibilities. The social responsibilities of testers to society are highly emphasized by asking them to investigate the quality of tests in relation to societal, political, economic, ideological and educational consequences of these practices for individuals and society at large (ILTA, 2000; Shohamy, 2001a; 2001b; 2013). In other words, there is a growing attention to social, political and power use of tests with a specific reference to social responsibilities of testers.

In particular testing discourses, it is the testers who set rules and regulate tests. In other words, the testers hold the power of making the decisions of what to introduce as tests, what to test, how to score, how to test, how to deliver and how to interpret the results. While doing so, the crucial point is whether testers are authoritative or collaborative. By having continuous control of the testing discourses, authoritative testers determine all rules of tests which are often introduced in a top down manner. These testers are the powerful ones who take the important decisions about the administration of tests and the knowledge included in them. Therefore, testers could control and hinder the entrance of those who are not part of that knowledge determined unequally by testers. In such a testing discourse, the stakeholders other than testers have no right to question the test results and methods, whereas testers always conduct some changes and dictate rules for them. Additionally, powerful testers determine the qualities of tests which are compulsory in most cases by their psychometric features. As Shohamy (2001b) states, it is the "one important features that grants tests power" (p. 20).

On the other hand, what is meant by testers being collaborative in the testing literature is sharing their power in the testing discourse with other stakeholders.

Collaborative testers are expected to pay attention to the development of democratic testing contexts including shared authority, responsibilities, knowledge and values.

The discussion on the quality of the testing practices in the literature highlights that one of the important steps towards ensuring test quality is to define the roles and social responsibilities of testers by emphasising shared power relations in a democratic testing discourse (Xi & Davis, 2016).

Up to now testers set standards and determine the quality of tests in terms of their rhetoric and psychometric features which are among factors making tests as instrument of power as discussed above. As McNamara and Roever (2006) state "language testing professionals have a broader training than psychometricians" (p. 255). Thus, the literature (ILTA, 2000; 2007; Shohamy, 2001b; 2001c) defines the roles and responsibilities of testers in this respect as follows:

- releasing information about tests to the society (the extent of the information about the test, the format, the questions, the content, the context or its purpose)
- monitoring the uses of tests, their effects and consequences by challenging their assumptions
- following the ethical and fair principles of their own professions
- providing equal opportunities and treatment to all test takers
- following principles of shared power
- protecting the personal rights of all test-takers
- forbid the misuse of tests
- improving the quality of language testing considering their social political, economic, ideological and educational effects and consequences
- providing test takers with meaningful feedback that can be constructive in improving their learning

This means that in a testing discourse testers should be responsible beyond test construction and implementation by accounting all possible consequences which directly or indirectly, intentionally or unintentionally appear by testers' decisions. Considering the influential role of testers in test use, testers also have the obligation to get some professional, social and moral burdens in a testing discourse in order to inhibit misuses and powerful use of tests. As Xi and Davis (2016) state

> When a clear misuse of a particular test comes to the attention of the test provider, it is in the best interest of the provider to take action to help the user

> understand the potential adverse impact, and to encourage the user to select a more appropriate test for their specific purpose. While there is financial benefits to encouraging the widest possible use of a test, a proactive stance in encoring appropriate use has benefits for both test stakeholders as well as the reputation of the test provider" (p. 74).

However, in many circumstances in the world, testers produce clear test scores quickly and easily interpreted to make decisions about the fate of test takers and suggest some easy modifications in case of ill- constructed use of tests. Spolsky (2008a) explains this situation as

> the effect of efforts to exploit the power of tests to control education, and the translation of this into large-scale, high-stakes industrial or government testing. It is far from clear how language testers can have major influence on these powerful government and business concerns (p. 302).

This means that it is certain that testers are strong ones who control and determine the development of testing discourses via unchallenged power of tests. The issue here is how to make testers to take concrete steps in the development of more democratic testing discourses with shared responsibility and shared discourses. As a solution Xi and Davis (2016) state

> for many testing organizations there is a tension between a financial interest in promoting a maximum use of a test and an ethical duty to ensure that the test is used only where appropriate. Although it is not feasible for test providers to police the use of their own assessments, it is desirable for them to become more prescriptive about the types of uses that are supported by validity evidence, to communicate clearly what additional evidence may be collected by local users to support natural extensions of the intended test uses, and what uses are clearly discouraged. When a clear misuse of a particular test comes to the attention of the user understand the potential adverse impact, and to encourage the user to select a more appropriate test for their specific purpose. While there is financial benefit to encouraging the widest possible use of a test, a proactive stance in encouraging appropriate use has benefits for both test stakeholders as well as the reputation of the test provider (p. 74).

2. 4. 2. Roles and Rights of Test Takers

In language testing and assessment literature, the rights of test takers are widely discussed in test quality as one of social dimensions of tests. In traditional testing, test takers have no right in testing discourses as they are expected to comply with every decision of testers (Shohamy, 2001b).

Yet, the recent critical lens in language testing emphasizes the need to encourage test takers to question test uses and ask their rights and responsibilities in a testing discourse. The responsibilities of test takers regardless of their purpose and use are expressed under 10 principles in ILTA Guidelines for Practice (2007) as follows:

> 1. Read and/or listen to your rights and responsibilities as a test taker.
> 2. Treat others with courtesy and respect during the testing process.
> 3. Ask questions prior to testing if you are uncertain about why the test is being given, how it will be given, what you will be asked to do, and what will be done with the results.
> 4. Read or listen to descriptive information in advance of testing and listen carefully to all test instructions. You should inform an examiner in advance of testing if you wish to receive a testing accommodation or if you have a physical condition or illness that may interfere with your performance on the test. If you have difficulty comprehending the language of the test, it is your responsibility to inform an examiner.
> 5. Know when and where the test will be given, pay for the test if required, appear on time with any required materials and be ready to be tested.
> 6. Follow the test instructions you are given and represent yourself honestly during the testing.
> 7. Be familiar with and accept the consequences of not taking the test, should you choose not to take the test.
> 8. Inform appropriate person(s), as specified to you by the organization responsible for testing, if you believe that testing conditions affected your results.
> 9. Ask about the confidentiality of your test results, if this aspect concerns you.
> 10. Present any concerns you may have about the testing process or results in a timely, respectful way. (pp. 7-8)

In addition to this, in order to democratize testing discourse and ensure test quality, what is needed is to make test takers view those practices critically by reflecting their experiences clearly, and then to determine their 'subject position' in social system. As Shohamy (2001b) explains "there is a need for sharing the power of tests by training the public in testing methods, in the testing process and in the rights of test takers. Testing cannot remain a field that belongs only to testers but rather test takers and the public at large need to be part of the discussion" (p. 158). This means that in testing discourses, a balanced power between tester and test takers should be encouraged by the assumption that testers should not be the only ones who are responsible for all the knowledge of tests. According to Davidson (2002), "We must be self-aware and willing to observe what we do, and we must be capable (and I think, trained) to involve and listen to a wide array of interested parties." (p.107). In fact, what needs to be done is to

encourage test takers to view tests critically to question their uses and functions in their lives for the development of more democratic testing practices.

2. 4. 3. Functions of Tests

In testing discourses, tests can have various educational, political, social, ideological and economic functions. This means "tests are often used for a variety of undeclared and covert purposes, other than just 'measuring knowledge" (Shohamy, 2009, p. 51). In order to develop a democratic testing situation and examine the quality of tests, the underlying functions of test whether they are desired and planned or unplanned and undesirable should be highlighted. It is because tests can have wide range of functions significantly influencing the lives of individuals. Additionally, tests might "also influence the social systems in which they play a part when results are used to make important decisions" (Saville & Khalifa, 2016, p. 78). What is also overly stated in the literature is how tests work as tools so as to achieve the changes desired by the testers. According to the literature on testing and assessment (McNamara & Roever, 2006; Menken, 2008b; 2017; Shohamy, 1998; 2001a; 2001b; 2007a; 2007c; 2013; 2017), tests can be used for:

- demonstrating authority
- discipline
- pressure
- changing educational systems /curriculum
- changing political systems
- changing the behaviour of all those affected
- imposing knowledge / control of mind
- imposing certain behaviours
- imposing policy
- controlling educational systems
- marketing
- social control / construct a singular, standardized culture
- determining future / individual's future opportunities
- solving the troubled systems as practical solution
- quantification of people according to a common yardstick
- normalization of people according to a common yardstick

- standardization of people according to a common yardstick
- selection / admission / placement
- entrance/gate keeping
- access to valued social resources, such as wealth, jobs, status.
- observation/ surveillance, screen populations
- competition / comparing
- classification /categorization purposes
- maintaining and creating social class and order
- discriminating
- perpetuating ideologies
- making detrimental/ high stake /important decisions for individuals such as selection, controlling immigration, accepting jobs, graduating from high schools, entering universities, obtaining high-ranking jobs or enter in elite institutions
- promotion
- graduation
- making judgment /assigning what is good/bad/success /
- construction of identities
- providing or taking away opportunities
- managing and controlling the linguistic repertoire of the nation
- determining prestige and the status of languages
- determining language correctness and standards
- prestige and respect/ prompting status of the subjects
- promoting certain values and diminishes others
- imposing sanction/ punishment / a tool to threaten / used as a forcing and threatening device.

How tests function might have severe, life-changing, and life-ending consequences for test takers and society at large (McNamara & Roever, 2006). Thereby, tests have the potential to function as powerful tools to legitimize the desires of testers. When the introduction of tests and uses of tests are compared, it implies that tests are introduced for various political functions as stated above. It is because as Douglas (2010) expresses

> Tests represent social standards and values determining who shall be allowed to teach, who shall be admitted to educational opportunities, who is making progress in learning, who shall be deemed to have completed educational requirements, and which schools are meeting established standards. Tests in schools clearly serve social, cultural, and political goals (p. 285).

That is why, what is needed is to have a critical consciousness of the powerful uses and social functions of tests as social practice.

2.5. Tests as Social Practice

The discussion we have made here so far implies that with openness to the lights of various fields such as sociology, politics, policy analysis, philosophy, cultural studies, and social theory, a critical intellectual perspective on language testing and assessment research is required. McNamara and Roever (2006) holding such a perspective "see language testing not as an applied subfield of psychometrics but as a central area of applied linguistics, open to influence from such allied fields as sociology, policy analysis, philosophy, cultural studies, and social theory" (Douglas, 2010, p. 285). Because of the crucial roles of social dimensions and uses of tests, language testing should not be named as "applied psychometrics, but, rather, a central area of applied linguistics" (McNamara & Roever, 2006, p. 255). This pespective aims to identify and examine the wider effects and consequences of tests in their own educational and social contexts. In fact, as an attempt to break down the disciplinary walls between language testing research and other areas of applied linguistics, the focus of the recent critical lens in the literature on language testing is to define tests as social practice.

Here, in this dissertation, a social practice refers to the practice of production that people do collaboratively in all domains of life. All social practices are associated with what materials they work on, what means are used for their production and what social relations they produce. For Fairclough (2010),

> all practices involve identification, the construction of social identities- every practice is associated with particular 'position' for people refers to 'position and practices' in terms of which their identities and social relations are specified. However, there are different *performances* in these positions depending on the social memberships and life histories of those who occupy them and different identities attached to different performances (pp. 172-173).

Through social practices, individuals construct various representations of their social realities about themselves and their actions based on their subject positions. This

means different positions have the tendency to generate various representations (Fairclough, 2010).

Tests as social practice have been a controversial matter. As McNamara (2008) states “Language tests have a long history as a social practice, but the social and political functions of tests are neglected in most of the basic texts on language testing” (p. 415). Regarding tests as social practice implies the uses and roles of testing activities in the constructions of individuals, societies and discourses. Because tests are ideologically shaped by power and struggle for power in relations, tests as social practice tend to constitute social order in society. Furthermore, they might contribute to social continuity and social change by leading individuals to generate representations of their identities and performances according to their positions. It is primarily driven by the critical examination of testing practices in their own social, political and cultural contexts to detect the social and political dimensions and discursive power created through their uses (McNamara & Roever, 2006; Shohamy, 2001b; 2013; Young, 2012). This new line of research which does not isolate tests from their use in education and society regards tests as social practices playing significant roles in construction and development of individuals and societies.

Therefore, the matter prioritized here is mostly based on identifying the consequential, personal and social effects, consequences and meanings of tests by drawing attention to lived experiences and interpretations of the people affected. One major rationale for this is to identify and question the use of tests related to “educational, pedagogical, bureaucratic, psychological, social and political variables that affect people, knowledge, curriculum, teaching, learning, ethicality, social classes, bureaucracy, politics, inclusion and exclusion” (Shohamy, 2007c, p. 522). The need for studies for this line of research is commonly expressed in the literature. However, as pointed out by McNamara (2008) “language testing as a field has been relatively handicapped in understanding itself as a social practice. There are, however, signs that this situation is beginning to change, although the task ahead remains formidable” (p.415).

In the early studies, the social nature and use of tests have found a space within the perspective of some validity theories such as ones proposed by Cronbach and Messick. Cronbach (1988; 1989) does not state the importance of the social nature of the testing practices, but in his studies he dicusses the roles of values and beliefs in terms of validity. Additionally, Messick (1989) explicity places social consequences of

test use in his validity discussions. Desipite insisting on the need to investigate the social dimensions of tests, it seems that they could not go beyond discussing their social and socially constructed nature and consequences for validation. In other words, in terms of conceptualizing the social use and functions of tests in the society, these studies have had little to say (McNamara & Roever, 2006; McNamara, 2008). What needs to be done to move the discussion beyond validation is to shift the lens of the studies on tests and regard them as social acts. McNamara and Roever (2006) draw attention to the need for 'an adequate social theory' which studies tests as social practice in their own social, political, economic, ideological and educational contexts as social phenomena.

In order to satisfy the need to examine the concept of social effects, consequences and use of tests as social acts, some crucial attempts can be traced in the literature of language assessment and testing. Some of them are

- The principles of test fairness framework proposed by Kunnan (2005a; 2005b)
- Lynch's (2001) study
- The conceptualization proposed by Bachman (2005)
- Filer's (2000) conceptualization on discourse of assessment
- Shohamy's (1998; 2001a; 2001b; 2013; 2017) studies.

The first one is the principles of test fairness framework proposed by Kunnan (2005a; 2005b). His starting point for the framework is the test fairness. This model influenced by the work of Messick on test validation and studies on ethics and philosophy includes five test quality features: validity, absence of bias, access, administration and social consequences. It has touched upon the social role of the use of test under the discussion of test fairness. The second framework is Shohamy's studies which focus on the role, power and function of tests in a broader perspective based on the works of Bourdie, Foucault and other social theorists. Shohamy (1998; 2001a; 2001b) regards assessment practices as the products of cultural, social, political, educational and ideological contexts shaping the lives and future of individuals. Therefore, she describes them not as neutral acts, but as social issues understood within complex circumstances. She (2001b) insists on questioning the uses of tests and examining their consequences and roles in education and society critically by the conceptualization of 'Critical Language Testing'**.** CLT is based on "the need to develop critical strategies to examine the uses and consequences of test, to monitor their power,

minimize their detrimental force, reveal the misuses, and empower the test takers" (p. 131). In other words, she sees tests as powerful tools in the society.

Another attempt can be traced in Lynch's (2001) study. Like Shohamy, he proposes some principles dealing with unfairness and injustice in the use of tests in society. The last conceptualization has been proposed by Bachman (2005) who has dealt with the issue of functions of tests under the light of a code of ethics and a code of practice (McNamara & Roever, 2006, pp. 38-40).

The other attempt for conceptualization of assessment as social activity is conducted by Filer (1995; 2000). Filer (2000) presents a line of research focusing on the term of 'discourse' which is "a way of talking about a matter that frames what can be said about it" (p. 2). Indeed, Filer deals with two broadly distinct discourses- technical and sociological discourse of assessment. Technical discourse addresses to some technical or psychometrical issues of assessment such 'validity, reliability, criterion and norm referencing' in order to ensure confidence in the results of assessment. Yet, sociological discourse critiquing the 'science' of assessment focuses on power relations and educational, political and social functions of assessment practices within modern societies (Filer, 2000).

Among these approaches, the last two of these attempts, Shohamy (1998; 2001a; 2001b; 2013; 2017) and Filer (2000), have evaluated tests in terms of the depth and complexity of the social functions these tests exercise. What makes their studies significant and different when compared to the other attempts is that the foundation of their studies is based on the theoretical challenge to existing philosophies of language assessment and testing by regarding the use of language assessment and testing procedures as social practice. In doing so, they have not dealt only with tests, but with the uses, effects and consequences of the tests. Both of them regard tests as a crucial part of educational, social, political and economic context. That is why, Shohamy in particular, describes tests not as neutral acts, but as social issues understood within complex circumstances. At this point, she pays to much attention on the use of tests as powerful tool in the society. In other words, she is interested in clarifying the issue of the power of the tests (Shohamy, 2001b).

In addition to these theoretical attempts, today ample research is concerned with the use of tests in the contexts of asylum seekers and immigrants, in citizenship processes and in educational contexts as tools for language and education policies. These studies offer valuable insights into use of tests as social acts emphasizing their

social and power dimensions (McNamara, 2008). The primary assumption is that the technical quality of those practices should not be the only criterion to be considered in the test effectiveness argument. Additionally, one thing all these studies agree on is that tests do generate power due to their high stakes effects (McNamara, 2008). What is not certain is where test power originates from and which factors in a specific testing discourse cause it.

2.6. The Power of Tests

Most of the studies cited above are concerned with examining the quality of tests in relation to societal, political, and educational issues. Their starting point is that

> tests are powerful tools that play a central role in creating social classes determining knowledge, affecting distribution of wealth, shaping language policies, and transforming teaching and learning. Accordingly, tests are not viewed as isolated and detached acts, but rather as tools that play a central role in education and society (Shohamy, 2013, p. 226).

Because of the power relations embedded in the testing contexts, tests need to be scrutinized in relation to the power, effects and consequences they cause on social dimensions beyond their declared intentions and uses. Though the factors producing power are different in various testing discourses, the main argument on *the power of tests* is generally on tests as powerful tools "in creating social classes, determining knowledge, affecting distribution of wealth, shaping language policies, and transforming teaching and learning" (Shohamy, 2013, p. 226).

Here, 'power' can symbolize the social power including the control, dominance and limit exercised by one group over the actions and minds of another group, but cannot simply be framed in a single definition. It represents a usual property of relationships among social groups, institutions and organizations, often causing social inequalities. Power shows itself in relationships and interaction. This means power is a form of social control based on socially valued resources (Van Dijk, 1996; 2008). In most cases, power is used to control the access to precious social benefits such as jobs status, identities and the like. It is a key concept in various social contexts because it acts a type of relation between people and a complex issue that shape others' minds, behaviours and actions. In fact, power can manifest itself in various practices and contexts. Testing is one of the discourses in which power mechanisms and relations are at work.

Accordingly, the term of *power of tests* is widely discussed under the paradigm of *critical testing* and *critical language testing*. With those critical perspectives, tests are not viewed as isolated and neutral acts, but rather as social instruments due to their potential to exercise power. Based on this assertion, Shohamy (2001b, 2001c, 2005) describes the notion of *power of tests* by feeding this issue with some social (Bourdieu, 1991; Foucault, 1995), psychometric (Messick, 1996) and policy (Menken, 2008b; 2017; Shohamy, 2001b) perspectives.

Examination of the literature on *the power of tests* reveal that a number of leading contemporary social theorists, Foucault (1995) and Bourdieu (1991) in particular, explore and discuss the use of tests to structure modern societies socially. They provide some insights on how examinations can be utilized as tools of power to control and legitimate social inequalities (Filler, 2000; Shohamy, 2001b). For them, tests are introduced to control and establish norms and values by the ones who are authorities and elites holding power. In Foucault's (1995) analysis, the mechanism used by examinations and the relationship between examinations and power are presented in the following way:

> Examination combines the techniques of an observing hierarchy and those of a normalizing judgement. It is a normalizing gaze, a surveillance that makes it possible to qualify, to classify and to punish. It establishes over individuals a visibility through which one differentiates them and judges them. That is why, in all the mechanisms of discipline, the examination is highly ritualized. In it are combined the ceremony of power and the form of the experiment, the development of force and the establishment of truth. At the heart of the procedures of discipline, it manifests the subjection of those who are perceived as objects and the objection of those who are subjected. The superimposition of the power relations and knowledge relations assumes in the examination all its visible brilliance (pp. 184-185).

This means that tests are utilized for 'surveillance' to differentiate, judge, classify and standardize individuals. In order to ensure that the individuals confirm to the ideal of how an individual in the society should behave, tests as 'normalizing gaze' involves 'normalizing judgement' establishing standards, norms and values that individuals are expected to meet up to certain level. Those who are unable to reach the norms and values are deemed as 'abnormal'. In fact, it is disciplinary power described by Foucault (1995) in following manner:

> Disciplinary power... is exercised through its invisibility; at the same time it imposes on those whom it subjects a principle of compulsory visibility. In discipline, it is the subjects who have to be seen. Their visibility assures the hold of the power that is exercised over them. ... the examination is the technique by which power, instead of emitting the signs of its potency, instead of imposing its mark on its subjects, holds them in a mechanism of objectification. In this space of domination, disciplinary power manifests its potency, essentially, by arranging objects. The examination is, as it were, the ceremony of this objectification (p. 187).

Herein lies why tests are utilized as an instrument of power. It is because they hide the exercise of the power by pointing the subject of the power. Tests as vehicle of power place individuals in a field of surveillance for the sake of objectivity. He does not define the effects of power negatively. For him, power does not 'exclude', 'repress', 'censor', 'mask', and 'conceal'. Foucault regards power as a producer of reality: "power produces; it produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production" (Foucault, 1995, p. 194). What is crucial for him is the effect that power has on entire networks, practices, the world around us, individuals, knowledge and how individuals' behaviours can be affected, not power itself.

Driven by the perspective of 'disciplinary power' of Foucault, Shohamy (2001b, 2005) describes how tests serve the function of disciplinary tool by imposing behaviours on those who are tested and affected by their results. This develops fear of tests and sense of lack of control in them. Thus,

> they are in the hands of the tests and testers. Tests are capable of dictating what test takers will study and what will be taught and eventually what they will know. Test takers comply with the demands of the tests by changing their behaviour as they need to maximize their scores given the detrimental effects of the scores explained previously. It is often the realization by those in authority that test takers will change their behaviours to succeed on tests that leads them to introduce tests as disciplinary tools to make those who are affected by tests change their behaviours to succeed on tests that leads them to introduce tests as disciplinary tools to make those who are affected by tests change their behaviour in accordance with their own priorities. Thus, tests are used as arms of policy and for imposing control (Shohamy, 2005, p. 104).

Tests are often introduced by powerful organizations attempting to manipulate and control educational systems according to set agendas (Shohamy, 2007a, 2007b). This feature of tests allots power to tests because in most of the testing contexts, who determine what to test, how to test, how to score, how to administer and determine

results is testers who hold the power. These circumstances create non-negotiable and continuous control over discourse of tests. As Van Dijk (2008) points out, “Those who control discourse may indirectly control the minds of people. And since people’s actions are controlled by their minds (knowledge, attitudes, ideologies, norms, values), mind control also means indirect action control” (p. 9). When granted such power, tests and testers can control directly or indirectly the knowledge and behaviours of tests takers and society at large. When tests are used for crucial functions such as passing a class, attending a university, taking a job, getting degree etc., in particular, then, they become powerful turning points in test takers’ lives (Bourdieu, 1991; Shohamy, 2001b). In fact, in many cases, individuals are equipped with identities and values according to their test results, and the knowledge included in tests are popularized in societies. In other words, test power has the potential to produce knowledge and change in societies mainly because it is “reinforced by dominant social and educational institutions as major criteria of worth, quality and value” (Shohamy, 2009, p. 50).

According to Bourdieu (1991), at this point tests enjoy *symbolic power* which is

> a power of construction reality... It is as structured and structuring instruments of communication and knowledge that 'symbolic systems' fulfil their political function, as instruments which help to ensure that one class dominates another (symbolic violence) by bringing their own distinctive power to bear on the relations of power which underlie them and thus by contributing, in Weber's terms, to the 'domestication of the dominated' (pp. 166- 167).

This means that tests as ‘instrument of power’ can be utilized to institute someone and signify what s/he is and how s/he should conduct himself or herself in society. At this point, Bourdieu (1991) describes the role of society members in the following manner.

> Person instituted feels obliged to comply with his definition with the status of his function. The designated heir (according to a more or less arbitrary criterion) is recognized and treated as such by the whole group, beginning with his family, and this different and distinctive treatment can only encourage him to fulfil his essence, to live in conformity with his social essence (p. 121).

This implies that not only symbolic structures holding power to structure but also the members of society tend to get role in legitimizing the boundaries and power exercised in social systems. In fact, the way how community members perceive tests is another factor contributing to the generation of the power of tests in a testing discourse. Shohamy (2009) agrees and states that “there is an unwritten contract between those in

power who want to dominate and those who are subjected to the tests in an effort to perpetuate and maintain existing social order" (p. 50). This means testers are not the only ones who create the power of tests. How individuals see themselves against a test in a particular testing discourse is highly related with test power. As Young (2012) explains, power is "co-constructed by all participants - both the powerful and the non-powerful... Non-powerful participants co-construct power by accepting the constraints imposed upon them" (p. 185). Thus, it is the test takers and the other stakeholders who assign unlimited power to testers (Bourdieu, 1991; Shohamy, 2001b). Therefore, what makes a single test powerful also depends on the meaning and trust individuals attribute to tests, which often results in changes in the behaviours of individuals and society (Shohamy, 2009; Young, 2012). When individuals are judged in society on the basis of their performances on tests, tests turn into powerful tools playing central roles in their lives and society at large. In such a circumstance, "while test takers perceive tests as powerful, they see themselves as powerless" (Shohamy, 2001b, p. 13).

Once tests are used by testers as the evidence for their high stakes decisions, community members attach blind trust and support to them. As Spolsky (as cited in Shohamy, 2009) explains "For much of this century, the general public has been brain-washed to believe in the infallibility, fairness and meaningfulness of the results of tests and examination" (p. 50). In fact, tests often achieve an acceptance in the community through attaching them some social meanings. In other words, what makes tests powerful also depends on the meaning individuals attribute to tests and the feelings evoke in them about tests. "Tests are widely trusted by test-takers so that even minority groups who are strongly affected by tests have an overwhelming respect for them and often fight against their abandonment as they have internalized their power and consequences" (Shohamy, 2009, p. 50).

In addition to the contribution of the social perspectives discussed above for the issue of *the power of tests*, some psychometricians have drawn attention to the social nature of tests. The most notable one is Messick (1996) who aims to discuss social sides of tests from a broader perspective of a unified concept of validity. In Messick's concept of unified validity, testing consequences as *consequential validity* are only one aspect of construct validity. In this discussion, consequences refer to strong ideological values and washback is only one form of testing consequences that need to be evaluated for validity. Additional terms are also discussed by the psychometricians such as

washback, *measurement- driven instruction* and *curriculum alignment*. For Shohamy (2017),

> although psychometricians developed sophisticated methods for test development and design, in terms of reliability and validity and quality of items and tasks, they tend to overlook the important dimension of consequences of tests. This leads to the need to pose questions that will incorporate the consequences such as... is a test really a pure measurement of language proficiency or is it used as a disciplinary tool for other agendas such as selection, expulsion, and differentiation leading to stigmas about different populations and their rejection from bastions of society? (p. 446)

This means that tests are not only used to assess language proficiency and performance in valid and reliable ways. Rather, they can trigger undeclared functions and roles in the society. It is the power of tests that enables them to be used for various undeclared purposes (Shohamy, 1998). According to Shohamy (2001b), the discussion of the psychometricians on the features of testing such as objectivity, scientific language, numbers raising standards and expanding equality and efficiency and numbers is another factor originating tests power. These features lead to "unchallenged authority and are considered to be the domain of experts and are therefore rarely challenged and criticised" (Shohamy, 2009, p. 50). The beliefs of society about tests' high quality and standards are strong and meet little resistance because it symbolizes social order in areas in which the public normally feels a lack of control (Shohamy, 2001b; 2009). It can be said that the scientific discussion of psychometricians proving the neutrality and impartiality of tests leads the belief that tests can guarantee high quality, objectivity and standards with wide trust and consensus in societies. This belief is one feature that leads tests to enjoy power in societies (Shohamy, 2001b).

Additionally, the term *power of tests* is cultivated from tests as policy perspective arguing that "language testing is in actuality de facto language policy" (Menken, 2017, p. 388). According to this perspective, tests can act as *de facto policies*. In short, this perspective aims to deepen understanding of how tests turn into de facto policies in practice and implementation. According to Shohamy (2001b), it is related to the power of tests as she states "I again learned about the power of tests as it became clear to me that the 'language testing policy' was the *de facto* 'language policy" (p. xiii). In other words, due to the power of tests, policymakers can utilize tests to create de facto policies that can promote their agendas, priorities and values in terms of language and language education.

With the discipline mechanisms used by tests as described by Foucault, the argument about the unwritten contracts between testers and test takers based on Bourdieu's perspective, the trust in tests, the beliefs that tests can guarantee high quality, objectivity and standards of tests and the function of tests as de facto policies, it is possible to explain *the power of tests* and the introduction of tests without any resistance, in fact with wide consensus (Shohamy, 2009). However, this discussion does not explain the procedure how power of tests is exercised in a certain testing discourse. Thus, the following section deals with this process.

2.6.1. The Process of How the Power of Tests is Exercised

In most cases, tests gain an uncritical acceptance in society as they are believed to be impersonal and not value-laden. As Douglas (2010) states

> tests have long been thought of by society generally as the solution, not the problem: they are treated with respect as instruments designed to take social and economic biases out of public selection and promotion. Tests are seen as impersonal, since those who do well in them are selected no matter what race, socioeconomic group, religious affiliation, or political group they belong to (p. 284).

In contrast, as overly highlighted in the literature, tests have potential to exercise control and cause change in the behaviours of individuals in the social system. Thus, the realities about tests can only be understood by evaluating them in a broader context of use. According to Shohamy (2001b), the process of exercising the power of tests can be described in four steps as presented in Figure 1:

(A) The origin of the power of test
The detrimental force of tests along with their features of power cause those who are affected by the results of tests to change their behaviour and comply with the test's demands in order to maximize their scores and gain the benefits associated with high scores.
(B) Manipulations
Being aware of the capability of tests to affect behaviours leads those in power to introduce tests as means of creating and imposing changes in behaviours in line with specific agendas.
(C) Effects
Such use of tests has effects, yet the type and size of effects are complex and dependent on multiple factors such as status of the topic, purpose of the test, skill tested and

whether the test is of high or low stakes.

(D) Consequences

The consequences of such uses of tests for education and society are a greater focus on the topic, narrowness of the knowledge, unethical behaviours, redefinition of knowledge, punishment, gate keeping and controlling of education.

Figure 1. The power of tests- origins, manipulations, effects and consequences
Source: Shohamy, 2001b, p. 107

Figure 1 shows how power and control of tests can function and be exercised. Because the major roles and implications are attributed to tests, they can "create winners and losers, successes and failures, rejections and acceptances" (Shohamy 2001b, p.15). One single test has the power to shape the future of test takers, can open and close doors. Test scores are often the sole indicators for decisions such as acceptance to programs, placement in courses, obtaining certificates, deciding on professions and gaining entrance to universities and jobs. Even, as Shohamy (2001b) notes, "a failure on a test evoked rejections from a family, low self-esteem and self-worth, a general negative attitude towards life to the point of criminal behaviours" (p. 8).Indeed, those tests are assumed to have high qualities and standards which are proved by psychomotricty and numarated language. As a whole, these factors originate the power of tests.

Because one's performance on the test can become a criterion for judgement of the individual, test takers develop some gimmicks, tactics in order to be successful in the test. Shohamy (2001b) says "the power of tests originates in their ability to change in behaviour of those who are affected by them" (p. 105). The test takers place tests in the centre of their lives. Individuals then adopt behaviours in accordance with the demands of the test as they fear detrimental effects they can have on their lives. In her analysis of the narratives obtained from test takers, Shohamy (2001b) states that:

> Test takers learn that in the testing game there are rules to follow, even if they are not rational and make no sense. Test takers know that the best strategy for a tester is to comply with and follow the testing rules- no questions asked (p. 11).

Because of high stake impacts of tests on test takers, they might feel powerless and have little ability to cope with the requirements of tests apart from to obey them. If an introduction of tests causes change in test takers, it is possible to talk about the phenomenon of the power of test. And this power can result in not only a change in

their behaviours by complying with the rules of the tests to maximize the success in tests but also some effects and consequences.

Thus, tests can be thought as the product of cultural, social, political, educational and ideological agendas shaping the lives and future of individuals (Shohamy, 1998). Therefore, it becomes crucial to evaluate the tests within the view of their social, cultural, educational and political domains to see their intentions, consequences, roles and impacts on individuals and society at large.

2.7. Local Studies on the Use of Tests in Turkey

Turkish national education is mostly a test-oriented. Therefore, in Turkish context it is not surprising to find studies focusing on how high-stakes language tests affect students, teachers, and educational system at large (Akpınar & Çakıldere, 2013; Hatıpoğlu, 2016; Karataş & Okan, 2019; Kılıçkaya, 2016; Külekçi, 2016; Özmen, 2011a; 2011b; Sayın & Aslan, 2016; Yavuzer & Göver, 2012; Yıldırım,2010). Most of these studies deal with washback effect of the tests in the Turkish context and examine them in such domains as "instructional methodologies and teaching strategies, and student attitudes and perceptions about exams" (Toksöz & Kılıçkaya, 2017, p. 186). The exams highlighted in these studies are the national high stakes tests administered by either the Ministry of National Education or the ÖSYM (Measurement, Selection and Placement Center) such as the KPSS, the ÜDS, the KPDS, the YGS, the YDS and the LYS. The current washback studies conducted in the Turkish context focus on "instructional methodologies and teaching stages, and students' attitudes and perceptions about the exams" (Toksöz & Kılıçkaya, 2017, p. 186). The general consensus of these studies is that the emphasis on the recognition skills with multiple-choice questions makes the stakeholders ignore the productive skills and the receptive skill of listening. Therefore, the content and format of the tests affect the teaching and learning practices in English lessons. Additionally, they point out that these tests might turn to barriers to test takers' future personal and professional lives and affect their psychology negatively. In other words, the national tests in the Turkish context mostly emphasize reading, grammar and vocabulary and neglect other receptive and productive skills. As Toksöz and Kılıçkaya (2017) state, "These tests lead to narrowing of the curriculum in schools and make teachers teach to the test. Students appear to master the format of these tests instead of acquiring the necessary skills for language learning" (p.

201). In addition, they point out that these tests might turn to barriers to test takers' future personal and professional lives and affect their psychology negatively.

It should also be noted that a review of these studies reveals unsettled and frequently changing nature of test system in Turkey not under the light of educational and assessment theories or empirical researches but for political and practical purposes. As Hatipoğlu (2016) puts it,

> every change related to the testing system in a country has complex impact in a number of directions on its educational system. For that reason, every change related to testing should be carefully planned and piloted. Implementation of new testing systems should take place only if they are going to impose positive changes in the educational system (pp. 142-143).

As Hatipoğlu further emphasizes "Assessment is not merely a technical, psychometric area of knowledge. Instead, like all aspects of teaching, it is a social practice with its own complex political and ethical considerations" (2016, p. 142). In line with this argument in the Turkish context, the local studies focusing on use of tests need to go beyond the term washback and look at tests as social practice.

In the Turkish context, tests are utilized in various discourses guiding English language education. English language teacher recruitment is one of them (Kılıçkaya & Krajka, 2013; Özbal & Gökçe, 2018). The next section will deal with this issue.

2.8. Language Teacher Recruitment

All over the world the goal of public school system is to provide a high-quality education to every student. To do so what is needed is competent individuals who are willing and qualified as teachers (Guarino, Santibanez & Daley, 2006). In order to check and ensure that teachers have the necessary skills and knowledge, the prerequisites for teachers are determined by some policies and standards for teacher recruitment. These policies and standards serve major roles in certain contexts because "policies on teacher employment are both determinants of teacher training process and affect many variables in education" (Özbal & Gökçe, 2018, p. 169). Some acts related to teacher recruitment pertaining the overall labour market for teachers are continuously conducted. However, these acts vary across countries because each country applies their own way of teacher recruitment policies and standards in accordance with their current conditions and sources.

In the face of a growing population in the world, the struggle to set and maintain standards and policies for recruiting and retaining teachers have a direct influence on how to determine and supply the demanded numbers for teaching slots. In most cases, teacher recruitment adopts a competitive approach including various evaluation methods such as exams, interviews, and observations (Adıgüzel, 2013). However, the competitive approach, together with current labor market conditions, might have a direct impact on the decisions of teachers or prospective teachers because teacher recruitment becomes more difficult to realize due to inadequate resources (Guarino et al., 2006). Considering teachers in general and language teachers in specific, their recruitment gets more problematic in some countries such as Turkey. It is because of the fact that the policies are "determined by contemporary political events and governmental policies rather than shaped by a certain educational philosophy" (Nergis, 2011, p. 181).

2. 8.1. The Procedure of English LangaugeTeacher Recruitment in Turkey

English language teacher recruitment is an important step in shaping the planning of language education. Implementing long-term or short term programs to the education might symbolize the development of the countries. However, as Özbal and Gökçe (2018) state, "teacher employment policies in developing countries are implemented based on short-term solution models" (p. 171).

In fact, various models for teacher recruitment have been implemented so far in Turkey such as Village Institutes, three-year Higher Teacher Training Schools, and some accelerated programs. Since 1982, universities are in charge of teacher training, and with the restructuring in 1998, teachers were required to obtain bachelor's degree in order to get employment.

Over time the number of teacher candidates became more than the number of teachers demanded for recruitment. Thereby, on the ground of a regulation implemented in 1985, teachers were required to take an examination to be employed. This examination was first applied in 1999. After 2002, the KPSS (Public Personnel Selection Examination), which includes multiple-choice questions, began to be conducted (Güven, 2010; Özbal & Gökçe, 2018).

English language teachers working in a permanent teaching position in state schools in Turkey are employed as civil servants with a central examination, the KPSS

(the Selection Examination for Professional Posts in Public Organizations). Teachers in contract teacher position are assigned with Oral Exam conducted by Ministry of National Education together with the KPSS. However, private schools have their own teacher recruitment approaches such as conducting interviews, observing actual teaching performances and testing various skills or knowledge (Kılıçkaya & Krajka, 2010; 2013). All teachers willing to work in public schools as permanent or contract teacher positions have to take KPSS, the central exam for positions in the state. In the KPSS procedure, all English language teacher candidates respond to the same questions regardless of the school that they would like to be employed (Kılıçkaya & Krajka, 2013).

In the past, teachers were employed in permanent positions at different times in a year. However, recently, since 2016, the Ministry of National Education has employed teacher candidates in contractual teaching status. This means teachers will be recruited as contract teachers once a year, in February. In the contract teacher recruitment process, teacher candidates first apply to the ÖSYM to take the KPSS, generally conducted towards the end of June each year. Meanwhile, schools report the vacancies to the Ministry of National Education, the number of positions available considering the required teaching hours. Then, the Ministry announces the number of positions for each teaching position and the minimum scores to be appointed as a teacher for each teaching subject. These scores change from one teaching subject to another because in some subjects, there are more teachers available than the needed number.

Once the results of the KPSS are announced, the candidates are rated by starting from the one getting highest score in their field of study. Then, the Ministry asks candidates to take the Oral Exam conducted by the Ministry to get the contractual English teacher positions in the state schools. The ones getting 60 and higher score in the Oral Exam are assumed to be successful and have the right to apply for these slots. The Ministry of Education accepts candidates' application for the positions through the Internet, including their choice of cities and schools where they would like to work. Based on the rankings and the applicants' preferences, they are appointed to the schools. If a candidate declines the appointment or does not start work in the required time, s/he cannot apply for another teaching position in public schools for a year. The ones getting appointed work in the contract teacher position for four years in the same school. Then, they get the right to apply for permanent teaching status. Once they are employed in

permanent teaching slots, they have to work in the same school two more years (Regulation Related to the Teacher Recruitment for Contractual Teaching Positions).

The teacher examination and recruitment procedures in Turkey are guided and finalized by the Turkish government through the ÖSYM and the Ministry of National Education. The local school administration does not have any voice or the authority in this process.

2.8 .2. English LangaugeTeacher Recruitment Examination in Turkey: The KPSS

The KPSS, a competitive examination, is adopted in Turkey as the selection procedure for teaching slots in the state schools (Kılıçkaya & Krajka, 2013). The KPSS is implemented by the ÖSYM and can be taken only once during a year. The KPSS is used to recruit teachers to public schools in need, while it is not used as a way of licensing to teach. The teacher candidates who want to be recruited in the schools of the Ministry have to take the KPSS. However, according to the subject area of the candidates its sub-tests can vary.

English teacher candidates take the KPSS in three sessions. The KPSS process is composed of four sections featuring multiple choice questions on general knowledge and ability such as Turkish Language and mathematics, general culture such as history of Turkey and geography, educational sciences such as principles of teaching and learning and the ÖABT (The Field Knowledge Test for English teacher candidates) as presented in Table1.

Table 1.

The Sections and Number of Questions in the KPSS

Section	Sub-sections	Number of the Questions	The overall weight in the exam	Time allowed (minutes)	The number of candidates taking tests in 2018
General Knowledge and ability		60	15%	120	1.175.027
General Culture		60	15%		
Educational Sciences		80	20%	150	416.485
The ÖABT	Subject Knowledge test (60%, 45 questions) Subject education test (40%, 30 questions)	75 (50 questions in 2018)	50%	120	276.343 (11.917 English teacher candidates)
TOTAL		**275**	**100%**	**390**	

Table 1 shows that in 2018 11.917 English teacher candidates in total took the KPSS (ÖSYM, 2018) and 2.038 of them were employed in the schools of the Ministry as contract English teachers (MEB, 2018). In this examination procedure candidates are penalized for making four mistakes as one correct response is taken away. 100 is the highest score in the KPSS. In order to apply for the contract teacher slots, the candidates have to get 50 points and higher. All English teacher candidates who will be teaching a specific age group or grades such as 1-4, 5-8 and 9-12 are required to answer the same questions. Candidates are informed of the process and the format of the KPSS. The questions are considered as original and authentic. The ÖABT for English teacher candidates, subtest of the KPSS is organized around two sections: 1. Subject Knowledge test including questions on language proficiency, linguistic and literature, 2. Subject-specific pedagogical knowledge. The ÖABT for English teacher candidates only measures the reading, vocabulary and grammar skills of candidates while listening, speaking and writing proficiency of test takers are not assessed.

2.8.2.1. The Studies on the KPSS in the Turkish Context

Since the target test takers of the KPSS are quite large, there have been numerious studies on the effects of the KPSS in Turkey (Aküzüm, Demirkol, Ekici & Talu, 2015; Atav & Sönmez, 2013; Baştürk, 2017; Erdem & Soylu, 2013; Güven & Dak, 2017; Karaer & Kartal, 2018; Karataş & Güleç, 2013; Memduhoğlu & Kayan, 2017; Özmen, 2011a; Polatcan, Öztürk & Saylık, 2016; Sezgin & Duran, 2011; Turan & Zengin, 2017). These studies report on the opinions of the teacher candidates from various fields. The findings highlight psychological problems suffered by test takers and criticise the KPSS for not measuring the candidates' levels of knowledge of the field, instead encouraging them to learn by heart and containing many unnecessary questions. They assert that the KPSS has to potential to guide learning and teaching in Eduation faculty. They also question the objectivity of the KPSS.

Considering the critical studies conducted in the Turkish context, some valuable studies focusing on language teacher education (Arıkan, 2006) and languge teachers' professional development from a critical perspective (Arıkan, 2002; 2004) exist. However, it is quite surprising that very few or no research was conducted on languge teacher recruitment examination, the KPSS from a critical perspective listening to the voices of English teacher candidates. In this respect, the present study takes on an important mission by analyzing the use of the KPSS as social practice while examining its intentions, power, effects and consequences in the Turkish context.

2.9. Summary

This chapter has described theoretical premises and relevant literature constructing the basis of this dissertation. It has presented an in-depth exploration on the use, qualities of tests and tests as social practice by referring to the issue of test power. Language teacher recruitment in general and the process of English language teacher recruitment in Turkey in particular have also been introduced together with the KPSS so as to set the stage for the study at hand.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter describes the overall design of the study which is comprised of three phases. It first focuses on justifying the underlying premises of multiphase mixed methods design espoused in this study and then presents the roles of the researcher. For each phase of the study, an in-depth analysis of participants together with methods of data collection, data elicitation and procedures followed to gather and analyse the data are provided separately.

3.2. Overall Research Design

This study evaluates the use of the KPSS - its intentions, effects and consequences - as social practice for teacher candidates of English by clarifying its power and origin of this power in the Turkish context. It is descriptive in nature and adopts mixed methods approach. Various definitions of mixed methods can be traced in the literature. In this study, the composite definition of mixed methods proposed by Johnson, Onwuegbuzie and Turner (2007) is followed to incorporate diverge perspectives. To them, mix methods study

> is the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and collaboration (p. 123).

In other words, mixed methods research entails the combination of quantitative and qualitative research in order to exercise the strengths of each tradition of research by minimizing their weaknesses (Creswell & Clark, 2007; Tashakkori & Teddlie, 2003). The main assumption is that "the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself" (Creswell, 2012, p. 535). However, the literature on mixed methods research present distinct types of research design procedures for collecting, analyzing, interpreting and reporting data (Creswell & Clark, 2011). In this dissertation, multiphase design is utilized in order to guide the decisions we made

during the study and set the logic of our interpretations at the end of the study. In multiphase design, overall objective "is to address a set of incremental research questions that all advance one programmatic research objective." (Creswell & Clark, 2011, p. 100). Here, this design emphasizes examining "the problem or topic through a series of phases or separate studies" (Cresswell, 2012, p. 547). Such a research design is adopted in this study because the multiphase design

> provides an overarching methodological framework to a multiyear project that calls for multiple phases to develop an overall program of research, or evaluation (Creswell & Clark, 2011, p. 100).

This study was conducted using a mixed methods approach to have a more complete understanding on the use of the KPSS in Turkish context through an iteration of connected quantitative and qualitative studies that are sequentially aligned. The multiphase approach in this dissertation is comprised of three phases (a) documentary research (Qual), (b) instrument development, evaluation and implementation (exploratory sequential mixed design) (Qual → Quan) and (c) case study (IQA Methodology). The overall information on three phases in the study is presented in Table 2.

Table 2.

Overall Research Design

	Phase I	**Phase II**	**Phase III**
Research design	documentary analysis study	Exploratory sequential research design (scale development, evaluation and implementation)	A case study (based on IQA Methodology)
Component	Qual	Qual → Quan	Qual → ← Quan
Sampling strategy	Criterion sampling	Criterion sampling, Random sampling	purposive sampling
Participants	-	632 4th year student teachers of English	Four 4th year student teachers of English at CU
Methods and tools for data collection	23 documents on the KPSS	57 studies in testing and assessment literature and the scale *"The Power of the KPSS over Student Teachers of ELT in Turkish*	IQA focus groups and IQA interviews

		Context"	
Data	Words and texts data	Numeric scores	Words and texts data/ Numeric scores/Image data (IRDs and SIDs**)**
Data Analysis	Document analysis	Content analysis, Explanatory factor analysis, Confirmatory factor analysis, Reliability analysis, one-sample t-test	Axial coding, Theoretical coding
The research question	Research question 1	Research questions 2 and 3	Research questions 4, 5, 6 and 7
Time and Duration	From 2015-2016 fall term to 2017-2018 fall term	From 2015-2016 spring term to 2017-2018 spring term	During 2017-2018 spring term

Table 2 shows that the design of the study is a combination of documentary study, exploratory sequential study (scale development, evaluation and implementation) and a case study based on IQA methodology. This dissertation advances equal weight for the gathered qualitative and quantitative data.

These multiple phases were tied to each other to match the design with the research questions. The data for this study was collected through various instruments appropriate for each research question sequentially. The data source of the first phase of the study was the documents on the KPSS. The data collection tool utilized in the second phase of the study was the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*. IQA focus group sessions and IQA focus group interviews were the primary data collection tools in the third phase of the study. A procedural diagram for this study is shown in Figure 2.

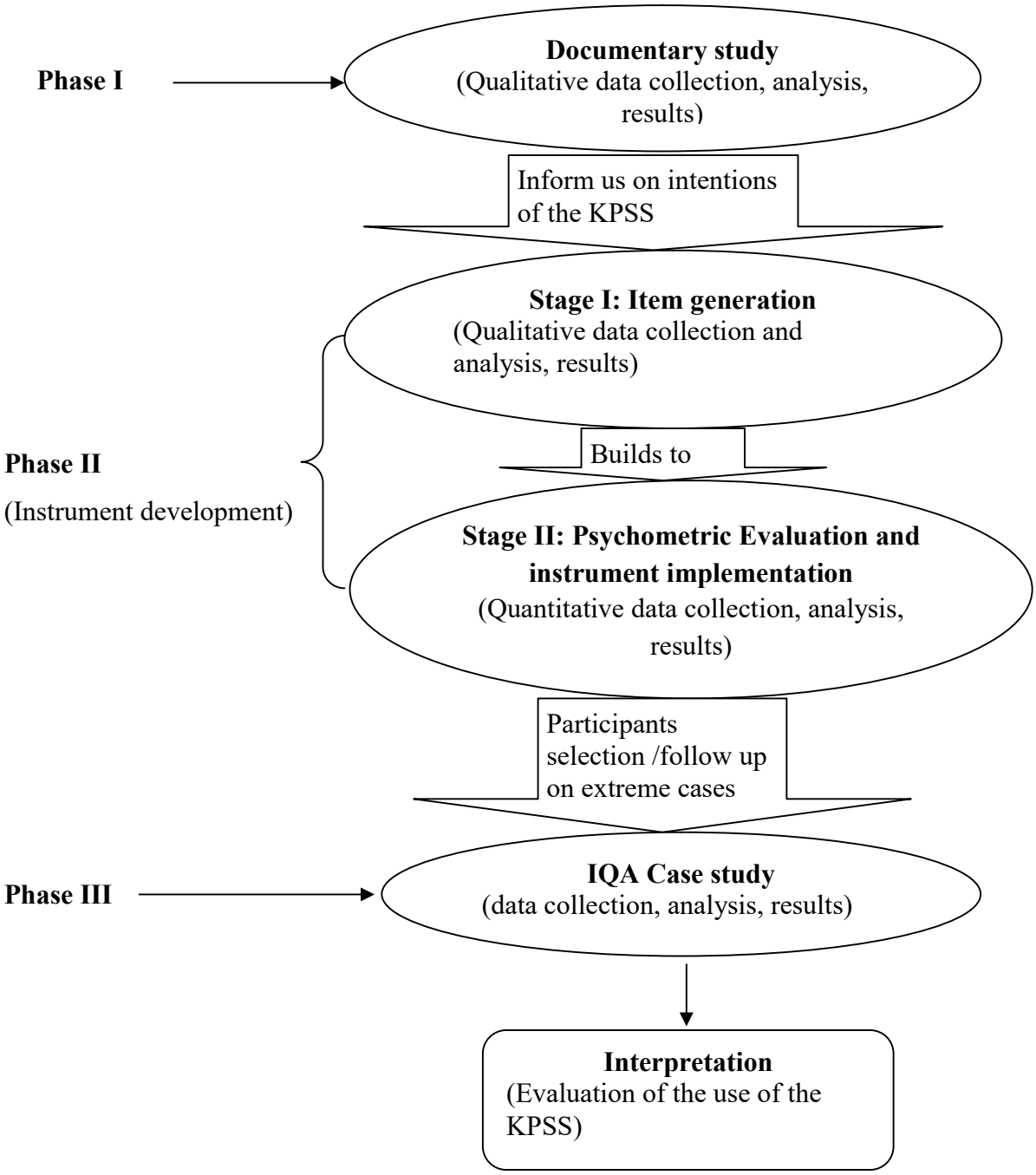


Figure 2. Procedural diagram of the dissertation

As seen in Figure 2, the phases donate a sequential design. This means not only the data for each phase of the study were collected, analyzed and reported separately and sequentially for each research question but also each phase helps in the development of the next phase in the research process of the dissertation.

The research process began with collecting data on the officially declared intentions of the KPSS through official documents. At this stage qualitative research

was used to identify how the intentions of the KPSS were defined in the official documents.

After clarifying the intentions of the ÖSYM, the research process continued with identifying the problem of the study. Therefore, the main objective of the second phase of the study was to measure the power of the KPSS over English teacher candidates. However, in the literature no such a scale was found. That is why, a scale measuring the power of test over the lives of tests takers was developed. This phase of the study has exploratory sequential research design based on a scale development, evaluation and implementation procedures.

The second phase in the research process was followed by the subsequent collection and analysis of a case study investigating both the elements comprising the participants' shared perception of the origin of the power of the KPSS over test takers, its effects, consequences and the relationships among these elements in their perceived system. In order to examine the participants' common perceptual system of the origin of power, effects and then consequences of the KPSS in more detail, the participants selected for the third phase were the ones who felt the power of the KPSS at a high level in the second phase. For this purpose, the third phase adopted a case study research design based on Interactive Qualitative Analysis Methodology. Such a qualitative design was chosen for the third phase of the study in order to understand the social and cultural phenomena in their own contexts. The primary purpose of IQA is to identify a system and the relationships between the elements of this system to facilitate an understanding of complex real life situations (Northcutt & McCoy, 2004). With IQA system, through identifying the elements of the origin of power of the KPSS, its effects and consequences and then the relationships among these elements, the social realities of the participants in terms of the powerful use of the KPSS in the Turkish context aimed to be clarified.

As last step, so as to evaluate and interprete the use of the KPSS in the Turkish context, the integration and combination of qualitative and quantitative forms of data gathered from each phase occurred in the conclusion part of the dissertation.

3.2.1. The Roles of the Reseacher

Due to the nature of the study adopting a multiphase design, in general the researcher is the one "matching the design to the series of research questions" (Creswell

& Clark, 2011, p. 100). The researcher designed the study to address a specific set of interconnected research questions that evolve to evaluate the use of the KPSS as social practice. Thus, while she carefully stated the research questions for each phase, she defined the contribution of each phase to the overall design procedure of the dissertation and how data collection and integration process feeds into better understanding of the actual use of the KPSS in the Turkish context. In other words, she meaningfully connected three individual studies in order to interrelate and mix quantitative and qualitative stands within phases to clarify the use of the KPSS as social practice. She designed the study in a sense that one phase leads to another meanwhile the phases build on and inform each other throughout the study to understand the use of the KPSS as social practice. Thus, the researcher provided a diagram of her design depicting the procedures (see Figure 2) by linking the qualitative and quantitative data together across phases. In line with the purpose of the study, the researcher designed and implemented the stands of each phase sequentially. In addition to mixing them in design at the beginning of the study, the resercher employed a combination and integration of the phases in interpretation to evaluate the use of the KPSS as social practice.

In addition to the role of the researcher in general, because each phase represents a different design in nature, the researcher had various roles in each phase. The roles attributed to the researcher in each phase were presented separately below.

In the first phase which is a documentary study, the researcher identified the criteria for selecting and determining the documents for analysis in order to gain the evidence which would give the accurate and detailed information related to the intention of the KPSS. In this phase, the researcher searched, determined and analyzed the official documents on the KPSS.

In addition, in the second phase of the study aiming to develop a five likert scale measuring the power of the KPSS over student teachers of English, two researchers took part. In order to develop the scale in a theoretically relevant and culturally sensitive manner, the researchers made sense to start with a more inductive approach while generating the items included in the scale. They undertook a scale development procedure by starting with the collection and analysis of qualitative data to identify variables and items included in the scale by conducting a scoping review, focus group sessions, and then getting three experts feedbacks. After generating the items and constructing the scale, the researchers connected the initial qualitative phase to the subsequent quantitative strand of the study through the EFA, CFA and reliability

analysis in an exploratory design. Indeed, the researchers interpreted in what ways and to what extent the quantitative results generalized or extended the initial qualitative findings. The researchers developed the scale *The Power of the KPSS over Student Teachers of ELT in Turkish Context* and used it for main implementation to determine whether the KPSS generates any power over student teachers of English in the Turkish context.

In addition, in third phase of the study based on the IQA Methodology, the roles of the researcher are threefold: "1. To interpret, 2. To ensure that the ground of interpretation provides as much epistemological traction as possible, 3. To tread softly on that ground" (Northcutt & McCoy, 2004, p. 44). IQA Methodology is designed to utilize its own data collection and analysis protocols in order to reduce the problems that might be encountered.

In the third phase of this dissertation, the researcher informed participants about the IQA study designs and provided them with the tools used in focus group sessions to identify their group realities. Before conducting the focus group sessions, the researcher designed an IQA protocol for each session (for an example please see Appendix 1) in order to become familiar enough with the phenomena prior to presenting it to the participants. Then, the researcher started with a problem statement dealt within the focus group session, and provided a remarkable degree of freedom to the participants while generating the data. In the focus group sessions, the participants themselves first identified and named affinities (themes) representing group's experience, and then articulated their own perceived relationships among the affinities by using a set of rules.

Additionally, before conducting the IQA interviews the researcher had designed IQA interview protocol for each interview with each individual considering the affinities (axial coding) and relationships (theoretical coding) presented in the focus group sessions (for an example please see Appendix 2). The researcher stated each affinity by asking the participant to tell what it meant for him/her, and then provided a quick reference to all possible relationships between each pair of affinities stated by each participant to verify them. During this procedure, the researcher avoided interference with participants responses for the sake of leading them to reflect on their personal meaning and experiences related to each affinity and pair relationships.

The researcher's role in general, therefore, moved from designer to facilitator by first creating a circumstance that invited participants to produce data while minimizing her influence on the content, and then guiding them to generate and analyze their own

data with minimal external influence. Additionally, after individuals constructed their meanings, researcher was the one who used them as the foundation for interpretation and reporting. As Nortcutt and McCoy (2004) states, it is because

> IQA presumes that the observer and the observed are dependent. Many qualitative studies, while espousing a desire to capture the meaning of a phenomenon from the subject's point of view, nevertheless rely on methods of data collection and analysis that are essentially positivist; that is, the very terms imply a separation between the subject of the research and the researcher. IQA begins by challenging two common assumptions, apparently borrowed without much thought from the positivist paradigm, of much qualitative research: (1) that data collection is separate and distinct from analysis and (2) that only the researcher is qualified to interpret the data (p. 16).

The detailed information on the methodology of each phase of the study is presented separately in the following sections.

3.3. Phase I: Documentary Study

Moved from Shohamy's (2001b) statement that "whenever I was exposed to a new test, I needed to find out the rationale and motivation for introducing it" (p.xii), the first phase of the dissertation is based on understanding the official intentions for the introduction and use of the KPSS for the recruitment of candidates of English language teacher in the Turkish context. This phase is a documentary research which is systematic and objective in terms of evaluation and synthesis of the texts to establish facts and draw conclusions on the officially declared intentions of the KPSS. It is because "documents are useful in rendering more visible the phenomena under study" (Cohen, et al., 2007, p. 201). As Prior (2003) states, documents not only represent some aspect of the phenomena, but **a**lso take part in constituting those phenomena by structuring social relationships and social identities in social life.

In this dissertation, what is meant by 'intention' is "the rationale, purposes and expectations of decision makers in introducing and using tests" (Shohamy, 2001b, p. 45). So as to understand the hierarchy of laws and rules on the KPSS and then its intentions in the Turkish context, the sources and documents that were related to the intentions of the KPSS were searched and examined. While selecting the documents, criterion sampling was utilized. The selection criteria for the documents were the official documents and archives on the KPSS. In order to do this, three key web- sites

were identified and hand-searched: the Presidency of Turkish Republic (https://www.tccb.gov.tr/), the Ministry of Turkish National Education (http://www.meb.gov.tr/) and the ÖSYM (http://www.osym.gov.tr/). All search conducted in the scope of this study was limited to documents gathered from these web-sites. 23 official documents and archival materials on the KPSS were analised. The list of the documents was presented in Table 3.

Table 3.

The List of the Documents Analyzed for the Officially Declared Intention of the KPSS

	The Documents Analyzed for the Intention of the KPSS
1	657 Civil Servants Law
2	General Regulation on the Examinations to be Made for the First Time Assignments as Civil Servants
3	the Guidebook on the DMS in 1999
4	the Guidebook on the KMS in 2001
5	the Guidebooks on the KPSS between 2002- 2018
6	The Regulation of Ministry of National Education on Teacher Assignment and Relocation

The documents selected to illustrate the intentions of the KPSS include official laws, regulations and guidebooks for the KPSS. These documents represent the hierarchy of norms on the KPSS. In other words, they are official and authorless documents.

For the analysis of the documents, the whole texts of the documents were read. While reading, each paragraphs, sentences, phrases, and words describing the intentions of the KPSS which defined as code units were selected. Then, the selected code units were grouped, synthesized and summarized under general themes.

3.4. Phase II: The Development, Evaluation and Implementation of the Scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*

After identifying the intentions of the KPSS, this dissertation aims to highlight the effects and consequences of the KPSS in order to grasp its use in Turkish context. For an understanding of the extent of the effect and the consequences of the test, what is

needed is an awareness of the power of test over test takers. McNamara and Roever (2006) express that social values and meanings attributed to the test by test takers which determine power of test lead to appearances of its effects and consequences.

Therefore, the second phase of this thesis aims at measuring the power of the KPSS on test takers through the use of a likert scale. However, no specific scales on the issue of power of test were found in the literature. Thus, in order to evaluate the power of the KPSS over test takers, the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* was developed on the basis of some studies in the literature, and then utilized to understand whether the KPSS exercises power over student teachers of English in Turkish context and if so, how powerful it is. In this phase, exploratory sequential mixed method design was adopted on the premise that

> An exploration is needed for one of several reasons: Measures or instruments are not available, the variables are unknown, or there is no guiding framework or theory. Because this design begins qualitatively, it is best suited for exploring a phenomenon. This design is particularly useful when a researcher needs to develop and test an instrument because one is not available or identify important variables to study quantitatively when the variables are unknown. It is also appropriate when a researcher wants to generalize results to different groups (Creswell & Clark, 2007, p.75).

The design of the second phase entails the combination of two stages, 1. qualitative, 2. quantitative. The stages adopt sequential design that begins with the use of qualitative research methods to explore the constructs related to *power of tests* and generate and develop items for the scale. The purpose is to ensure the content and face validity of the scale. This stage is followed by quantitative analysis of the results gathered from the evaluation and main implementation of the scale. In the design of the second phase of the study, qualitative and quantitative methods are connected through the development of the scale items. Additionally, the emphasis in the findings is given to the quantitative aspect of this phase due to the nature of the exploratory sequential design (Cresswell & Clark, 2007).

3.4.1. The Methods and Tools for Data Collection in the Second Phase

In the second phase, first qualitative data collection methods (scoping review, focus group, experts' opinions) were used in order to design the items of the scale, and then quantitative data collection methods were utilized subsequently not only to test the items and dimensionality of the scale but also to understand the power of the KPSS over

student teachers of English in Turkish context. In this section, first the methods and tools for item generation are presented, and then general information on the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* is given.

3.4.1.1. The Methods and Tools for Item Generation

In order to ensure the content and face validity of the scale while generating the items for *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*, various qualitative data collection methods were utilized. Firstly, the main data for item generation were collected through a scoping review on 57 studies in the literature of language testing and assessment. Each study included in our review was deliberately intended to distribute specific notion on the use, discourse, social dimensions and power of test/testing/ assessment. In Table 4, the studies reviewed to generate items for the scale development were presented:

Table 4.

The List of the Studies Reviewed for the Scale Development

	The Name of the Authors	**Year**	**Name of the Study**
1	Bachman, L. F.	2005	Building and supporting a case for test use
2	Bourdieu, P.	1991	Language and Symbolic Power
3	Brindley, G	2008	Educational Reform and Language testing
4	Broad, B.	2007	Review (The power of tests : A Critical Perspective on the Uses of Language Tests Elena Shohamy (Longman, 2001)
5	Broadfoot, P.	1996	Education, assessment and society: A sociological analysis
6	Brown, A., & McNamara, T.	2004	"The devil is in the detail": Researching gender issues in language assessment
7	Cheng, L.	2008	Washback, impact and consequences
8	Coniam, D., & Falvey, P	2007	High-stakes testing and assessment.
9	Douglas, D	2010	Book review: McNamara, T. And Roever, C. Language testing: The social dimension (Language Learning and Monograph Series)
10	Davidson, F	2002	Book review: The power of tests: A critical perspective on the uses of language tests
11	Davies, A.	2008	Ethics, professionalism, rights and codes
12	Davies, A.	2012	Ethical codes and unexpected consequences
13	Filer, A., & Pollard, A.	2000	Social world of pupil assessment: Processes and contexts of primary schooling
14	Filer, A.	2000	Assessment: Social practice and social product
15	Foucault, M.	1995	Discipline and punish: The birth of the prison

16	Hamp-Lyons, L.	2000	Social, professional and individual responsibility in language testing
17	Hamp-Lyons, L.	2007	The impact of testing practices on teaching.
18	Hudson, T.	2012	Standards- based testing
19	International Language Testing Association	2000	Code of ethics for ILTA
20	International Language Testing Association	2007	ILTA Guidelines for practice
21	Kunnan, A. J.	2005	Language assessment from a wider context
22	Kunnan, A. J.	2008	Large scale language assessments.
23	Lazaraton, A.	2010	From cloze to consequences and beyond: An interview with Elana Shohamy
24	Lynch, B. K.	2001	Rethinking assessment from a critical perspective
25	Matsugu, S	2011	Book review: Language testing: The social dimension, by Tim McNamara and Carsten Roever
26	McNamara, T.	2001	Language assessment as social practice: Challenges for research
27	McNamara, T.	2005	21st century shibboleth Language tests, identity and intergroup conflict
28	McNamara, T.	2006	Validity in language testing: The challenge of Sam Messick's legacy
29	McNamara, T., & Roever, C.	2006	Language testing: The social dimension
30	McNamara, T.	2008	The Socio-political and power dimensions of tests
31	McNamara, T., & Shohamy, E.	2008	Language tests and human rights
32	Menken, K.	2008a	English Learners Left Behind: Standardized Testing as Language Policy
33	Menken, K.	2008b	High-Stakes Tests as de facto Language Education Policies
34	Moder, C. L. & Halleck, G. B.	2012	Designing language tests for specific social uses
35	Ross, S. J.	2011	The social and political tensions of language assessment
36	Shohamy, E.	1990	Discourse analysis in language testing
37	Shohamy, E.	1993	The Power of Tests: The Impact of Language Tests on Teaching and Learning
38	Shohamy, E., Donitsa-Schmidt, S., & Ferman, I.	1996	Test impact revisited: Washback effect over time
39	Shohamy, E.	1997	Testing methods, testing consequences: Are they ethical? Are they fair?
40	Shohamy, E.	1998	Critical language testing and beyond
41	Shohamy, E.	2001a	Democratic assessment as an alternative
42	Shohamy, E.	2001b	The power of tests: A critical perspective on the

			uses of language tests
43	Shohamy, E.	2001c	The social responsibility of language tester
44	Shohamy, E.	2005	The power of tests over teachers: The power of teachers over tests.
45	Shohamy, E.	2006	Language policy: Hidden agendas and new approaches
46	Shohamy, E.	2007a	Language tests as language policy tools
47	Shohamy, E.	2007b	Tests as power tools: Looking back, looking forward
48	Shohamy, E.	2007c	The power of language tests, the power of the English language and the role of ELT
49	Shohamy, E.	2008a	Introduction to volume 7: Language Testing and Assessment
50	Shohamy, E.	2008b	Language policy and language assessment: The relationship.
51	Shohamy, E.	2009	Language tests for immigrants Why language? Why tests? Why citizenship?
52	Shohamy, E.	2013	The discourse of language testing as a tool for shaping national, global, and transnational identities
53	Shohamy, E.& Menken K.	2015	Language assessment Past to present misuses and future possibilities
54	Spolsky, B.	2008a	Introduction: Language testing at 25: Maturity and responsibility?
55	Spolsky, B.	2008b	Language assessment in historical and future perspective
56	Spolsky, B.	2012	Language testing and language management
57	Young, R.F.	2012	Language dimensions of language testing

As seen in Table 4, the selected studies for the review pertained both some theoretical and empirical accounts in the formats of original research article, books, book reviews and book chapters published between 1990 and 2015. The length of texts was generally between 3 and 300 pages.

The second qualitative data collection method was to elicit expert opinions of three academics in the field of measurement and evaluation in education. They were asked to analyse each item in the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* in terms of language and content by labelling each as acceptable, needs improvement or unacceptable.

After getting their feedback, as the third qualitative data collection method, focus group sessions were conducted with 18 four year student teachers of English who were at the same time test takers of the KPSS to rearrange the revised items.

The details about how these methods and tools were implemented were presented in the procedure part of the second phase of the study.

3.4.1.2. The Scale: *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*

After the generation of the items through the use of a set of qualitative data collection methods, the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* was evaluated and implemented in the second stage of the second phase as a quantitative instrument. This scale was designed specifically for this study to understand the power of the KPSS in the Turkish Context. The scale is organized around 43 items under four factors. All the items are positively worded items that represent the presence of the power of the KPSS. A 5-degree likert-type structure was preferred in the scale. Likert-type ratings were determined as; "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree." The scale items were scored from 5 to 1. In this regard, "Strongly Agree" was evaluated as 5 points, "Agree" as 4 points, "Neutral" as 3 points, "Disagree" as 2 points and "Strongly Disagree" as 1 point. 215 is the highest point and 43 is the least point that can be obtained from *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* which was developed on the basis of the guidelines of scale development presented by DeVellis (2003).

3.4.2. Participants

The participants of this study are 4th year student- teachers of English who are also the test takers of the KPSS. *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* was given to 632 randomly selected representative samples of English teacher candidates. The demographic data on the participants are presented in Table 5.

Table 5.

The Demographic Data on the Participants

		f	**%**
Sex	Male	148	23,6
	Female	484	76,4

	Total	**632**	**100**
Age	20-25	597	94,3
	26-30	21	3,4
	31-35	11	1,8
	36-40	3	0,5
	Total	**632**	**100**
Universities	CU	173	27,4
	3	48	7,6
	4	46	7,3
	2	155	24,5
	5	55	8,7
	6	64	10,1
	7	91	14,4
	Total	**632**	**100**
Do you plan to take the KPSS?	**Yes**	569	90
	No	63	10
	Total	**632**	**100**

Table 5 shows that the ages of the participants range from 20 to 40, while the majority are between the age of 20 and 25. Additionally, an overwhelming majority (N= 484) are female while the rest (N= 148) are male. The participants of the second phase of the study are from seven different state universities in Turkey. 90% of the participants noted that they were planning to take the KPSS.

In order to understand the psychometric features of the scale, the Exploratory Factor Analysis (EFA) and the Confirmatory Factor Analysis (CFA) were carried out with different participants as proposed in the related literature (Worthington & Whittaker, 2006). Therefore, the draft form prepared in relation with the scale for the EFA was applied on 386 the 4th year student teachers of English at ELT Departments in Turkey. The form of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* prepared by the EFA was subsequently given to 246 student teachers for getting the values for the CFA. The reliability studies of the scale were carried out using the EFA dataset.

3.4.3. Procedures

The research procedure in the second phase of the study started with a review of the literature on power of tests. In order to determine the items of the scale measuring power of a test, what was needed was to understand and specify what power of tests is and what kind of variables can be included in the issue of power of tests. Therefore, we conducted a scoping review on 57 studies associated with the power of tests. To select the studies used for this procedure, the criterion sampling was utilized. The inclusion criteria to select the studies for the review were:

- Dealing with the uses, meaning, roles, effects or consequences of assessment
- Focusing on the social, political and economic contexts of assessment
- Focusing on the issue of power of assessment
- Dealing with the discourse of tests or discursive effects of assessment
- Focusing on the issue of assessment from critical perspectives.

After determining our priorities for the review, we searched via

- Google Scholar
- Taylor& Francis Online Journals
- Sage Journals Online
- Eric (EBSCO host)
- EBSCO e-Book Academic Collection
- Springer Link
- Science Direct.

We attached value to check the reference lists of the studies found through our reviews. Additionally, we identified two key journals we felt required hand-searching: Language Testing and Language Assessment Quarterly. All search conducted in the scope of this study was limited to papers written in English.

During the process of selection, the test impact studies focusing on the term of "washback" only and regarding testing and assessment practices from validity perspectives were excluded. 57 studies in the literature of language testing and assessment met the inclusion criteria.

The content of these studies was analysed in three steps, which acted as successive filter to condense the text information. We did not use predefined categories in analysing a study, but used an inductive or bottom up approach in which categories emerge from the data.

1. Selection of information. Each study was divided into paragraphs as the context unit (Cohen, Mahion and Morrison, 2007). This allowed us to select text fragments that explicitly addressed a topic or theme relevant to power of test.
2. Segmentation of units into propositions /items. Context units were divided into their constituent propositions. Each proposition as a code unit covered a single subject-predicate relationship that was labelled as an item in the scale. Through this analysis more 2184 items were come out. We traced some repeated items.
3. Grouping items into themes. Items predicating the same context were combined under the same theme to eliminate the items. For a theme to be established at least there similar item needed to be identified. At the end of the analysis, totally 121 items under two main themes and four subthemes associated with power of test were generated.

Bearing in mind that the power of tests must be evaluated in the social context within which they are embedded (Filer & Pollard, 2000), cultural specific discourse of test should be taken into consideration in order to understand the power of a specific test. Thus, considering Turkish context specific and culture specific dimensions, we rewrote the items and themes we generated through the analysis. The scale was constructed around four themes and 80 items related to the power of the KPSS. All steps of item generation were conducted by two researchers to minimize some sources of ambiguity. Due to Turkish cultural specific dimensions, in this scale, we focused on the social dimensions of the KPSS.

Then, the first draft of the scale was designed and delivered to three experts in measurement and evaluation in education to analyse each item in terms of language and content by labelling each as acceptable, needs improvement or unacceptable. And a native speaker of English was asked to make the proofreading of the scale. After getting their feedback, the problematic items were revised. The revised items were also rearranged as a result of the focus group sessions carried out with 18 fourth year student teacher of English who were test takers of the KPSS. Three focus groups were conducted. In the focus group sessions, firstly the scale was delivered to the participants to label each item as strongly agree, agree, neutral, disagree or strongly disagree. Then, the participants were asked to evaluate items one by one in terms of whether what they understand from each item was identical to the meaning ascribed to each item by the

researchers and whether each item was related to the power issues of the KPSS. In doing so, they marked the items that they had difficulty in understanding. Then after the sessions, each participant wrote a paragraph on the power and impact of the KPSS. According to the reflections of the participants, some items were rewritten and five new items were included into the scale. Both positive and negative items were included in this stage for improving the usability and effectiveness of the scale. The first draft of *the Power of the KPSS over Student Teachers of ELT in the Turkish Context* was constructed around 85 items under four main themes as follows:

1. The Feelings and Meaning the KPSS Evokes in Student Teachers of English,
2. The Role of Tester/ the ÖSYM
3. The Meaning of the KPSS in Public
4. The Functions of the KPSS

With the item development, the qualitative stage of the study came to an end. In the second stage of the second phase of the study, quantitative research methods were utilized. First the psychometric features of the scale were examined and then it was used to determine the power and level of power the KPSS exercises over student teachers of English.

Before starting to collect the data, we got permission from the institutions (See Appendix 3) to administer the last version of the items to a large and representative sample of test takers of the KPSS who were 4th year student- teachers of English for piloting and main implementation. The scale was administed to 632 student teachers of English. In order to determine its psychometric features including values of items and dimensionality of the scale, the exploratory factor analysis, confirmatory factor analysis and reliability analysis (Cronbach's Alpha) were conducted.

Firstly, the EFA which is a statistical method that aims to group items that measure the same structure or quality and to explain it with a low number of factors (Bartholomew, Knott, & Moustaki, 2011; Büyüköztürk, 2011; Çokluk, Şekercioğlu & Büyüköztürk, 2014) was conducted during the data analysis process via SPSS v.15.0 package software, especially for determining the construct validity of the scale. During the EFA, Kaiser–Meyer-Olkin (KMO) and Bartlett sphericity test results, common factor variance values of the items, Eigen value scree plot, principal component analysis results and "Varimax" rotation technique results for obtaining interpretable factors were examined. In the EFA process, 40 items which had factor load values of below .32, common factor variance value of below 0.10, item total score correlations less than 0.20

(Tavşancıl, 2014) and included in more than one factor with a difference of less than 0.10 were removed from the scale (Çokluk, Şekercioğlu & Büyüköztürk, 2014). Totally 45 items in total under four factors remained.

Then, with 45 items the CFA, which is a statistical method examining validity analysis of the developed scales to verify a previously determined structure (Çokluk, Şekercioğlu & Büyüköztürk, 2014) was carried out via Lisrel v.8.51 package software. In order to control the construct validity of the structure obtained from the EFA analysis, some sufficient fit indexes, *t* values, standard solution values of the items were examined. Two items *t* values of which below 2.56 were removed from the structure. Then, the EFA was repeated. The results of the EFA (see Appendix 4) presented a structure of 43 items under our factors, which was also verified by the CFA.

During the examination of the fit indices obtained from the CFA (see Appendix 5), RMSEA (Root mean square Error of Approximation), SRMR, CFI, NFI, the value of X^2 normalized according to sample size (X^2/sd) and IFI value were evaluated by comparing the values presented in the literature (Çokluk, Şekercioğlu & Büyüköztürk, 2014). The indices on GFI and AGFI were not utilized for the interpretation of the model because MacCallum and Hong (1997) stated that power analysis should be based on the root mean square error of estimation fit index, rather than the GFI-based power analyses which includes "undesirable influence of degrees of freedom" (p. 209).

The last version of the scale was constructed around four factors including 43 items as seen in Table 6.

Table 6.
The Last Version of the Scale of "The Power of the KPSS over Student Teachers of ELT in the Turkish Context"

Factors	**Items**
1. The functions of the KPSS in the lives of the test takers	78.Doing well in the KPSS provides me with access to a job and status in society. 85. I see the KPSS as a turning point in my life. 73. Doing well in the KPSS affects my self-esteem and self-perception as an individual in society. 81. The KPSS opens or closes doors for me. 79.Doing well in the KPSS will allow me to become a teacher. 74. Doing well in the KPSS affects my academic and social identity as an individual in society. 76. The KPSS is one of the main criteria for teacher appointment. 80.Doing badly in the KPSS prevents me from having access to the job I want. 72. The KPSS has the power to make important decisions on me.

	50. Doing well in the KPSS will allow me to have economic freedom. 20. I assign great importance to the KPSS because it is one of the main criteria for teacher appointments. 51. The KPSS raises the status and prestige of the subjects that are being assessed in the test. 21. I feel success or failure on the KPSS means success or failure in society and life. 82. I think the KPSS encourages competition among student teachers of English. 83. I think the KPSS standardizes test takers according to its content
2. The feelings the KPSS evokes in test takers	1. I feel the KPSS is a source of fear for me. 2. I feel the KPSS is a source of anxiety for me. 3. The KPSS puts pressure on me. 16. I feel that the KPSS has strong authoritative power over me. 14. The absence of information about the KPSS creates tension, anger and anxiety in me 9. I feel helpless against the KPSS. 12. I feel the compulsion to accept every decision of the ÖSYM regarding the KPSS. 48. I feel the KPSS affects my health. 10. I feel that the KPSS creates a set of rules that I have to obey in order to maximize my score. 7. I feel that doing well in the KPSS is not under my control. 6. I feel the need to change my behaviours in general in line with the demands of the KPSS 18. I feel the need to be privately tutored in order to prepare for the KPSS.
3. The educational functions of the KPSS	65. The KPSS has an impact on how the content is taught in my department. 64. The KPSS has an impact on what is taught in my department. 60. The KPSS has an effect on teaching methods in my department. 66. The KPSS influences what I learn in my department. 61. The KPSS has an effect on assessment practices in my department. 67. The KPSS influences how I learn in my department. 63. I think the KPSS oriented teaching is becoming the new de facto curriculum of ELT classrooms. 57. I think the KPSS serves as an instrument of change in English language teacher training programmes in Turkey. 56. The KPSS has an impact on English language teacher training programmes in Turkey 58. I think the KPSS serves as a policy tool for educational reform in English language teacher training programmes in Turkey.
4. The impact of the KPSS on the behaviours of the	44. The people around me put pressure on me to prepare for the KPSS. 43. The KPSS has an impact on how the people around me treat

others towards test takers	me 45. The people around me use the KPSS to make judgement about me. 46. If I do not do well in the KPSS, the people around me may treat me as if I am insufficient. 42. The KPSS has an impact on how my parents treat me. 47. The people around me talk constantly about the KPSS and keep asking me questions about it.

After determining the factor structure for *the Power of the KPSS over Student Teachers of ELT in the Turkish Context* as seen in Table 4 and its item values, the values of the Cronbach's Alpha coefficients, corrected item-total correlations, t-test values regarding the difference between the 27% of sub and super groups were examined in order to determine the reliability and item distinctiveness of the scale and its sub-dimensions. The evaluation of the psychometrics features of the scale ended here.

In order to find answer for the third research question, first one sample t-test was run and then, the levels of the power the KPSS had over student teachers of English were investigated through the participation of 632 student teachers of English.

Next step aimed to determine the levels of the power of the KPSS over each student through score ranges. Thus, a value for score range coefficient was determined. Because the rating ranges of the data obtained from a likert scale is assumed to be equal (Büyüköztürk, 2011), the score range coefficient calculated as the results of the arithmetic mean were determined as .80. In order to determine the value for score range coefficient .80, the lowest score (1) in the likert was subtracted from the highest score (5), and then the score obtained (4) was divided to the total number of the likerts included in the scale (Erkuş, 2012). Therefore, in order to determine the power of the KPSS over each student, the ones getting

- lower than 1.80 are thought that the KPSS is exercising very low power over them.
- between 1.81 and 2.60 are thought that the KPSS is exercising low power over them
- between 2.61 and 3.40 are thought that the KPSS is exercising medium power over them

- between 3.41 and 4.20 are thought that the KPSS is exercising high power over them
- between 4.21and 5 are thought that the KPSS is exercising very high power over them.

3.5. Phase III: A Case Study on Interactive Qualitative Analysis Methodology

After getting the quantitative results related to the level of the power the KPSS exercises over student teachers of English, third phase of this dissertation aimed to understand the factors developing this power and its effects and consequences in the perceived system of the participants. To do this, the last phase of this dissertation adopted a case study research design based on Interactive Qualitative Analysis Methodology (IQA). It is because IQA "through systematic facilitation of group processes and by means of similarly systematic representation of the discourse created by the group, offers one way to create such a quilt of meaning" (Nortcutt & McCoy, 2004, p. 43). Therefore, this case study was utilized to contribute to our understanding of the powerful use of the KPSS as social phenomenon by identifying the elements of the origin of the power of the KPSS, its effects and consequences and then, the relationships among these elements in the shared perception of the participants. To carry out this purpose, four 4th year students of ELT Department at Çukurova University and the test takers of the KPSS in 2018 took part in this phase of the dissertation. The quantitative results gathered in the second phase of the study were used to guide the sampling of participants for the IQA case study.

3.5.1. Interactive Qualitative Analysis Methodology

Case studies are utilized in many circumstances to contribute to our understanding of the social phenomena. In case studies, it might be difficult to ensure their reliability and validity. However, IQA Methodology is an innovative research design that minimizes this by following some systematic procedures. Nortcutt and McCoy (2004) explain that "IQA provides a set of data "collection" and "analysis" protocols that are designed to minimize erosion" (p. 44). IQA is not just a framework, but a conceptualized approach to qualitative research, the primary outcomes of which are the determination of elements and the identification of relationships among these elements (Johnson, 2004, p. 78). Considering the idea that the ones who are

experiencing the problem are much nearer to the solution of the problem, IQA research flow aims to reach a system presenting individual and group realties or conceptual maps (Nortcutt & McCoy, 2004). Thus, IQA research is constructed around four procedures: research design, focus group, interview, and report (Nortcutt & McCoy, 2004). Based on these procedures, typical IQA research flow can be illustrated as seen in Figure 3:

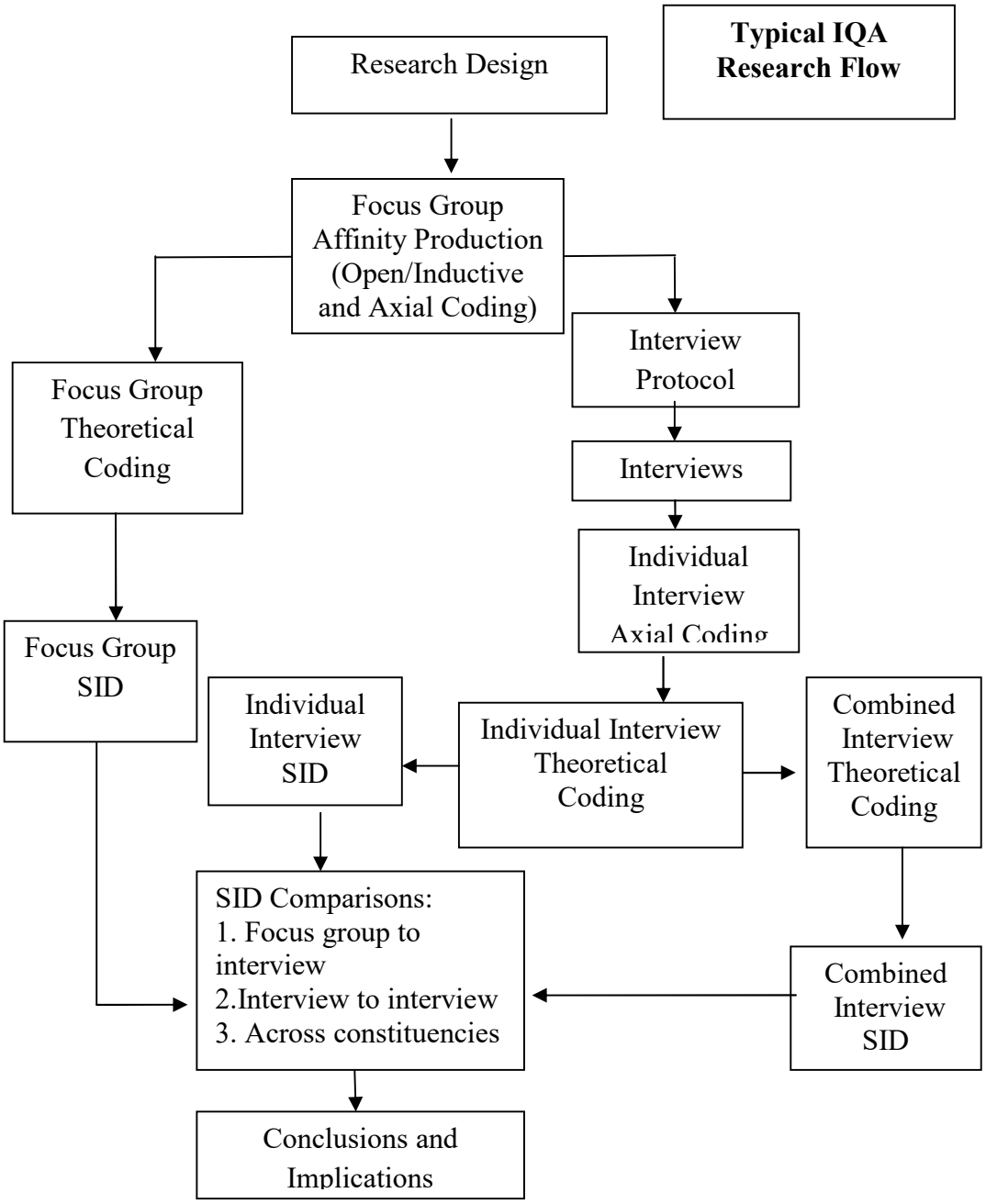


Figure 3. Typical IQA research flow

Source: Northcutt & McCoy, 2004, p. 45

Figure 3 shows that IQA research flow includes various steps to be followed. IQA research design begins with a problem which is an issue one thinks it needs to be examined. It continues with the identification of the individuals who have something to say about the problem. In order to identify each problem regarded as a system on its own, a group of people who have shared experiences and perceptions on the phenomenon is determined. When the participants are identified, the problem and the research questions are formulated. Then, focus group sessions and interviews are conducted. The focus group investigates the elements related to the problem and the links between these elements while the interviews are used to verify and add richness to the description of the elements and possible pair relationships stated in the focus group session. For the analysis, IQA provides a number of protocols to identify the skeleton of a "theory in practice" as SIDs which are "analogous to a set of qualitative structural equations or as a path diagram" (Northcutt & McCoy, 2004, p. 48). That is to say, the IQA methodology facilitates the identification of the system elements, system relationships and how the elements and relationships interact within a system. The reason why this methodology is utilized is that "it provides a reliable, dependable, transferable way of representing realities of individuals or groups while highlighting the concepts of validity and reliability" (Johnson, 2004, pp. 79-80).

3.5.2. Participants

According to the IQA Methodology, the people who are experiencing the problem can best clarify the circumstances and know how to solve the problem (Johnson, 2004). Therefore, in IQA studies participants are "a group of people who share some common experiences, work or live within some common structure, or have a similar background" (Northcutt & McCoy, 2004, p. 47). In the third phase, purposive sampling has been utilized for the selection of the participants due to the nature of the IQA study. Indeed, while selecting the participants, the researcher focused on the 'commonalities' among the participants. Thus, the third phase of the study was implemented through the participation of four 4th year student- teachers of English at Çukurova University who got high scores in the measurement carried out in the second phase of the study. That is to say, the participants who got part in this phase were:

- test takers of the KPSS
- 4th year student- teachers of English at Çukurova University

- feeling the very high level of power of the KPSS on their lives according to the measurement carried out by the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* in the second phase.

Such a sampling was preferred because of the fact that they had first-hand experience with the powerful use of the KPSS as test takers in the Turkish context. Before starting the IQA case study, the permission of participants was received as clarified in the consent form given to them at the very beginning of the research (See Appendix 6). In order to get the demographic data about the participants, the participants were asked to fill a survey (See Appendix 7). The demographic information on the participants is presented in Table 7.

Table 7

Demographic Data on the Participants of the Third Phase of the Dissertation

Participants	**Participant 1**	**Participant 2**	**Participant 3**	**Participant 4**
Gender	Male	Female	Male	Female
Age	23	21	22	22
Level of Power the KPSS exercises over them	High power (3,78)	High power (3,79)	High power (4,07)	High power (3,58)
Number of siblings	2	10	3	4
Father's profession	Retired	Postal officer	retired	mukhtar
Mother's profession	Housewife	housewife	died	housewife
Average income of the family	6500 tl	3000 tl	2700 tl	3900 tl
Taking private tutoring for the KPSS	Yes	no	yes	no
The way of studying for the	taking private tutoring,	studying on her own due to	taking private tutoring,	studying on her own

KPSS	taking pilot exams, watching videos and dealing with sample questions via Internet.	financial problems	buying some supplemental materials for the KPSS	
The way of provision of life	Taking money from his family	Trying to make her life with scholarship she gets (470 tl for each mount)	Taking money from his family	Trying to make her life with scholarship she gets (470 tl for each mount)
The amount of money they spent for the KPSS	3000tl	1000 tl	3000tl	900 tl
The amount of money they paid for the ÖSYM to take the KPSS	180 tl	180 tl	180 tl	180 tl
The time devoted to study for the KPSS in a day	5 hours	5 hours	No definite time	5-6 hours
when they started to study for the KPSS	August 2017	September 2017	January 2018	September 2017

As seen in Table 7, the participants who formed the focus group sessions shared a common perspective in terms of the power of the KPSS despite their varied opinions and experiences.

3.5.3. Ethical Issues

In this phase of the dissertation, certain steps were taken in order to protect the anonymity, privacy and confidentiality of the participants as well as the data. All participants took part in this study on a voluntary basis. They were provided with information about the nature and the purpose of the research as well as type of the data I needed, time frame they needed to invest in data collection process, how the data might be used and positive outcomes of the research. In addition, all participants were asked to fill in consent forms at the onset of their participation (see Appendix 4). Not only was the identity of all participants concealed but also collected data from this IQA study was kept out of reach of third parties.

3.5.4. Data Collection

The data for this study was collected through four IQA focus group sessions and four IQA focus group interviews. For each research question an IQA focus group session and an IQA interview were conducted. All focus group sessions and interviews were conducted in Turkish upon the participants' preferences. The whole data were translated into English by two researchers.

3.5.4.1. IQA Focus Groups

Four focus group sessions each of which lasted for 45- 90 minutes were conducted in this study. According to Nortcutt and McCoy (2004), IQA focus group include

> a group of people who share some common experience, work or live within some common structure, or have a similar background. This definition suggests that the researcher should think first about commonalities rather than differences when designing the composition of the group; IQA focus groups are formed with groups of individuals who may certainly have varied opinions and experiences with the system under but who more critically share a common perspective (p.47)

IQA study started with focus group session, where the participants shared experience, background or perspectives. Within the procedure of focus group, first the focus group members participated in *silent brainstorming* and wrote down their experiences thoughts, feelings and ideas about the issue they were dealing with. Then,

the participants reached a consensus on the meaning of each card through discussion and categorized the cards into thematic groups or affinities, which was called as *inductive coding.* After inductive coding procedure, they named each affinity, which was identified as *axial coding.* With the naming the affinities, as next step, the facilitator asked participants to identify the relationships among affinities, which was labelled as *theoretical coding.* So as to achieve theoretical coding, some rules were given to the participants:

- A → B (A influences B)
- A ← B (A influences B)
- A< > B (No relationship)

Then, considering the order of the affinities in Affinity Name Table, the participants were asked to go down the list one by one and determine if they thought there might be a relationship (theoretical coding). If there was a relationship, they were to draw an arrow indicating the direction of the relationship as determined with the rules given above. If there was no relationship, they were to do nothing. Each participant recorded their responses separately on an Affinity Relationship Table (ART). When four focus group members had finished determining the relationships, they were asked about their results. A master ART was used by the facilitator to record relationships. Each affinity pair was read out to the group. The votes for each relationship were determined and recorded in a Theoretical Code of Frequency Table. The process was repeated with all focus group sessions.

3.5.4.2. IQA Interviews

Four IQA interviews with each participant, totally 16 interviews each of which lasted 10 – 44 minutes were conducted in this study. These interviews were semi-structured on the affinities and sub-affinities and relationships developed by the focus group members. The IQA interviews were conducted to verify and add richness to each affinity and each relationship between each pair of affinities they stated in the focus group sessions. Each interview with each participant was related directly to one research question of the study together with each focus group session.

3.5.5. Setting

The third phase of this study was conducted in the Department of English Language Teaching at a state university in Adana, Turkey. Four student teachers in the final year of English teacher education program in 2018 participated in the study. The focus group sessions and interviews were conducted in the meeting room in the department. While conducting the IQA focus group sessions and interviews, a special emphasis was given to establishing a relaxed atmosphere. Those sessions and interviews were conducted when all of the participants had the time and inclination to participate. They were given time to think and reflect on their thoughts, feelings and ideas. In the focus group sessions and interviews, cards, marking pens, wall space or boards and a tape recorder were the materials utilized. Each participant was given a marker and cards. All sessions and interviews were recorded via a tape recorder.

3.5.6. Procedures

After having measured the power of the KPSS on 4th year students in ELT departments, the data to carry out the third phase of the study were gathered through a study on Interactive Qualitative Analysis Methodology (IQA). The data for this phase were collected and analyzed in the lights of this methodology to understand the use of the KPSS- the elements of the origin of its power, effects and consequences- the relationships among the elements and how the elements and relationships interact deeply in the participants' shared perception. In order to achieve these purposes, this phase of the study continued for nine weeks. The data collection procedure of this IQA study was carried out by the utilization of focus groups and IQA interviews. The detailed information on the issues that was dealt with each IQA focus group session and interview was presented in Table 8.

Table 8.

The Detailed Information on the Flow of the Third Phase of the Study

The number of the weeks	**IQA Research Phase**	**Purpose**	**The research question**	**The Topic**
Week 1	Introducing	-Introduction with participants -presenting some information about the study and IQA	----------	Learning how to participate in IQA focus

		Methodology		group sessions
Week 2	Focus Group Meeting 1	-Identification of the elements on the origin of power of the KPSS on the participants (IQA inductive coding, axial coding) -Identification of the relationships among the affinities gathered in this session (theoretical coding)	Research question 4	The origin of power of the KPSS
Week 3	IQA Interview 1	-Verify and adding richness to the description of the meaning of affinities and relationships having come out in Focus Group Meeting 1	Research question 4	The origin of power of the KPSS
Week 4	Focus Group Meeting 2	-Identification the effects of the KPSS (IQA inductive coding, axial coding) -Identification of the relationships among the affinities gathered in this session (theoretical coding)	Research question 5	The effects of the KPSS
Week 5	IQA Interview 2	- Verify and adding richness to the description of the meaning of affinities and relationships having come out in the Focus Group Meeting 2	Research question 5	The effects of the KPSS
Week 6	Focus Group Meeting 3	-Identification of the consequences of the KPSS (IQA inductive coding, axial coding) -Identification of the relationships among the affinities gathered in this session (theoretical coding)	Research question 6	The consequences of the KPSS
Week 7	IQA Interview 3	- Verify and adding richness to the description of the meaning of affinities and relationships having come out in Focus Group Meeting 3	Research question 6	The consequences of the KPSS
Week 8	Focus Group Meeting 4	-Identification of the relationships among the affinities gathered in the previous sessions to understand the use of the	Research question 7	The powerful use of the KPSS in the Turkish context

		KPSS in Turkish context (theoretical coding)		
Week 9	IQA Interview 4	-Verify and adding richness to the description of the meaning of affinities and relationships having come out in Focus Group Meeting 4	Research question 7	The powerful use of the KPSS in the Turkish context

The data collection procedure of this IQA study started with a session for greeting and presenting some information on the IQA focus group sessions and interviews. As seen in Table 6, four IQA focus group sessions and four IQA interviews were carried out so as to collect the data needed to answer the last four research questions of this study.

Considering the guidelines of Northcutt and McCoy (2004) to carry out IQA study, the steps followed in the data collection and analysis procedures were presented as follows:

- Focus Group Sessions 1, 2 and 3 began with warm up exercise to invite the participants in a group brainstorming session. During group brainstorming process, they reflected on and discussed their experiences, feelings and thoughts on the week's issues. Each participant was given a pen and cards to write down one thought, feeling or experience per card. The participants produced as many cards as they wished. The facilitator taped the cards to a wall and encouraged the participants to come to a shared meaning on each card. Then, they were asked to organize the cards into groups of meaning (inductive coding) and to name the affinities (axial coding) in affinity table (see Appendix 8). At the end of each focus group session the facilitator asked them to think about the relationships among the affinities (theoretical coding) and fill in an affinity relationship table (see Appendix 9). The data collection procedure of each IQA focus group session ended with a shared meaning for each relation, and filling in a theoretical code frequency table (see Appendix 10) showing the frequency for each relationship.
- The data collection procedure in the third phase of the study continued with an IQA interview with each participant on each focus group session. IQA interview, which was based on the affinities and their relationships came out in the previous week's focus group session, was held to verify and understand the focus group's reality on the issues of the focus group in depth.

- Apart from Focus Group Session 1, 2 and 3, in Focus Group Session 4 the participants were given all affinities generated in the previous three focus group sessions. Each participant was asked to fill an affinity relationship table considering all possible pair relationships among all affinities. At the end of the session, the frequency of each relationship was determined and recorded in a theoretical code frequency table. The data collection procedure of the third phase of the study had an end with the implementations of the fourth IQA interview on the relationships stated in Focus Group 4.
- After collection of the data, the data analysis procedure in the third phase of the study started with the transcription of the IQA interviews. Each line of the interview transcripts was reviewed by looking for the phases and statements associated with the affinities and pair relationships. Once all interviews were coded according to the affinities and relationships appeared in the focus group sessions, the data from the interviews were illustrated by individual interview axial code table (ACT) (see Appendix 11) which included specific quotes relating to a specific affinity and individual interview theoretical code table (TCT) (see Appendix 12) referring to specific quotes on pair relationship among affinities. Both of the tables were produced in Microsoft Word.
- The axial code data in each Individual Interview ACT were transferred to a combined interview ACT (see Appendix 13) and the theoretical code data in each individual interview TCT were transferred to a combined interview TCT (see Appendix 14) by combining all interviews on each focus group session into two combined tables. The researcher created a database for the entire set of participants containing all axial codes for all affinities, and all theoretical codes generated in each focus group sessions with each code containing a link or a reference to the transcript and line numbers that produced the code.
- At the end, the researcher had four combined interview axial code tables and four combined interview theoretical code tables, each of which included a data set for each research question of the study.
- In order to create combined SIDs showing the composite of the participants' experience, the data gathered from the focus group sessions were compared with the combined interview axial code tables and the combined interview theoretical code tables. In fact, that was the reason why the data gathered from the IQA focus

group sessions and interviews were presented together. No conflicts were identified in both data sets.

- In order to create an extended reality of the group, a group ART showing the frequencies of all pair relationships was produced for each focus group session.
- Then, the facilitator tried to construct the interrelationship diagram (IRD) which was a table showing whether each affinity in a pair was a perceived cause or an effect, or if there was no relationship between the affinities in the pair (see Appendix 15).
- However, before developing a group composite for the IRD, pareto protocol which was a statistical method was utilized in order to determine which relationships needed to be included in the IRD. The keystone principle of the pareto protocol was that "a minority of the relationships in a system will account for a majority of the variation within the system. Depending on the variation of theoretical coding used, it is quite likely that there will be some disagreement among either individuals or sub groups about the nature of a given relationships. IQA uses the pareto rule of thumb operationally to achieve consensus and analytically or create a statistical group composite" (Northcutt& McCoy, 2004, p 157).
- In order to create the pareto cumulative frequency chart, the frequency of each relationship and the total number of votes were determined. The relationships were sorted in descending order of frequency. Cumulative frequencies were then calculated. Cumulative percentage were expressed in terms of both total number of relationships as well as total number of votes which "is a proxy for for the total variation in the system" (Northcutt& McCoy, 2004, p 158). Each entry in cumulative values was the frequency or percentage of relationships or votes for an affinity pair added to the previous total. The last column, power, was computed as the difference between cumulative percent (frequency) and cummulative percent (relationship). A pareto cumulative frequency chart presenting each relation frequency in descending order of frequency for each focus group session was constructed.
- In the pareto cumulative frequency charts, a cutoff point was set on the basis of the MinMax criterion. Acoording to this criterion, the last two columns of the Pareto tables were the keys in this analysis in determining which affinity pairs to

include or exclude in the group IRDs (Northcutt & McCoy, 2004). Therefore, the last two columns of the Pareto table for each focus group session were examined to determine the cut-off point.

- To do this, the cumulative percent (frequency) representing the variance accounted for by each succeeding relationship and power value [cumulative percent (frequency) - cummulative percent (relationship)] were analysed and illustrated in figures. In order to determine the relationships included in the IRD of each focus group, a pareto table and figures illustrating cumulative Percent (frequency) and power analysis were recorded in this manner.
- Then, the IRD for each focus group session was created by placing arrows into the table by showing the direction of the relationships. Arrows could only point only left or up. Each relationship was recorded twice in the IRD, once with an up arrow and once with a left arrow. The IRD displayed arrows that showed whether each affinity in a pair was a perceived cause of effect. The marker for this was the value of delta.
- As a next step, the arrows were counted and the value of delta ($\triangle$) which shows the relative position of an affinity within the system was determined according to the rules to calculate delta:
  1. Count the number of up arrows ($\uparrow$) or *Outs*.
  2. Count the number of left arrows ($\rightarrow$)or *Ins*.
  3. Subtract the number of *Ins* from the *Outs* to determine the ($\triangle$) *deltas*.
  4. $\triangle$ = Out- In
- Therefore, the final version of the group IRD in descending order of delta was also presented. All relations mentioned in the focus group sessions were recorded in an IRD for each session in this manner.
- An affinity with positive delta or number resulting from many *Outs* is a *Driver*: a cause that affected many other affinities. However, an affinity marked by a high negative number that showed more *Ins* than *Outs* was regarded as an outcome in the system. Thereby, tentative SID assignments showing which affinities were identified as primary drivers, secondary drivers, secondary outcomes and primary outcome, based on their delta value in each IRD were determined.
- Then, system influence diagrams (SIDs) which was a visual representation of a system of influences and outcomes were arranged for each focus group session. A

cluttered SID with all links was developed for each focus group session by drawing all drivers on the left and all outcomes on the right.

- Then, a pareto reconciled uncluttered SID for each focus group session was determined by removing the redundant links which were those relations "between two affinities, even if removed, a path from the driver to the outcome can be achieved through an intermediary affinity" (Northcutt & McCoy, 2004, p.178).
- So as to facilitate the verbal tour on the SIDs, some opportunities to generate different perspectives of the system were looked for by zooming SIDs in and then zooming them out.
- The zoomed SIDs were developed. First a theoretical Summary SID including a representative theoretical code for each link stated in the Pareto Reconciled Unclutted SID was developed and illustrated in figures. In order to zoom the SID out, the feedback loops in the unclutted SIDs as sub-systems were determined and named.
- Substituting each feedback loop as a subsystem in the participants' perception system, the telephoto view SIDs were obtained and presented in figures.
- Finally, the figures and tables generated from each focus group session and interview were reported and presented in the findings of the study.

3.6. Summary

This chapter has provided an in-depth exploration of the methodological stances of the adopted research designs in overall research process in the dissertation and then the roles of the researcher. The data gathering and elicitation procedures with all data collection tools and methods and participants as well as the data analysis procedures in each phase of the study were also described.

CHAPTER IV

FINDINGS

4.1. Introduction

The purpose of this chapter is to present a detailed and comprehensive description of the findings of the study. It comprises of four sections. The first is introduction. In the second section, the findings in relation to the first phase of the study are presented. In this phase, the findings focus on understanding the officially declared intentions for introducing and using the KPSS for the recruitment of candidates of English language teacher in the Turkish context by document analysis.

In the third section, the findings pertaining to the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* which is particularly developed for this study are presented. The findings concerning this phase are introduced in two sub-sections: evaluation of the psychometric features – results related to content and face validity, exploratory factor analysis, reliability analysis and confirmatory factor analysis - of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* and its mean implementation. With regard to the contributions of understanding the power of test issues, the third section of this chapter displays the final remarks on whether the KPSS exercises power over the student teacher of English in Turkish context and if so, how the KPSS is powerful in test takers'lives in addition to the evaluation of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* specifically developed for this study.

Finally, in the last section of this chapter, the findings regarding the factors forming the participants' common perception of the power the KPSS generates in the Turkish context, the effects of the KPSS and the consequences of the KPSS together with the relationships among these factors in their shared systems are presented. The third phase of this dissertation adopts a case study research design based on Interactive Qualitative Analysis Methodology (IQA). The findings of this phase involve four IQA focus group sessions and four follow up IQA individual interviews with each participant. Throughout this section, the affinities produced in the IQA focus group sessions are exemplified and supported by the participants' own accounts and explanations from the interview data sets. This phase contributes to the understanding

the participants' composite perception of the powerful use of the KPSS by identifing the elements of the origin of the power of the KPSS, effects and consequences of the KPSS and then the relationships among these elements in their perceptual systems.

4.2. The Officially Declared Intentions of the KPSS - The Findings of the Documentary Study

The first phase of the dissertation is based on understanding the officially declared for introducing and using the KPSS for the recruitment of English language teacher candidates in the Turkish context. In this dissertation, what is meant by 'intention' is "the rationale, purposes and expectations of decision makers in introducing and using tests" (Shohamy, 2001b, p. 45). For this purpose, first the sources and documents that were related to the intententions of the KPSS were searched. Totally, 23 official documents on the KPSS were analysed.

The analysis of the documents reveals the legislative hierarchy refering to the order of legal rules and regulations by degree from higher to lower related to the KPSS in Turkish legal system in Figure 4.

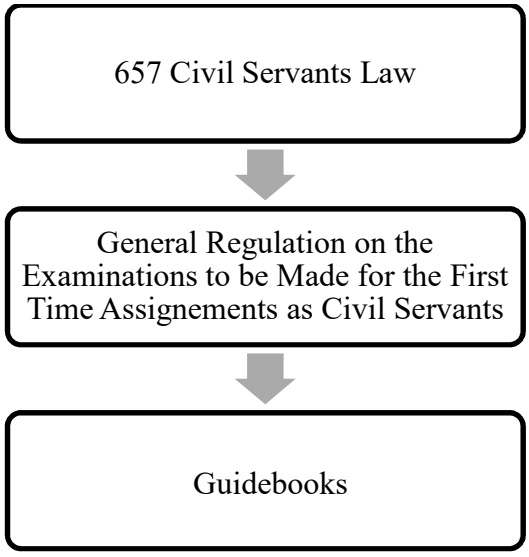


Figure 4. The legislative hierarchy related to the KPSS

With Article 50 in 657 Civil Servants Law, an examination is laid down as obligatory condition with certain judgements for those who are to be assigned as civil servants. According to Article 50, despite defining the condition of examination for

civil servant assignment, the details of this examination is said to be determined by a regulation. The careful analysis of the documents shows that this regulation is General Regulation on the Examinations to be Made for the First Time Assignments as Civil Servants. This regulation aims to define the general procedures and principles of the examination to take up a position as a civil servant in Turkish context. Article 1 of this regulation states that this examination is used for pre-selection and selection purposes. Within the identification of the scope of this regulation in Article 2, the examination is entitled as the KPSS. According to this general regulation, the KPSS is mentioned as the examination that is going to be utilized for appointments and placement of individuals as civil servants. The procedures and principles of the KPSS are determined in Article 6 of this regulation. According to Article 6, each year the principles and procedures of the KPSS are determined by the ÖSYM and the DPB together. Additionally, it is expressed that a guidebook that explains the principles and procedures of the KPSS for each year is prepared and published by the ÖSYM. In Article 8 of this regulation it is stated that this guidebook for the KPSS provides the general and necessary information to help test takers before the KPSS.

In addition to the law, in regulation and the guidebooks presented in the hierarchy of legistlation on the KPSS in Turkish context and Article 5 of the Regulation of Ministry of National Education on Teacher Recruitment and Retention that determines the principles and procedures of teacher assignments and placement in Turkey, it is indicated that getting the base point and above in the KPSS is a must to be assigned into teacher position for the first time.

In sum, in the case of the KPSS, the analysis of the documents highlights some rationale, purposes and expectations for introducing this testing procedure in the Turkish system. Specifically, it was introduced:

- to select the ones who get assigned to civil services for the first time
- as a proficiency examination
- to select the ones who get assigned as a teacher for the first time
- as a must to get assigned as a teacher for the first time
- as a central examination proving scores to make the placement that will be the basis for assignment to the positions of civil servants.

4.3. The Power of the KPSS over Student-teachers of English in the Turkish Context

This dissertation aims to examine the power of the KPSS over student teachers of English in Turkey. Before doing this, a likert scale entitled as *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* was developed. First, the findings of the psychometric features of the scale were identified and presented. Then, the findings related to the main application of the scale were reported in order to understand whether the KPSS exercises power over student teachers of English and if so, how powerful the KPSS is in their lives.

4.3.1. Psychometric Features of the Scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*

The findings of the psychometric features of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* pertains the results related to its content and face validity, the exploratory and confirmatory factor analysis to evaluate its dimensionality and items and its reliability analysis.

4.3.1.1. The Findings Related to Content, Face Validity of the Scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*

The content validity of the scale is "concerning item sampling adequacy-that is, the extent to which a specific set of items reflects a content domain" (DeVellis, 2003, p. 49), whereas face validity identifies "a set of items that assess what they appear to measure on their face (p. 57). So as to ensure the match between actual scale content and the content that should be in the scale for the content and face validity of the scale, some necessary steps in the scale development process were followed to generate and pretest items included in the scale *the Power of the KPSS over Student Teachers of ELT in the Turkish Context*.

First, for content adequacy, the literature on the power of tests was reviewed before generating an item pool on the power of tests. A scoping review on 57 studies in the literature (see Table 4) was conducted to determine the constructs included in the issue of the power of tests. With this analysis 2184 constructs were gathered. The constructs predicating the same context were combined under the same theme. Totally

121 items under two main themes and four subthemes associated with power of test were generated. Considering the cultural specific discourse of the KPSS in Turkey, the items and themes for the scale were written. The first draft of the scale was constructed around four themes and 80 items in total related to the power of the KPSS over student teachers of the English. The scale was named as *the Power of the KPSS over Student Teachers of ELT in the Turkish Context.*

As the second step, the content validity of the 80-item scale *the Power of the KPSS over Student Teachers of ELT in the Turkish Context* was evaluated via a review by three content experts on measurement and evaluation in education in terms of language and content by labelling each as acceptable, needs improvement or unacceptable. Experts were provided with an evaluation form, on which they were asked to assign each item to a domain as acceptable, needs improvement or unacceptable. For each item, the experts were also asked to provide suggestions for changes in wording and given the option to recommend the removal. The experts were also given an area in which to leave qualitative comments about the measurement and items. After getting their feedback, the problematic items were revised to ensure the content validity of the scale.

Then, to provide evidence of face validity, following expert reviews and approvals, in focus group sessions 18 four year student teacher of English who were test takers of the KPSS were asked to evaluate each item included in the scale *the Power of the KPSS over Student Teachers of ELT in the Turkish Context* one by one, and then to write a paragraph related to the power of the KPSS over them. The problematic items were re-revised and five new items were included into the scale. In order to guarantee whether the new items captured the essence of what was intend to measure, they were reviewed by the experts in terms of content and language.

Lastly, in order to avoid ambiguity, a native speaker of English was asked to proofread the scale.

In sum, the careful articulation and generation of the constructs and items, alongside thoughtful and critical evaluation (and re-evaluation) of the content of each item by experts and student teachers provided strong evidence of content and face validity of the scale *the Power of the KPSS over Student Teachers of ELT in the Turkish Context*.

4.3.1.2. The Exploratory Factor Analysis (EFA) Findings

The inspection of the psychometric features of the scale started with the Exploratory factor analysis process which aims to evaluate its dimensionality by uncovering the smallest number of interpretable factors needed to explain the correlations among them. Because the EFA is based on the correlation, the correlation between each item and total score was first examined, and 30 items Pearson Correlation values of which were below .20 were removed from the scale before conducting the EFA (Tavşancıl, 2014).

During the EFA process, the examinations on each item continued with analysing factor load value of each item. The items having factor load values below .32 and those included in more than one factor with a difference of less than 0.10 were removed from the scale (Büyüköztürk, 2011). Thus, 45 items remained in the scale, and the EFA was repeated with each item deletion. With 45 items the CFA was applied. Two items with *t* values below 2.56 was removed from the structure. Then, the EFA was repeated with 43 items.

First, the premises were controlled in order to determine if the size and the nature of the sample are suitable for the EFA. Accordingly, the Kaiser-Mayer –Olkin (KMO) value was calculated as .877 which was higher than 0.50. It was a high value for the analysis (Büyüköztürk, 2011). Bartlett sphericity test was also carried out to examine the multivariate normal distribution of the data and the significant value calculated as .00 which shows the multivariate normal distribution premise was also met (Approx. Chi. Square: 8038.137 df :903 and *p*:.000<.05). This means that the sample was suitable for the factor analysis. Then, Eigenvalue and scree plot in Figure 5 were examined.

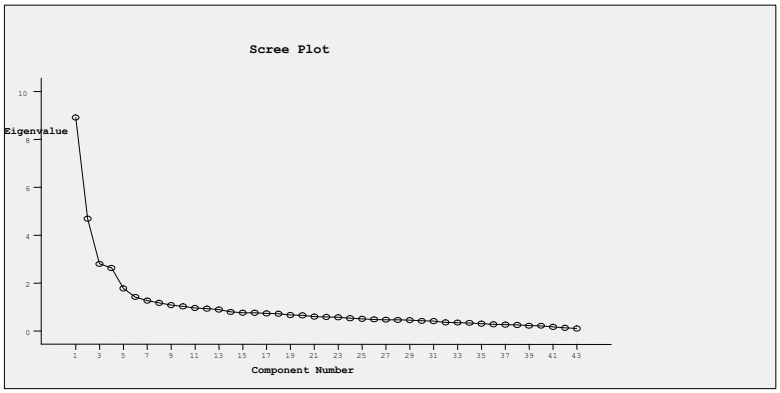


Figure 5. Eigenvalue factor graph

Figure 5 shows that the scale has four factors as 1) the functions of the KPSS in the lives of the test takers, 2) The feelings the KPSS evokes in test takers, 3) the educational functions of the KPSS 4) the impact of the KPSS on the behaviours of the others towards test takers. The factor loads obtained from the result of the EFA, factor loading values, item- total score correlations for the factors, and common factor variance results are presented in Table 9.

Table 9.

The EFA Results for the Scale of the Power of the KPSS over Student Teachers of ELT in the Turkish Context

Item no	**Factor loads**				**Item-total score correlation**	**Item-total score correlation of factors***	**Common factor variance**
	Factor 1	**Factor 2**	**Factor 3**	**Factor 4**			
78	.745				.522	.708	.571
85	.685				.614	.734	.551
73	.671				.587	.717	.535
81	.663				.557	.705	.496
79	.623				.422	.602	.404
74	.609				.549	.665	.457
76	.606				.452	.590	.386
80	. 605				.515	.651	.424
72	.553				.578	.652	.444
50	.548				.484	.584	.349
20	.496				.517	.570	.323
51	.458				.497	.538	.314
21	.431				.495	.559	.349
82	.418				.322	.468	.215
83	.391				.251	.389	.174
1		.833			.539	.821	.749
2		.819			.554	.820	.743
3		.776			.589	.788	.677
16		.698			.620	.761	.609

14		.679			.487	.691	.494
9		.675			.368	.658	.473
12		.552			.326	.530	.335
48		.504			.517	.642	.442
10		.484			.389	.542	.262
7		.447			.255	.467	.224
6		.437			.376	.514	.244
18		.363			.387	.477	.206
65			.802		.289	.749	.650
64			.777		.279	.721	.610
60			.748		.368	.744	.575
66			.735		.366	.727	.564
61			.727		.357	.729	.543
67			.616		.308	.622	.400
63			.533		.231	.532	.292
57			.510		.323	.608	.342
56			.470		.324	.572	.299
58			.438		.297	.541	.274
44				.813	.461	.833	.704
43				.801	.496	.826	.681
45				.768	.511	.802	.637
46				.764	.487	.809	.638
42				.740	.407	.754	.566
47				.565	.365	.604	.346
Explained variance (%)	22.306	10.781	6.399	6.108		Total: 45.593%	

*Item-total correlation for each factor

Table 9 presents the EFA results related to the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context.* When the EFA results were evaluated in general, it can be stated that the scale is comprised of 43 items under four factors. The item factor loads of a set of 43 items vary between .833 and .363 and their values

for common factor variance vary between .749 and .174. These four factors of the scale explain 45,593% of the variance.

The results of the EFA in Table 9 reveal that the first factor is comprised of 15 items as 78, 85, 73, 81, 79, 74, 80, 76, 72, 50, 20, 51, 21, 82, and 83. The factor loads of these items vary between .745 and .391 whereas item-total correlations vary between .734 and .389. It is also determined as a result of examining Factor 1 that the items are related with the functions and roles of the KPSS in the lives of the test takers. In this regard, Factor 1 is named as *the functions of the KPSS on the lives of the test takers*. The results in relation to the second factor indicate that Factor 2 includes 12 items as 1, 2, 3, 16, 14, 9, 12, 48, 10, 6, 7 and 18. These items have item factor loads between .833 and .363. Additionally, their item total score correlations vary between .821 and .467. When the items under Factor 2 are examined, it can be observed that the items related to the factor are those that can reveal the feelings the KPSS evokes in test takers. Accordingly, Factor 2 is defined as *the feelings the KPSS evokes in test takers.* The items 65, 64, 60, 61, 66, 67, 63, 57, 56 and 58 are collected under Factor 3. The factor loading values of these 10 items vary between .802 and .438 whereas their item total correlations vary between .749 and .532. The evaluation of the contents of the items under Factor 3 shows that items are related to the impact of the KPSS on the ELT departments in Turkish context. In this regard, Factor 3 is named as *the educational functions of the KPSS.* According to the results on the last factor, six items 44, 43, 45, 46, 42 and 47 the factor loading values of which are between .813 and .565 gather under Factor 4. Their item total score correlations vary between .833 and .604. The content of Factor 4 is associated with the effects of the KPSS on the behaviours of other people in the society. That is why, Factor 4 is entitled *the impact of the KPSS on behaviours of the others towards test takers*.

In addition to the examinations on item total score correlation for each item, the correlation values between general total score and the sub-factors of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* were calculated and presented in Table 10.

Table 10.

Correlations between Total Score and Sub-dimensions of the Scale the Power of the KPSS over Student Teachers of ELT in the Turkish Context

	Factor 1	**Factor 2**	**Factor 3**	**Factor 4**
Total	.807**	.701**	.481**	.589**
Factor 1	-	.477**	.325**	.363**
Factor 2		-	.079	.390**
Factor 3			-	.081

**. Correlation is significant at the 0.01 level

In Table 10, it was determined that all sub-factors in the scale display positive and significant relationships ($p<0.01$). In this regard, it was determined that Factors 1, 2, 3, 4 display positive and statistically significant relationships at values of .807, .701, .481 and .589 respectively with the general total score. Statistically significant relationships were also found among the sub- factors of the scale ($p<0.01$). However, there are not any significant relationships between sub-factors at high levels, which can be interpreted as each measuring a different property.

The inspectation of the EFA results of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* reveals that the scale is comprised of 43 items with four factor structure. The factor variances of a set of 43 items vary between .174 and .749 whereas their factor loading values are between .363 and .833.

4.3.1.3. Reliability Analysis

The Cronbach's Alpha coefficients, item total correlations and item distinctive values were examined within the scope of the reliability analysis of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*. The Cronbach Alpha coefficient for the general total scale was calculated as .910. The Cronbach Alpha coefficients for the sub-factors of the scale, item – general total score correlation and t-test values regarding the difference between the 27% of sub and super groups are presented in Table 11.

Table 11.

Cronbach's Alpha Coefficients, Item Total Correlation, Item Distinctiveness Values for the Sub-factors of the Scale the Power of the KPSS over Student Teachers of ELT in the Turkish Context

Factors	**Item no**	**Corrected Item-total correlation**	**N**	***t* value**	***p***
1.*The functions of the KPSS in the lives of the test takers* Cronbach's alpha: .878	78	.520	386	10.478	.000
	85	.582	386	14.185	.000
	73	.601	386	12.355	.000
	81	.563	386	12.432	.000
	79	.421	386	7.586	.000
	74	.562	386	11.001	.000
	76	.411	386	8.750	.000
	80	.523	386	10.980	.000
	72	.588	386	12.521	.000
	50	.453	386	9.975	.000
	20	.457	386	9.215	.000
	51	.464	386	10.264	.000
	21	.487	386	11.407	.000
	82	.330	386	6.076	.000
	83	.250	386	4.907	.000
2.*The feelings the KPSS evokes in test takers* Cronbach's alpha: .869	1	.524	386	10.406	.000
	2	.531	386	10.260	.000
	3	.580	386	11.228	.000
	16	.600	386	11.778	.000
	14	.448	386	8.504	.000
	9	.345	386	6832	.000
	12	.311	386	6.364	.000
	48	.491	386	10.848	.000
	10	.354	386	6.340	.000
	6	.391	386	6.537	.000
	7	.201	386	4.237	.000

	18	.371	386	6.615	.000
3.The	65	.286	386	5.726	.000
educational	64	.288	386	5.832	.000
functions of the	60	.355	386	8.173	.000
KPSS	66	.356	386	7. 258	.000
Cronbach's	61	.340	386	7.362	.000
alpha: .853	67	.303	386	6.618	.000
	63	.233	386	5.212	.000
	57	.289	386	5.554	.000
	56	.290	386	6.410	.000
	58	.271	386	5.251	.000
4.*The impact of*	44	.420	386	8.576	.000
the KPSS on	43	.463	386	10.368	.000
behaviours of	45	.458	386	9.002	.000
the others	46	.446	386	9.758	.000
towards test	42	.367	386	8.009	.000
takers	47	.323	386	6.491	.000
Cronbach's					
alpha: .865					

An examination of Table 11 shows that corrected item total correlation values vary between .201 and .601 which are statistically significant at a level of .01. These results indicate that the scale items have positive moderate or high relationships with the test total. It can be observed that the *t* test values regarding the difference between the 27% sub and super group scores vary between 4.907and 14.185 which are statistically significant at a level of .01. These findings indicate that the items of the scale have distinctiveness property.

Additionally, the Cronbach's alpha value for the 43 item-full scale is .910. The Crombach's alpha for the 15 item intrinsic subscale-Factor 1- is .878. For a set of 12 items under Factor 2 it is .869. For the 10 item intrinsic subscale named as Factor 3, the Crombach's alpha value is .853 while for the 6 item organizational intrinsic subscale named Factor 4 it is ,865. Büyüköztürk (2011) defines .70 and higer values as an acceptable reliability value in order to interprete the reliability of a scale. This means that the Crombach's alpha values are at acceptable level indicating the high internal

consistency reliability for the full scale of *The Power of the KPSS over Student Teachers of ELT in the Turkish Contex* and its instrinsic and organizational scales.

4.3.1.4. The Confirmatory Factor Analysis (CFA) Findings

As further step to undertand the psychometric features of the *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*, the CFA was applied during the study for controlling the validity of the scale structure which comprised of four factors and 43 items obtained by the EFA. RMSEA (Root mean square Error of Approximation), SRMR, CFI, NFI, the value of X^2 normalized according to sample size (X^2/sd) and IFI value, were used for the CFA. For the CFI, NFI, RFI and IFI indexes the acceptable fit value is 0.90 and perfect fit value is 0.95 and for RMSEA 0.08 is an acceptable fit and 0.05 is perfect fit value (Seçer, 2013). Comparing the results with the acceptable values, it can be concluded that the fit indexes are meaningful for the model (X2 = 1691.87 df= 853 and p= 0.00, X2 /df= 1,98) and the fit indexes were found RMSEA: 0.065, NFI: 0.82, NNFI: 0.90, CFI: 0.90, SRMR: 0.082, IFI: 0.91. Although the CFA model had the acceptable fit, only one modification was done between item 61 and item 60 in order to improve the model. After the modification the CFA was repeated and the values of fit indices are presented in Table 12.

Table 12.

Findings Related to the Examination of the CFA Fit Indices

Examined fit indices	**Perfect fit criterion**	**Acceptable fit criterion**	**Scale values**	**Results**
X^2/sd (CMIN/df)	0 ≤ X2/sd≤ 2	2 ≤ X2/sd≤ 3	1223.29/839: 1.45	Perfect fit
RMSEA	.00 ≤RMSEA≤.05	.05≤RMSEA≤.08	0.044	Perfect fit
CFI	.95 ≤CFI ≤ 1.00	.90 ≤CFI ≤ .95	0.95	Perfect fit
IFI	.95 ≤IFI ≤ 1.00	.90 ≤IFI ≤ .95	0.95	Perfect fit
SRMR	.00 ≤ SRMR ≤ .05 .	.05 ≤ SRMR≤.10	0.071	Acceptable fit
NFI	.95 ≤ NFI ≤ 1.00	.90 ≤ NFI ≤ .95	0.90	Acceptable fit

Resources: (Çokluk et al., 2010; Hu & Bentler, 1999; Kline, 2005; Schermelleh-Engel & Moosbrugger, 2003)

The examination of Table 12 reveals that X2/sd, RMSEA, CFI and IFI among the CFA fit indices of the power of KPSS are at perfect fit level, whereas SRMR and NFI are at acceptable fit level. So as to determine whether or not the structure determined for the power of the KPSS by the EFA is verified, the standardized factor loads for the four factor structure obtained as a result of the CFA are examined and presented in Figure 6.

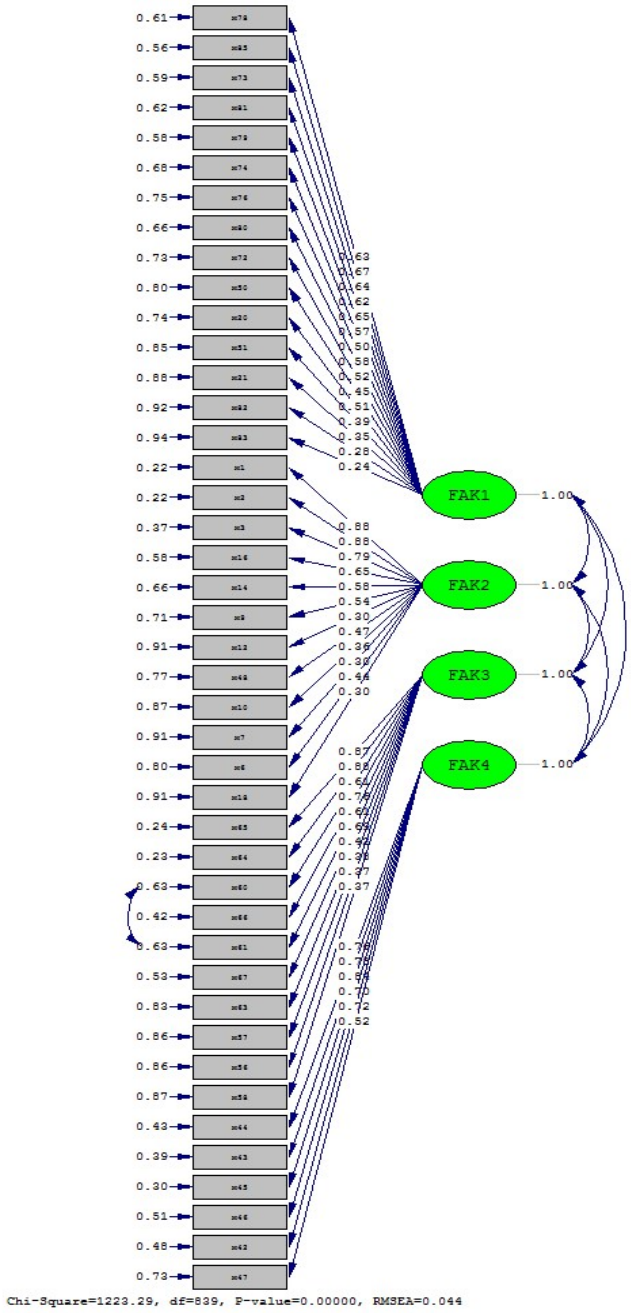


Figure 6. Standardized factor loads of *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* obtained as a result of the CFA

Figure 6 reveals that the four factor structure obtained as a result of the EFA result for *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* is the same as the four -factor structure obtained as a result of the CFA. This means that it is verified. It is determined that the standardized factor loads obtained from the CFA vary between .22 and .94. Additionally, the *t* values obtained as a result of the CFA, R2

values, *p* values at a significance level of 0.01 are given in Table 13, together with the standardized factor loads of items.

Table 13.

Standardized Factor Loads, t Values and R2 and p Values Obtained as a Result of the CFA

Item	**Standardized factor loads**	**R2 value**	***t* value**	***p***
78	.61	.40	10.03	.000
85	.56	.47	10.84	.000
73	.59	.35	10.29	.000
81	.62	.35	9.83	.000
79	.58	.42	10.51	.000
74	.68	.25	8.84	.000
76	.75	.25	7.69	.000
80	.66	.30	9.12	.000
72	.73	.26	7.95	.000
50	.80	.21	6.74	.000
20	.74	.29	7.87	.000
51	.85	.16	5.73	.000
21	.88	.13	5.17	.000
82	.92	.076	4.14	.000
83	.94	.050	3.41	.000
1	.22	.61	16.87	.000
2	.22	.62	16.90	.000
3	.37	.61	14.27	.000
16	.58	.50	10.85	.000
14	.66	.39	9.44	.000
9	.71	.31	8.64	.000
12	.91	.12	4.51	.000
48	.77	.28	7.45	.000
10	.87	.16	5.46	.000
7	.91	.093	4.53	.000

6	.80	.23	6.88	.000
18	.91	.11	4.47	.000
65	.24	.68	16.35	.000
64	.23	.70	16.59	.000
60	.63	.60	9.86	.000
61	.63	.41	13.39	.000
66	.42	.55	9.97	.000
67	.53	.43	11.60	.000
63	.83	.19	6.39	.000
57	.86	.14	5.75	.000
56	.86	.14	5.67	.000
58	.87	.14	5.57	.000
44	.43	.65	13.10	.000
43	.39	.55	13.71	.000
45	.30	.64	15.18	.000
46	.51	.43	11.79	.000
42	.48	.44	12.22	.000
47	.73	.32	8.05	.000

In Table 13, the results of the CFA reveal that *t* values of the items varying between 16.90 and 3.41 are statistically significant at a level of .01. This means that all items make significant contributions to their respective factors.

General inspection of the results of the Confirmatory and Exploratory factorial analysis of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* displays that the structural model of the scale with four factors including 43 items is statically verified.

4.3.2. The Findings of the Main Application of the Scale *The Power of the KPSS over Student Teachers of ELT in theTurkish Context*

With the purpose of finding the answer of the third research question, the power and the levels of the power the KPSS had over student teachers of English were investigated through the application of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* upon 632 4th year student teachers of English in

Turkey. One sample *t* test was run in order to get the needed data for understanding whether the KPSS excercises power in the lives of test takers. Before conducting one sample *t* test, first the normality was examined. It was found that the groups' scores had normal distribution (p>.05). Then, one sample *t* test was utilized, and the results were presented in Table 14.

Table 14.

The Results of One-sample t Test

Group	**N**	**X**	**s**	**sd**	***t***	**df**	***p***
4th year student teachers of English in Turkey	632	3.3940	.50759	631	198.098	631	.000

As seen in Table 14, the results of the *t* test have revealed that the KPSS is practicing power over the 4th year student teachers of English (t_{631}= 198.098, p<.001). The examination of Cohen's effect size value (*d*: 6.68655805) also suggests very high practical significance. Additionally, the results show that the average scores of the participants is 3.3940. Hence, it is possible to express that the power of the KPSS over the student teachers of English is almost near high level of power.

In order to get detailed data on the levels of the power the KPSS had over student teachers of English, the descriptive statistics on the levels of the power the KPSS exercising over them were analysed and presented in Table 15:

Table 15.

The Descriptive Statistics on the Levels of the Power the KPSS Exercises over Student Teachers of English

The levels of the power the KPSS has	**f**	**%**
Very low	0	0
Low	38	6
Medium	280	44.3
High	278	44
Very high	36	5.7
Total	632	100.0

Table 15 above shows that the KPSS has medium power over 44.3% of the participants and high level of power over 44% of the student teachers of English. Additionally, 6 % think that the KPSS exersices low power over them whereas 5.7% of test takers feel the power of the KPSS in a very high level.

4.4. The Powerful Use of the KPSS in the Turkish Context- The Origin of the Power, the Effects and Consequences of the KPSS- The Findings of the Interactive Qualitative Methodology

In addition to the findings related to the scale development and implementation, this study includes some qualitative findings clarifying the factors and relationships that play roles in the origin of the power the KPSS generates in the Turkish context and its effects and consequences in the shared perceptual system of the participants. To do this, the third phase of this dissertation adopts a case study research design based on Interactive Qualitative Analysis Methodology (IOA). To do this, four IQA focus group sessions and four IQA follow up interviews with each participant on each focus group session were conducted. The findings of this IQA study contribute to our understanding the powerful use of the KPSS by presenting the group realities of four student teachers of English in terms of origin of the power of the KPSS, its effects and consequences.

First, the elements or affinities comprising their shared perception were identified, and then the relationships among these elements in their common perceptual systems were described. Therefore, the findings of this IQA case study were organized around four main themes:

- The identifications and descriptions of the composite affinities/factors in the participants' shared perception of the origin of the power of the KPSS in the Turkish context and the relationships among these affinities/factors in their perceptual system
- The identifications and descriptions of the composite affinities/factors in the participants' shared perception of the effects of the KPSS in the Turkish context and the relationships among these affinities/factors in their perceptual system
- The identifications and descriptions of the composite affinities/factors in the participants' shared perception of the consequences of the KPSS in the Turkish context and the relationships among these affinities/factors in their perceptual system

- The identifications and descriptions of the relationships among all affinities/factors generated in three focus group sessions in order to understand how the process of powerful use of the KPSS occurs in the Turkish context in their perceptual system.

4.4.1. The Origin of the Power of the KPSS

In order to understand the participants' common perception of the origin of the power of the KPSS in Turkey, an IQA focus group session with four 4th year student teachers of English (Focus Group 1) and an IQA individual interview with each participant were conducted. The IQA reports for the origin of the power of the KPSS adressed two goals: first naming and describing the affinities and then explaining the relationships among these affinities as the group reality on the origin of the power of the KPSS.

4.4.1.1. Group Reality of the Origin of the Power of the KPSS: Composite Affinity/Element Identifications and Descriptions

In the first focus group session, the student teachers jointly identified 38 responses in the form of a word, phrase, or sentence. When they sorted the responses according to common themes called affinities, the following seven affinities on the origin of the power of the KPSS in theTurkish context appeared in Focus Group 1:

Affinity 1: The roles of the KPSS in our lives
Affinity 2: The essentiality of the KPSS in the system
Affinity 3: The roles of the tester (the ÖSYM)
Affinity 4: The roles of the society
Affinity 5: Financial outcomes of doing well or badly in the KPSS
Affinity 6: The Feelings the KPSS evokes
Affinity 7: Social outcomes of doing well or badly in the KPSS

The roles of the KPSS in our lives

In Focus Group I, *the roles of the KPSS in our lives* is the first affinity describing the influential functions and roles of the KPSS as a tool opening the door to gain some identities in their own lives. The student teachers generated six responses to describe this affinity:

- A hindrance to the job we want to do
- A tool to gain social acceptance
- A test to gain the identity as a teacher
- A test that helps me prove myself to the others
- A barrier against my job
- A tool to gain self-confidence

The participants describe that the KPSS has life-changing functions in their lives. They add that the KPSS has a major role in their current lives due to its high stakes implications for their future lives. In other words, the student teachers attach great importance to the KPSS because the score they get from the KPSS can result in observable and deep changes in their lives. As one participant puts it,

> I think the KPSS serves important roles in our lives. I think, to a large extent, it determines the way we live our lives, the jobs and the family we will have, the social environments we can take part in. According to the score we take from the KPSS, our future will take shape. (P-1).

The students state their concerns about the extent of changes the KPSS causes in their current lives because they organize their whole lives in a way that they can study for the KPSS, which is illustrated in the following excerpt.

> We live with the KPSS especially in this fourth year of our education in the department. The KPSS has profound effects on even what we eat and drink, how we sleep and study and what kind of books we read. I think especially in our last year at the university not only our social and personal lives but also economic and professional lives are affected by the KPSS. This situation attributes the KPSS some functions. This means in these circumstances it is us who make the decisions in our lives, but the KPSS becomes a crucial factor that guides our decisions. (P-4)

The essentiality of the KPSS in the system

The second affinity generated during Focus Group Session I is 'the essentiality of the KPSS in the system' related to one response of the participants "The essentiality of a test to eliminate the new graduates in the system". The participants identified it as the necessity of an examination to eliminate the candidates of the English language teachers. The following excerpt helps us understand each participant's personal meaning and experiences relevant to this affinity,

> There are many English teacher candidates graduated from various universities. What is aimed is not only to eliminate those candidates but also to determine their proficiencies. The KPSS serves the function to select the ones who are educated, moral, can teach English to students, manage and control classrooms. That is why, I belive in the essentiality of the KPSS in Turkish system. In doing so, I think the KPSS has lots of shortcomings. (P-4)

The participants believe that in Turkey, an examination for English language teache recruitment is a must because there are a large number of English teacher candidates who are waiting to be appointed to the schools of the Turkish Ministry of National Education. To them, in order to eliminate teacher candidates in an objective manner without nepotism or favoritism, a test like the KPSS is essential. However, they state that the way the KPSS is applied should be improved. The following excerpt below is an opinion exemplifying this situation.

> I absolutely think that the KPSS is essential. It is because I do not think all English teacher candidates can become effective English teachers. In this department I have 150 friends I do not think all of us can become teacher. If one wants to be an English teacher, s/he needs to meet some requirements and I do not think this can be handled without the KPSS. Without an examination I do not think this can be achieved. However, it is a reality that it must be improved. (P-1)

The roles of the tester (the ÖSYM)

The third affinity appeared in Focus Group 1 is *the roles of the tester (osym)* which is defined as what the ÖSYM is doing in the testing procedure of the KPSS. The participants jointly generated five responses describing the roles of the ÖSYM in the testing discourse of the KPSS as follows:

- Being able to make the change it wants
- Always changing the system
- The decisions the ÖSYM takes
- Its negative attitudes to testing procedure
- Creating a barrier

These responses illustrated the range of the participants' experiences on the acts of the ÖSYM in the testing procedure of the KPSS. The students stated their concern about the power the ÖSYM had over them because it was in the hands of the ÖSYM to determine keystones of the testing procedure of the KPSS. One participant said that:

> It is the tester determining what is assessed and how- whether it wants us to memorize or analyse and interprete something. Additionally, the ÖSYM also determines when, where and in which conditions the KPSS will be held and the kinds of questions included in the KPSS. This gives the tester great power. It is because in this ciscumstance we are studying according the decisions the ÖSYM takes. (P-4)

Additionally, the students stated that they experienced pressure within the current testing procedure of the KPSS due to the ÖSYM's decisions on the KPSS that caused changes in the discourse of the KPSS as illustrated in the following excerpt taken from interview data sets.

.

> The tester sometimes creates some pressure on us. The ÖSYM presents some information about the KPSS, but then some changes are announced on the information presented. For example one of the sub-test of the KPSS is postponed. This has affected me negatively. (P-1)

The participants added that the ÖSYM did not have any concern about examining the possible impact of each change on the test teakers as exemplified in the following extract.

> The roles of the tester in this context are a bit negative because the standards and limits set and the changes conducted by the ÖSYM result in negative impact on us. Due to the standards and limits set by the ÖSYM various negative effects and consequences of the KPSS have appeared. (P-2)

Therefore, the participants decribed the role of the ÖSYM as authoritarian because they thought that while regulating the testing procedure of the KPSS, the ÖSYM created some barriers for test takers in terms of getting the job they wanted. This aroused some negative feelings in test takers towards the ÖSYM. One of the participants said

> The role of the ÖSYM in this testing discourse is authoritative and domineering. Considering the roles of the ÖSYM, there are some points making me angry because of some insufficient and unfair circumstances. The KPSS assesses our profieciency but it is not so much applicable and suitable to determine who is going to get appointed as teacher and whether s/he is a good teacher or not. That is why, I think the tester causes negative impact on the test takers of the KPSS. (P- 3)

The roles of the society

The forth affinity directly named in Focus Group Session I is 'the roles of the society'. This affinity refers to the attitudes and behaviours of the society- including all

the others apart from the test takers and testers in the community- in the testing procedure of the KPSS. The student teachers named the following six responses under the theme of the roles of the society:

- My family's motivating me in terms of doing well in the test
- Expectation of my family
- Trust of society
- Expectation of the society
- Pressure of the society
- Labelling and classifying teachers candidates as teachers or not

In Focus Group 1, all of the participants agreed in terms of the motivating role of their families while they were studing for the KPSS. However, the student teachers added that there were some expectations of the families and society from them though they did not declare it. Consequently, they could not help themselves feeling stressful because of fearing from falling into disfavour situation in their eyes if they did not do well in the KPSS. Below is one excerpt explaining this situation taken from the interview data sets.

> All of the people abound us such as our parents, neighbours, friends, teachers have high expectations from us in terms of getting high score in the KPSS. It does not matter whether they state it or not, this evokes stress in us. Additionally, the KPSS might make us fall into disfavour. If we did not get appointed via the KPSS, they might think that we were bad teachers, and we studied five years in ELT department in vain. I feel the need to do well in the KPSS in order to have a status in the society and not to fall into disfavour. (P-3)

However, the participants complain about the domineering attitudes of the society about their expectations from them and the pressure it generates. Some in the society do it by comparing test takers of the KPSS with each other as illustrated below.

> The society expects something from us. They think because we have graduated, we need to get the benefits associated with being a graduate. They create pressure on us by presenting the other teacher candidates as examples and comparing them with us. (P-2)

They added that the members of the society created pressure on them by asking questions about the KPSS. The participants stated that this was because of the fact that the society regarded the KPSS as a milestone in their lives. The extracts below express the student teachers' opinions.

> In the testing discourse of the KPSS, I think the society serves a major role. My family and the others always ask questions about the KPSS to learn whether I am studying for it or not or whether I will get appointed or not. I think they regard the KPSS as the turning point of our lives. Therefore, they create pressure on us, and this pressure increases the feeling of anxiety in us. (P-1)

The participants agreed that the members of the society treated teacher candidates in this way because they were aware of the changes that would appear in teacher candidates lives when they did well in the KPSS. Therefore, they assigned themselves the role of classifying and labelling teacher candidates in the society. One of them commented that:

> All the people whether they have a relationship with us or not are aware of the roles and functions of the KPSS in our lives. They see the selective function of the KPSS. This means there are ones who do well in the KPSS and become teachers, and there are others who do bad in the KPSSand do not become teachers. Accordingly, people get the role to do this classification in the social environments. (P- 4)

Financial outcomes of doing well or badly in the KPSS

The fifth affinity generated during Focus Group Session 1 on the origin of the power of the KPSS over student teachers of English is *Financial outcomes of doing well or badly in the KPSS* which refers to the financial effects and results the participants might experiences in case of doing well or badly in the KPSS. The student teachers jointly reported six responses under the theme of the roles of the society as follows:

- Having the economic lifestyle I want
- Economically having the high quality of life
- Guaranteeing my future economically
- Gaining economical independence
- Have to take private tutoring if I do badly in the test
- Economic losses

According to the participants, *Financial outcomes of doing well or badly in the KPSS* encompassed both positive and negative outcomes for the teacher candidates. “When we do well in the KPSS, we will be public servant and have regular income.” (P-1)

Additionally, the participants agreed on the fact that when they did well in the KPSS and got appointed as civil servants in Turkey, they could guarantee their future lives as demonstrated in the following excerpt.

> Turkey is a developing and changing country, nothing is stable. That is why, I feel the need to guarantee my future, which I can achive through the KPSS. It is because we can be easily dismissed if we work in private sector. I think if I become civil servant through the KPSS, I can guarantee my future not only economically but also in terms of preserving my personal rights. (P-3)

Apparently, doing well in the KPSS would help them gain their economic independence. As one said, "If we do well in the KPSS, we will get economic freedom." (P- 2)

On the other hand, they have some concerns about the financial circumstances which might arise in case they do badly in the KPSS. It is because of the fact that in such a case not only will they not be a teacher but also they need to pay in order to get the materials to study for the KPSS. One says that "If we do badly in the KPSS, we have to spend money for private tutoring and testing materials again." (P-2)

The Feelings the KPSS evokes

The sixth affinity *the feelings the KPSS evokes* refers to the emotions and mood swings the KPSS procedure evokes in student teachers of English. The student teachers categorized the following eight responses under the theme of *the feelings the KPSS evokes*:

- The desire to do the job I want
- Anxiety
- Tiredness
- Feeling uneasy when I do not study for the test
- Fear
- The loss of the self-confidence
- Stress
- Feeling of distrust against the test

These responses encompassed some range of positive and negative feelings the KPSS evoked in test takers. The participants agreed that the KPSS mostly evoked stress, fear and anxiety. "The KPSS evokes various feelings in us. As it approaches, the feelings of anxiety, stress and anger raise in me." (P-1) However, they stated that what the KPSS results in test takers might vary from person to person. One of them commented that:

> The feelings the KPSS evokes may vary from person to person. It firstly causes stess in me. For example, this year I am going to practicum. I have some health problems. That is why, I cannot study for the KPSS. This causes remorse, stress and hopelessness in me about not doing well in the KPSS. Generally, in terms of my future, the KPSS mostly evokes negative feelings in me more than positive ones. However, considering the positive feelings, when I think if I do well in the KPSS, the feeling of hope about my future relaxes me. (P-3)

Additionally, the participants stated that if they did well in the KPSS, they could be English teachers. Therefore, they sometimes felt motivated to study for the KPSS. As one participant put it, "when I think about the things I can gain if I do well in the KPSS – gaining economic freedom, proving myself to society and gaining an identity and status as teacher in the society- I feel motivated." (P-1)

However, on the lived reality of the student teachers in terms of this phenomenon, the participants agreed that the KPSS overwhelmingly caused some negative feelings in them. One of the participants stated it in that way:

> There is always a feeling of stress in us due to the impact of the exam. That is why, I do not think it affects my feelings positively. I am always sleepless and become aggressive. Sleeplessness affects my health. When my health is affected, my point of view of life is affected. That is why, I do not think it guides our feelings in a positive way. (P-2)

Additionally, they pointed out that because they believed in the inefectiveness of the KPSS, the feeling of distrust and powerlessness against the KPSS appeared in them. One student put it in the following manner:

> The KPSS serves the function of selecting teacher candidates who get appointed in teacher positions. However, we have no idea about how we will be on the day of the examination, in what psychological mood we will be, whether we will be well. Due to these factors, there is a probability to do badly in the KPSS no matter how hard we study for the KPSS. This fact evokes stress in us. (P-4)

Social outcomes of doing well or badly in the KPSS

The last affinity *social outcomes of doing well or badly in the KPSS* refers to the social results of doing well or bad in the KPSS for student teachers of English. While generating this affinity, the student teachers categorized collectively the following seven responses:

- Gaining prestige in the society
- Changing the view of the society towards us
- Defending our own personal rights

- Being beneficial to the society by being a teacher
- Society pressure after doing badly in the test
- The change in the social environment if we do well in the test
- Getting status in the society

The participants agreed that according to their results from the KPSS, some social outcomes became apperant in their social lives. One said that “When we do well in the KPSS, we can get the status of teacher. At the same time, the social environments we will enter will also change. We will start to spend time and exchange information with teachers.” (P-1)

The attitude of the society towards them might change in case they did well in the KPSS as illustrated in the following excerpt. “Thanks to financial freedom, the social environments we will enter will improve and change. This will modify the way how we will live, which brings some changes the way society regards us.” (P- 4)

On the other hand, they believed that if they did badly in the KPSS, they might be subject to pressure of the society as seen in the extract below.

> If we do not well in the KPSS, we cannot get our economic freedom. Thus, we will have to live with our family again and will be economically dependent on them. We will have to prepare for the KPSS again. This will restrict our freedom and our social relationships in the society. Especially, male teacher candidates will not be able to start a family and marriage. They will feel embarrassed to the girls they want to marry with. (P-3)

4.4.1.2. Group Reality of the Origin of the Power of the KPSS: System Relationships

In order to draw a picture of the system that represents the mindmap of the participants in relation to the phenomenon of the origin of the power of the KPSS, firstly all possible direct relationships between every possible pair of affinities in the system were determined through the use of a master ART. By doing this, it was aimed to identify the underlying structure of the group’s composite understanding of the origin of the power of the KPSS. Therefore, the constituents completed the ART individually. Then, the frequency of each affinity pair was determined. In order to validate the existence of each pair of relationship, the participants were asked to verify them during individual inverviews. Table 16 shows the ART for Focus Group 1 with the frequencies of each relationship.

Table16.

The Group ART on the Origin of the Power of the KPSS

Affinity Relationship Table

Affinity Pair Relationships	Frequency	Affinity Pair Relationships	Frequency	Affinity Pair Relationships	Frequency
1 → 2	0	2 → 4	0	3 → 7	3
1 ← 2	1	2 ← 4	0	3 ← 7	0
1 → 3	0	2 → 5	0	4 → 5	0
1 ← 3	3	2 ← 5	0	4 ← 5	3
1 → 4	0	2 → 6	3	4 → 6	4
1 ← 4	4	2 ← 6	0	4 ← 6	0
1 → 5	0	2 → 7	0	4 → 7	4
1 ← 5	4	2 ← 7	0	4 ← 7	0
1 → 6	4	3 → 4	4	5 → 6	4
1 ← 6	0	3 ← 4	0	5 ← 6	0
1 → 7	0	3 → 5	3	5 → 7	4
1 ← 7	4	3 ← 5	0	5 ← 7	0
2 → 3	0	3 → 6	4	6 → 7	0
2 ← 3	0	3 ← 6	0	6 ← 7	4
				Total Frequency	**60**

Table 16 presents a total of 60 votes representing a system of seven affinities cast for a total of 42 possible relationships. In order to develop a group composite for the IRD, pareto protocol which is a statistical method was utilized. In pareto protocol, the optimum number of relationships is at the point where power reaches a maximum. The frequency of each relationship and the total number of votes for each relationship are determined and the relationships are sorted out in desending order. Cummulative percentages are then calculated for each relationship. Then, the pareto cumulative frequency chart in Table 17 is constructed.

Table 17

The Pareto Cumulative Frequency Chart for the Origin of the Power of the KPSS

Affinities in Descending order of Frequency with Pareto and Power

	Affinity pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1	1 ← 4	4	4	2.4	6.7	4.3
2	1 ← 5	4	8	4.8	13.3	8.5
3	1 → 6	4	12	7.1	20	12.9
4	1 ← 7	4	16	9.5	26.7	17.2
5	3 → 4	4	20	11.9	33.3	21.4
6	3 → 6	4	24	14.3	40	25.7
7	4 → 6	4	28	16.7	46.7	30
8	4 → 7	4	32	19	53.3	34.3
9	5 → 6	4	36	21.4	60	38.6
10	5 → 7	4	40	23.8	66.7	42.9
11	6 ← 7	4	44	26.2	73.3	47.1
12	1 ← 3	3	47	28.6	78.3	49.7
13	2 → 6	3	50	31	83.3	52.3
14	3 → 5	3	53	33.3	88.3	55
15	3 → 7	3	56	35.7	93.3	57.6
16	4 ← 5	3	59	38.1	98.3	60.2
17	1 ← 2	1	60	40.5	100	59.5
18	1 → 2	0	60	42.9	100	57.1
19	1 → 3	0	60	45.3	100	54.7
20	1 → 4	0	60	47.6	100	52.4
21	1 → 5	0	60	50	100	50
22	1 ← 6	0	60	52.4	100	47.6
23	1 → 7	0	60	54.8	100	45.2
24	2 → 3	0	60	57.2	100	42.8
25	2 ← 3	0	60	59.5	100	40.5
26	2 → 4	0	60	61.9	100	38.1
27	2 ← 4	0	60	64.3	100	35.7
28	2 → 5	0	60	66.7	100	33.3
29	2 ← 5	0	60	69.1	100	30.9
30	2 ← 6	0	60	71.5	100	28.5
31	2 → 7	0	60	73.8	100	26.2
32	2 ← 7	0	60	76.2	100	23.8
33	3 ← 4	0	60	78.6	100	21.4
34	3 ← 5	0	60	81	100	19
35	3 ← 6	0	60	83.4	100	16.6
36	3 ← 7	0	60	85.7	100	14.3
37	4 → 5	0	60	88.1	100	11.9
38	4 ← 6	0	60	90.5	100	9.5
39	4 ← 7	0	60	92.9	100	7.1

40	5 ←	6	0	60	95.3	100	4.7
41	5 ←	7	0	60	97.6	100	2.4
42	6 →	7	0	60	100	100	0

Table 17 presents each relation frequency in descending order of frequency. Totatly there are 42 relationships and 60 votes. Relationships 18 to 42 are excluded as they failed to attract a single vote. However, the decision still needs to be made which relationships need to be included in the composite IRD. In order to make this decision, the last two columns of the pareto table are vital to set the cut-off point. Therefore, the cumulative percent (frequency) representing the variance accounted for by each succeeding relationship is analysed and illustrated in Figure 7.

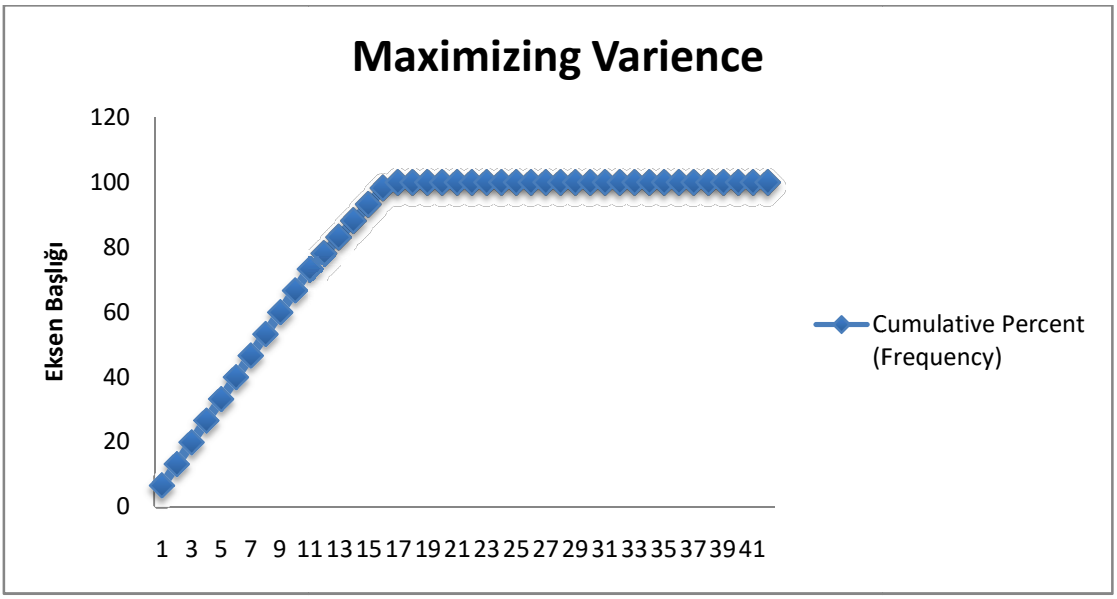


Figure 7. Cumulative percent (frequency)

Figure 7 indicates that comparatively the possible 17 relationships account for the total variation in the system. In order to set cutoff point to decide which relationships should be included in the group IRD, power analysis in Table 17 is examined and illustrated in Figure 8.

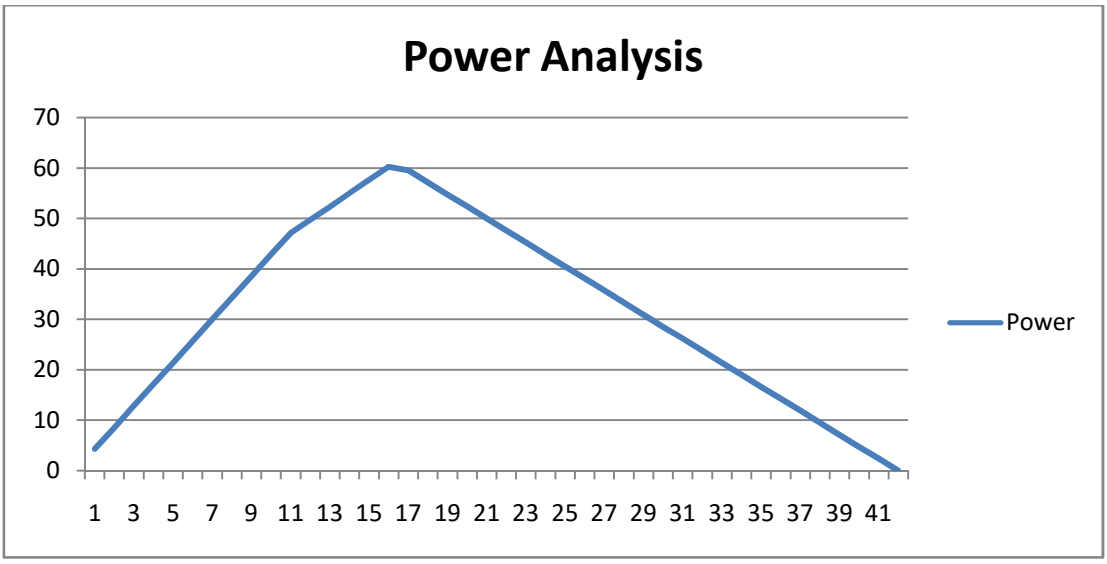


Figure 8. Power analysis graph

In Figure 8, the power analysis of the system shows that power reaches a maximum (60.2) at 16 relationships which accounts for 98.3 of the variation in this system. Accordingly, the first 16 relationships are included in the group IRD and presented in Table18.

Table 18.

The Group IRD on the Origin of the Power of the KPSS

Group Tabular IRD

	1	2	3	4	5	6	7	OUT	IN	Δ
1	-		←	←	←	↑	←	1	4	-3
2		-				↑		0	1	1
3	↑		-	↑	↑	↑	↑	5	0	5
4	↑		←	-	←	↑	↑	3	2	1
5	↑		←	↑	-	↑	↑	4	1	3
6	←	←	←	←	←	-	←	0	6	-6
7	↑		←	←	←	↑	-	3	2	1

In Table 18, the group IRD representing a system of seven affinities is created from the first 16 affinity pair relationships. The IRD displays arrows that show whether each affinity in a pair is a perceived cause or effect. The marker for this is the value of

delta. Therefore, the final version of the group IRD in descending order of delta is presented in Table 19.

Table 19.

The Group IRD Sorted in Descending Order of △ on the Origin of the Power of the KPSS

Tabular IRD: Sorted in Descending Order of △

	1	2	3	4	5	6	7	OUT	IN	△
3	↑		-	↑	↑	↑	↑	5	0	5
5	↑		←	↑	-	↑	↑	4	1	3
2		-				↑		1	0	1
4	↑		←	-	←	↑	↑	3	2	1
7	↑		←	←	←	↑	-	3	2	1
1	-		←	←	←	↑	←	1	4	-3
6	←	←	←	←	←	-	←	0	6	-6

Table 19 shows that Affinity 3 *the roles of the tester (the ÖSYM)* which is followed by Affinity 5 *Financial outcomes of doing well or badly in the KPSS* has highest delta value whereas Affinity 6 *the feelings the KPSS evokes* has the lowest delta value. Through examining the Ins and Out columns, the tentative SID assignments on the origin of the power of the KPSS are identified and presented in Table 20.

Table 20.

Tentative SID Assignments on the Origin of the Power of the KPSS

Tentative SID Assignments		
3	The roles of the tester (the ÖSYM)	Primary Driver
2	The essentiality of the KPSS in the system	Primary Driver
5	Financial outcomes of doing well or badly in the KPSS	Secondary Driver
4	The roles of the society	Secondary Driver

7	Social outcomes of doing well or badly in the KPSS	Secondary Driver
1	The roles of the KPSS in our lives	Secondary Outcome
6	The feelings the KPSS evokes	Primary Outcome

Table 20 shows that the afinities *the role of the tester (the ÖSYM)* and *the essentiality of the KPSS in the system* with zero Ins are named as primary drivers in this system regardless of their delta value. Additionally, *the feelings the KPSS evokes* with zero Outs is labelled as primary outcome. In order to develop the SID which is a visual representation of the system, the affinities are arranged according to the tentative SID assignment chart. In the chart, five affinities on the screen in rough order primary and secondary drivers to the left of the screen and the secondary and primary outcomes to the right are placed. Then, each affinity number is positioned in a shape of circle with arrows connecting each affinity pair in the direction represented in the group IRD. The cluttered SID of the origin of the power of the KPSS is appeared and presented in Figure 9.

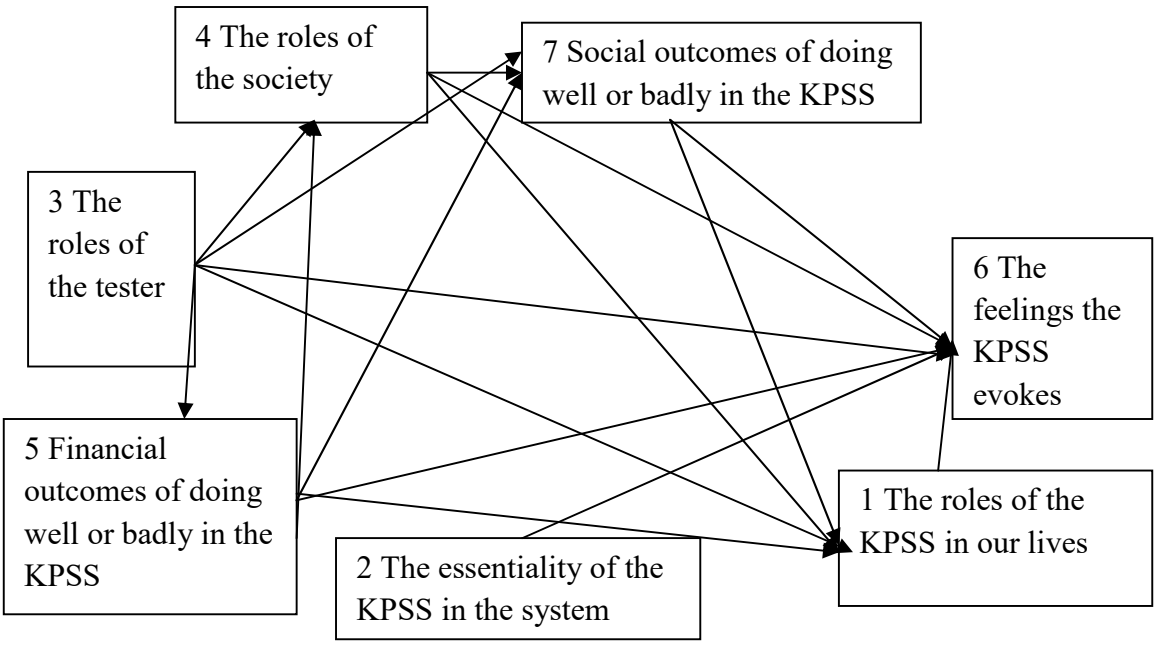


Figure 9. Cluttered SID of the origin of the power of the KPSS

Figure 9 shows that the cluttered SID contains all of the links identified by the constituents on the origin of the power of the KPSS in the group IRD. However,

because it is difficult to interpret, the pareto reconciled SID which does not include the redundant links is produced and presented in Figure 10.

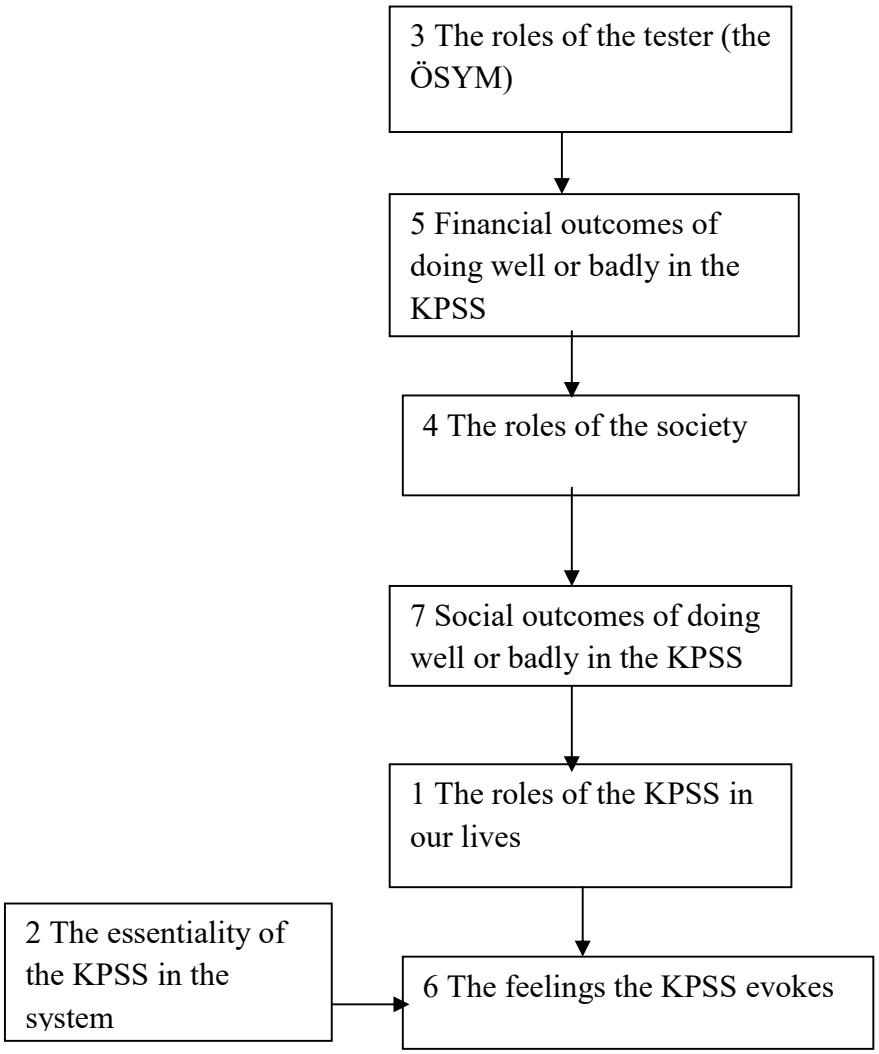


Figure 10. Composite pareto reconciled uncluttered SID of the origin of the power of the KPSS

Figure 10 presents the visual representation of the shared mindmap of the participants on the origin of the power of the KPSS in the Turkish context. This system demonstrated a path where each element influences the next. The participants perceived *the roles of the tester (the ÖSYM)* as the main driving force that develop the testing discourse of the KPSS. The participants' shared system of the origin of the power of the KPSS does not reveal any feedback loops. However, it is possible to produce a theoretical summary SID of the origin of the power of the KPSS by zooming in on Figure 10. To do this, a representative theoretical code gathered through the interview data sets is stated for each link in the composite pareto reconciled unclutted SID of the

origin of the power of the KPSS. The theoretical summary SID showing the participants' shared perception of the origin of the power of the KPSS is illustrated in Figure 11.

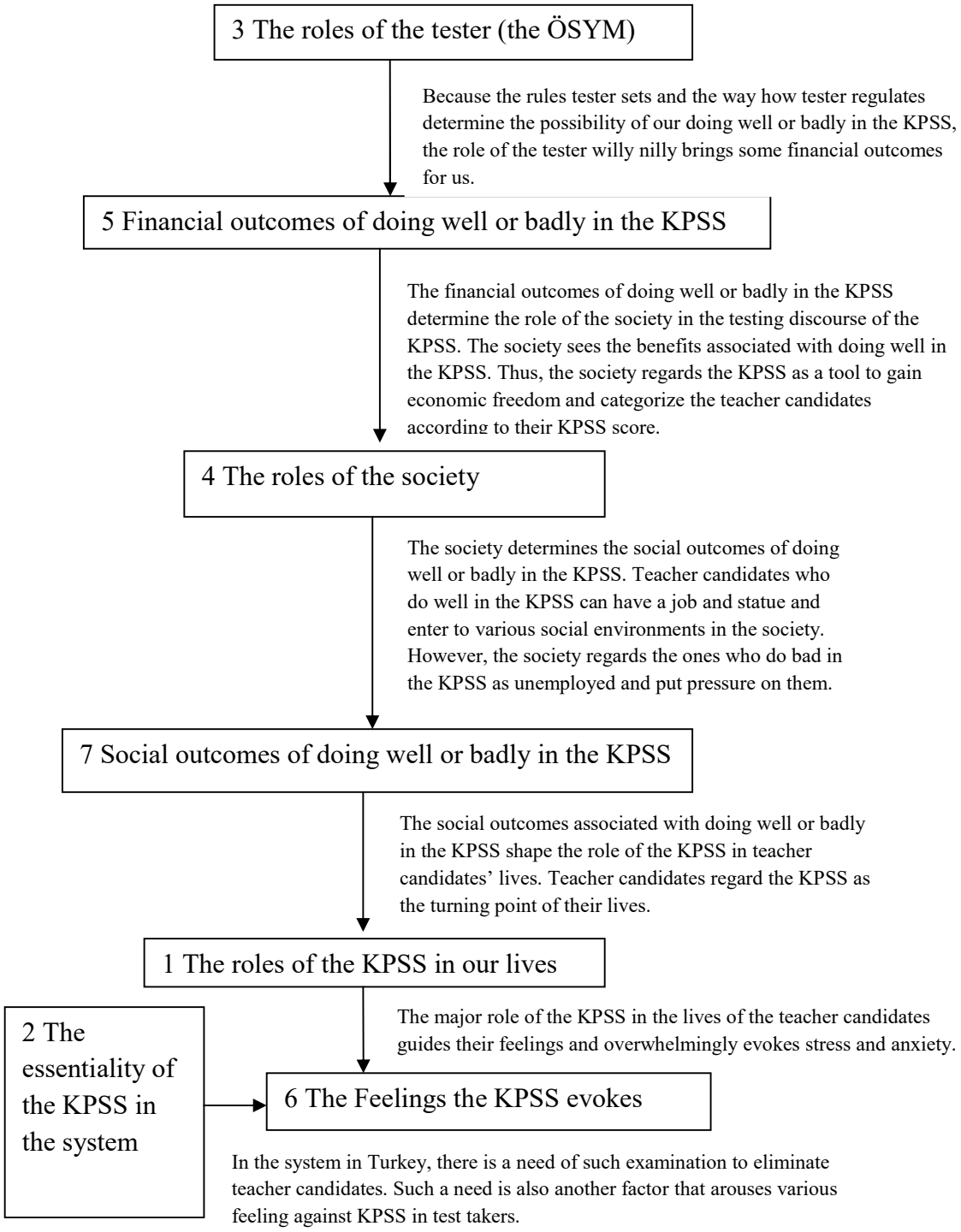


Figure 11. Composite theoretical summary SID of the origin of the power of the KPSS

In Figure 11, the close up-lens on the participants' perceived system of the origin of the power of the KPSS reveals that the power starts with the role of the tester (the ÖSYM) in the testing discourse of the KPSS. The ÖSYM is the institution which regulates the testing discourse of the KPSS. How the ÖSYM regulates and limits the discourse of the testing drives the whole factors in the system of the power of the KPSS. The students perceive that first of all, the regulation of the ÖSYM affects the effort they need to exert in order to reach to the possible financial outcomes of doing well or badly in the KPSS. According to the students, when the society is aware of the financial benefits of doing well in the KPSS they begin to classify student teachers in terms of doing well and badly in the KPSS. The student-teachers who get appointed gain an indentity in the society as teachers whereas the others are not regarded as teacher despite being graduated from an ELT program. This attitude brings with itself some social outcomes of doing well or badly in the KPSS for teacher candidetes of English. This is what makes the KPSS have influential and vital roles in their lives. Together with an awareness of the necessity of an examination for the elimination of the student teachers, and the importance and value they attach to the KPSS, the negative feelings start to become apparent in them.

4.4.2. The Effects of the KPSS

In order to understand the participants' common perception of the effects of the power of the KPSS in Turkey, an IQA focus group session with four 4th year student teachers of English and an IQA individual interview with each participant were conducted. The findings on the IQA study for determining the effects of the KPSS addressed two goals: first naming and describing the affinities related to the effects of the KPSS in their shared perceptual system and then identifying the relationships among these affinities as the group reality of the effects of the KPSS in the Turkish context.

4.4.2.1. Group Reality of the Effects of the KPSS: Composite Affinity/Element Identifications and Descriptions

In Focus Group 2, the student teachers generated more than 57 responses in the form of a word, phrase, or sentence. After sorting out the responses based on their thoughts, feelings and experiences on the effects of the power of the KPSS according to

common themes called affinities, the participants produced the following seven affinities comprising their common perception of the effects of the KPSS:

Affinity 1: Effects on our ideological, political and cultural point of view

Affinity 2: Educational effects on test takers

Affinity 3: Emotional effects on test takers

Affinity 4: Effects on our health

Affinity 5: Financial effects on test takers

Affinity 6: Effects on our future plans

Affinity 7: Social effects on test takers

Effects on our ideological, political and cultural point of view

The first affinity refers to the impact of the KPSS on the ideological, political and cultural point of views of teacher candidates of English. The participants jointly generated six responses describing this phenomenon in the testing discourse of the KPSS:

- We have started to follow cultural political and artistic subjects
- We have started to learn our history and culture deeply
- We have started to watch and follow the current news more often
- The KPSS has changed our perspective on life. We are more serious about life.
- We have started to see the things and events from various perspectives.
- Due to the change in our perspectives, we have started to approach the events differently.

These responses illustrated the range of the participants' common experiences describing the influence of the KPSS on their ideological, political and cultural point of views. For the KPSS, the participants needed to follow the current news in Turkey. They agreed that this changed their point of views in general. The following excerpt demonstrates this change:

> Because the current issues are asked in the exam, we have to read and follow the political events and news. As the time passes, we have started to analyse current news and events from different perspectives. (P- 1)

They added that this created a general profound modification in the participants' ideological, political and cultural point of views. One of the student teachers said that:

> As we study for the KPSS, we have started to follow more current and historical political information and news more. Focusing more on such news and issues has affected our perspectives. It's positive in terms of our knowledge on current issues and news, but it has changed us negatively in terms of forcing us to do something. So in fact we were watching the news normally, but we were just taking what was important for us. I think the state just politically try to apply the method they want and force us to do this as well. (P- 2)

Educational effects on test takers

The second affinity refers to the impact of the KPSS on education of teacher candidates of English. The participants jointly talked about nine responses describing this phenomenon:

- We have started to neglect the courses in the department.
- We did not study so much in the past, but now we have to do.
- Going to private institutions (for education)
- We learn by heart
- We do not study for the subjects that are not included in the KPSS but evaluated within the scope of our field.
- The fourth year in the department is the most unproductive year in terms of education.
- We conduct our new learning considering how it can be included in the KPSS.
- Some educators highlight the issues and subjects included in the KPSS.
- We have to study for the KPSS instead of the midterms and finals in the department.

The participants point out that the changes in the attitudes of student teachers to the courses in the Department occur due to the KPSS. They feel demotivated towards the courses and neglect them as seen in the following excerpt.

> We have started to neglect the courses in the department. For mid- term and final exams, we study only on the exam day due to the KPSS. We have not had a chance to study for them before because we think we need to solve some questions for the KPSS as we study for the mid-term and final exams. We cannot cope with them together. We are trying to study for mid-terms or the finals overnight. So the 4th year in the department was a bit inefficient in terms of courses at the university for us because of KPSS. I think it would be different if I wasn't prepared for KPSS. (P- 1)

The participants report that the content of the KPSS does not fully comply with the content of the ELT departments. However, they state that the major themes and terminologies likely to appear in the KPSS come to be more emphasised in ELT classrooms. The following excerpt displays the dilemma student teachers are in:

> We are in line of fire between our courses and the KPSS. The department courses are much more diverse from what is included in the KPSS. There are some differences between the subjects taught in the courses in the department and the subjects that are in the KPSS. As a positive effect, some educators have started to highlight the topics and subjects included in the KPSS. (P-2)

According to the participants, another educational influence of the KPSS is on their learning. They state that they tend to shape their own new learning in the line with the content of the KPSS. They tend to learn by heart because they need to cope with a range of information for the KPSS in a short period of time. One says:

> Since we need to learn a lot subjects in a short time for the KPSS, we have to learn them by heart. There is the belief that the more we keep in mind, the better it is for the KPSS. In fact, most of this information will be useful in our professional life, but we only memorize them for the exam. We have to memorize them because the exam has certain conditions and rules. Otherwise, we cannot cope with the subjects included in the KPSS. (P- 3)

Emotional effects on test takers

The third affinity is concerned with the impact of the KPSS on the general emotional moods of teacher candidates of English. The participants jointly generated 10 responses:

- We cannot get pleasure from the social activities that take time.
- We feel embarrassed because our family always strives to motivate us for the KPSS.
- We feel that every moment we do not study iss wasted.
- The delay of the sub-test affects our emotions negatively. It is because we have to handle three sub-tests of the KPSS alltogether.
- The format and method of the test evokes anxiety in us
- The delay of the test decreases our motivation.
- We feel confused to cope with three sub-test of the KPSS all together
- Genarally we feel stressed

- The subjects that we have to learn just for doing well in the KPSS arouse concern and anxiety in us.
- The KPSS affects our feelings negatively.

The participants agree that the KPSS puts the student teachers mostly in negative psychological mood by evoking stress, anger and anxiety, as seen in the following quotation.

> KPSS serves a gate keeping function. As we think on whether we will able to do well to open or close the doors for us, we are constantly experiencing stress. We are experiencing the stress because we definitely do not want the second option. This causes anger, stress and anxiety in us, which affects our feelings and health. (P- 4)

They add that studying for the KPSS makes them have frayed nerves, which destroys their psychologies. One of the participants puts it in the following manner:

> In short, because of the KPSS, individuals are under pressure. I believe that they can have frayed nerves. After the examination process, most of them should receive a psychological support. Because the exam process seriously affects their emotions and feelings. We cannot focus on anything. I think it can cause many diseases. (P-3)

Effects on our health

The fourth affinity produced in Focus Group II is *Effects on our health* including the healty problems teacher candidates of English have due to the existence of the KPSS in their lives. The participants jointly generated four responses describing this phenomenon:

- psychological abnormalities due to the pressure from our family and society
- We are always sleepless. It affects our regular sleep routines.
- It causes eating disorders.
- It affects our health negatively.

The participants note that so as to study for the KPSS, they have to change their life styles. This causes some health problems, which is illustrated in the following excerpt. “We study very hard for the KPSS. It has an effect on our health. These emotional concerns also have an impact on us. Due to the KPSS, we have unhealthy nutrition, irregular sleeping habits. All of this has effect on our health.” (P-4)

They say that sleep disorders, sight impairments and irregular hearthbeat are among the health problems they encounter because of the KPSS. This is evidenced in the following excerpt.

> The simple effect of the KPSS on our health is sleep disturbance. For example, sometimes it is very difficult for me to sleep at night. Especially when I have to study at night because of the exam, I cannot fall asleep. This causes stress. I think the stress and anxiety might also cause heart rhythm disorder. (P-3)

In addition, the participants agree that studying for the KPSS increases their stress and causes some pscyhological abnormalities as stated in the following excerpt:

> My stress level has increased due to KPSS. Lately I see that some of my friends pretend to look very comfortable, but in fact they are also much stressed. I think I'm stressed too. Sometimes I get angry about the things that I did not get angry, and sometimes I cannot help myself reacting something that I did not react before the KPSS procedure. When my friends invite me to go somewhere, I don't want to go. I'm full of stress when I go with them. Even though I have a good time, I say what I will do now and I am puzzled with the idea that there are a lot of subjects I have to study. I think it would have been better if I had solved questions and studied for the KPSS. I mean, I can't feel comfortable. (P-1)

Financial effects on test takers

The fifth affinity refers to the financial impact of the KPSS on teacher candidates' lives. The participants jointly generated four responses:

- We have to spend the money on books instead of our personal needs.
- The exam entrance fee is too high
- We have to spend money for private tutoring
- We have to spend a great amount of money on books and pilot tests.

As studying for the KPSS, the participants choose to get help from outside sources, namely private institutions. They spend their evenings and weekends going to these institutions and have to pay considerable amount of tuition fees. One of the participants states that:

> We incur great expenses for the KPSS. We get materials for the KPSS, we ask help from private institutions. Some of our friends are taking private lessons. I don't know, they subscribe to the Internet for watching videos for the KPSS. We are just spending a lot of money. Of course, these things have impact on us in financial sense. (P-4)

So as to cope with the high amount of money they pay for the KPSS, they have to limit their general daily expenses. “We are trying to avoid unnecessary expenses. When we are buying a book, we are buying a book for the KPSS. Instead of shopping for our own needs, we spend our money on books for the KPSS.” (P- 2)

In addition, they complain about the high entrance fee for the KPSS. The extract below expresses student teachers’ complaint.

> We have to go to private institutions. We have to buy books and resources to study for it. Apart from this, for the KPSS we also have other expenses. For example, exam entrance fees are very high. For now, with all expenses we have paid almost 5000 TL. (P- 3)

Effects on our future plans

The sixth affinity produced in Focus Group 2 is *Effects on our future plans.* The participants jointly generated five responses:

- We have to always change our future plans due to the KPSS.
- We have to change our short term future plans.
- It forces use to make plans for future.
- It forces us to be more responsible
- It forces us to become individuals in the society.

The participants feel that studying for the KPSS forces them to make plans for future. “With the KPSS procedure, we have started to make short term and long term plans” (P-4). Within this process, they get matured and feel they become individuals in the society. However, they are dissatisfied with the fact that all of their future plans are based on how they will perform in the KPSS. Their long range plans are ambiguous until they take the KPSS scores. One of the participants explains it in the following way:

> The KPSS has a direct impact on our future plans. If I don't get a good score, I will have to study for it again. I will have to wait for another year to get the job I want. However, if I get a good score, I will have a good chance of being appointed in teacher position. I can immediately give direction to my life, and immediately I'll have a status in society. Everything is based on and connected to the KPSS. (P-1)

They also add that their short- range plans are focusing on how to study better for the KPSS, which is highlighted in following extract.

> It certainly affects my short term plans. For example, maybe I will do an activity, but I postpone. I just want to concentrate on the KPSS. I also talked with my friends; I have said ‘don't call me. I'm going to study. Forget about all activities; try to study for the test. (P-2)

Social effects on test takers

The last affinity produced in Focus Group 2 is *Social effects on test takers.* The participants jointly generated three sub-affinities in order to describe the details of the social impact of the KPSS on their lives:

- effects on our relationships with the other people in the society
- effects on our social activities
- other social effects

In order to get a deeper understanding on what the participants mean by these sub-affinities, each of them is described separately in detail.

Effects on our relationships with the other people in the society: The first sub-affinity under Affinity 7 is related to the impact of the KPSS on the relationships the test takers have with people in the society. They depicted it with nine responses:

- We have to turn down our friends’ invitations.
- We cannot meet with our friends.
- Our hospitality is reduced.
- We have fallen short with some people
- It is a hindrance in our relations with our families.
- It affects our social environment with our friends
- We have started to meet the ones who do not study for the KPSS less frequently.
- We spend less time with our family.
- It increases the competition amoung our friends.

The KPSS becomes one of the major factors that shape their relationships with the people around them as the following extract illustrates.

> The KPSS is an important factor in determining my relationships in this period of our lives. We're going to private institutions. We meet with new people there. However, our relationship with our old friends can be broken because we want to study. We devote less time to our friends and families. This affects our relationship with other people. This procedure mostly causes severance of our relationships rather than making new friendships. (P-4)

They point out that the KPSS causes some breakdowns in their relationships with their friends who do not study for the KPSS. “We have started to talk to old friends less frequently because they do not study for the KPSS. They insist on meeting and drinking or eating something together. However, I don't want to meet them because of the KPSS.” (P-1)

The KPSS influences even the relationships between families and the test takers in a negative way. “During this procedure, I have started to meet and see my family once in 2 or 3 weeks, and I talk to them on the phone less frequently.” (P-1)

Additionally, the participants express their concerns about the competition generated among the student teachers due to the KPSS. “We have to put some distance between our friends and ourselves. Since we are in a competitive environment, we meet less frequently and had fewer conversations.” (P-2)

Effects on our social activities: The second sub-affinity under Affinity 7 refers to the impact of the KPSS on the social activities the test takers participated in. They generated four responses:

- We cannot devote time to our hobbies.
- It affects our reading habits negatively.
- We cannot devote time to watch films and series.
- We have started to regard our hobbies as a waste of time.

The participants complain about not finding the time for themselves and their free time activities and hobies because of the KPSS. Even when they attend to some social activities, they do not get pleasure because the KPSS is always on their mind. The following excerpt displays clearly how the KPSS guides their social activities.

> We are always in a hurry to go to private institutions. Some of our friends want to meet in cafes. However, we are constantly studying for the KPSS. Therefore, the KPSS always affects our social activities. We cannot make time for our hobbies due to preparing for KPSS. (P-4)

Other social effects: For the third sub-affinity under Affinity 7 Focus Group 2 produced six responses:

- It changes even the city we will live in the summer.
- It becomes the trend topic in our talks with our friends.

- Socially this year becomes the least productive year in our university life.
- It affects sports habits
- We have to abandon the things we get pleasure from.
- It affects our daily routines.

The participants point out that the KPSS is the hotpoint issues in their conversations. One of the student teachers says that “When we talk, the topic always comes to the KPSS. Even when we are not studying and spending time with our friends, the topic is always the KPSS.” (P-3)

They state that the KPSS changes their daily routines and the things they enjoy. “Our daily habits are changing. Going out and drinking a cup of coffee can be a burden to us.” (P-3)

Some participants also add that because of the KPSS and taking private tutoring for the KPSS, they have to change the city they will live in the summar and cannot go to their hometowns. One of them states that “Normally I was planning to go my hometown this summer; I have to stay here to study for the KPSS.” (P-2)

4.4.2.2. Group Reality of the Effects of the KPSS: System Relationships

In addition to identifing the affinities forming the participants’ composite perception of the effects of the KPSS, the relationships between these affinies in their perceived system were also investigated. To do this, the existance of the relationship between each affinity pair in the system was examined. For this purpose, the participants were given a master ART and they were asked to go down the list one by one and determine if they thought there might be a relationship. If there was a relationship, they were to draw an arrow indicating the direction of the relationship. The possible relationships and frequencies of each relationship in the group ART were presented in Table 21.

Table 21.

The Group ART on the Effects of the KPSS

Affinity Relationship Table					
Affinity Pair Relationships	Frequency	Affinity Pair Relationships	Frequency	Affinity Pair Relationships	Frequency
1 → 2	1	2 → 4	1	3 → 7	4

1 ←	2	3	2 ←	4	3	3 ← 7	0
1 →	3	0	2 →	5	4	4 → 5	0
1 ←	3	0	2 ←	5	0	4 ← 5	0
1 →	4	0	2 →	6	0	4 → 6	3
1 ←	4	0	2 ←	6	4	4 ← 6	1
1 →	5	0	2 →	7	4	4 → 7	4
1 ←	5	3	2 ←	7	0	4 ← 7	0
1 →	6	1	3 →	4	4	5 → 6	0
1 ←	6	0	3 ←	4	0	5 ← 6	2
1 →	7	4	3 →	5	0	5 → 7	4
1 ←	7	0	3 ←	5	4	5 ← 7	0
2 →	3	0	3 →	6	3	6 → 7	3
2 ←	3	1	3 ←	6	1	6 ← 7	1
						Total Frequency	**63**

In Table 21, a total of 63 votes and 42 possible relationships in a seven affinities system can be traced. In order to get a rationalized system of the effects of the KPSS, the relationships recorded in the group ART moved into the interrelationship diagram (IRD). However, before creating the group IRD, a pareto protocol table was designed in order to achieve and document a degree of consensus on which relations needed to be included in the IRD. The pareto table for the effects of the KPSS was presented in Table 22.

Table 22 .

The Pareto Table for the Effects of the KPSS

Affinities in Descending order of Frequency with Pareto and Power

	Affinity pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1	1 → 7	4	4	2.4	6.3	3.9
2	2 → 5	4	8	4.8	12.7	7.9
3	2 ← 6	4	12	7.1	19	11.9
4	2 → 7	4	16	9.5	25.4	15.9

5	3 →	4	4	20	11.9	31.7	19.8
6	3 ←	5	4	24	14.3	38.1	23.8
7	3 →	7	4	28	16.7	44.4	27.7
8	4 →	7	4	32	19	50.8	31.8
9	5 →	7	4	36	21.4	57.1	35.7
10	1 ←	2	3	39	23.8	61.9	38.1
11	1 ←	5	3	42	26.2	66.7	40.2
12	2 ←	4	3	45	28.6	71.4	42.8
13	3 →	6	3	48	31	76.2	45.2
14	4 →	6	3	51	33.3	81	47.7
15	6 →	7	3	54	35.7	87.3	51.6
16	5 ←	6	2	56	38.1	88.9	50.8
17	1 →	2	1	57	40.5	90.4	49.9
18	1 →	6	1	58	42.9	92.1	49.2
19	2 ←	3	1	59	45.3	93.7	48.4
20	2 →	4	1	60	47.6	95.2	47.6
21	3 ←	6	1	61	50	96.8	46.8
22	4 →	6	1	62	52.4	98.4	46
23	6 →	7	1	63	54.8	100	45.2
24	1 →	3	0	63	57.2	100	42.8
25	1 ←	3	0	63	59.5	100	40.5
26	1 →	4	0	63	61.9	100	38.1
27	1 ←	4	0	63	64.3	100	35.7
28	1 →	5	0	63	66.7	100	33.3
29	1 ←	6	0	63	69.1	100	30.9
30	1 ←	7	0	63	71.5	100	28.5
31	2 →	3	0	63	73.8	100	26.2
32	2 ←	5	0	63	76.2	100	23.8
33	2 →	6	0	63	78.6	100	21.4
34	2 ←	7	0	63	81	100	19
35	3 ←	4	0	63	83.4	100	16.6
36	3 →	5	0	63	85.7	100	14.3
37	3 ←	7	0	63	88.1	100	11.9
38	4 →	5	0	63	90.5	100	9.5
39	4 ←	5	0	63	92.9	100	7.5
40	4 ←	7	0	63	95.3	100	4.7
41	5 →	6	0	63	97.6	100	2.4
42	5 ←	7	0	63	100	100	0

Table 22 summarized the relationships to be utilized in the participants' shared system of the effects of the KPSS. It can be seen that there are 23 different possible pairs for which a cause and relation exists. However, eight of them were considered ambiguous because the arguments on these eight relationships were not solved in the pareto chart. The value of the cumulative percent (frequency) was examined in order to

understand the variance accounted for by each succeeding relationship and illustrated in Figure 12.

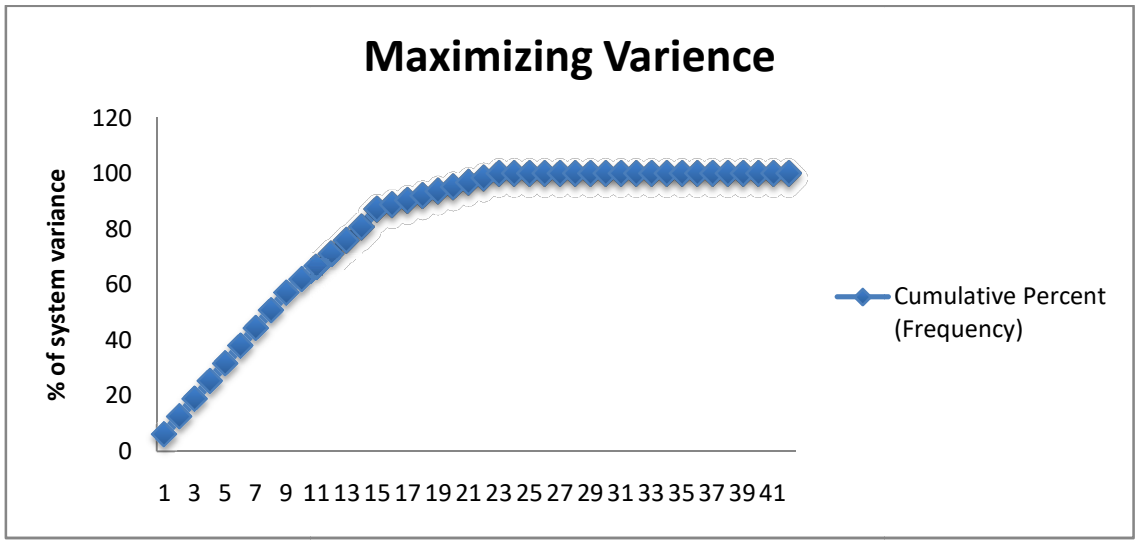


Figure 12. Cumulative percent (frequency)

Figure 12 shows that the possible 23 relationships account for the total variation in the system. In order to set cutoff point to decide which relationships should be included in the group IRD, power value in Table 22 was checked and illustrated in Figure 13.

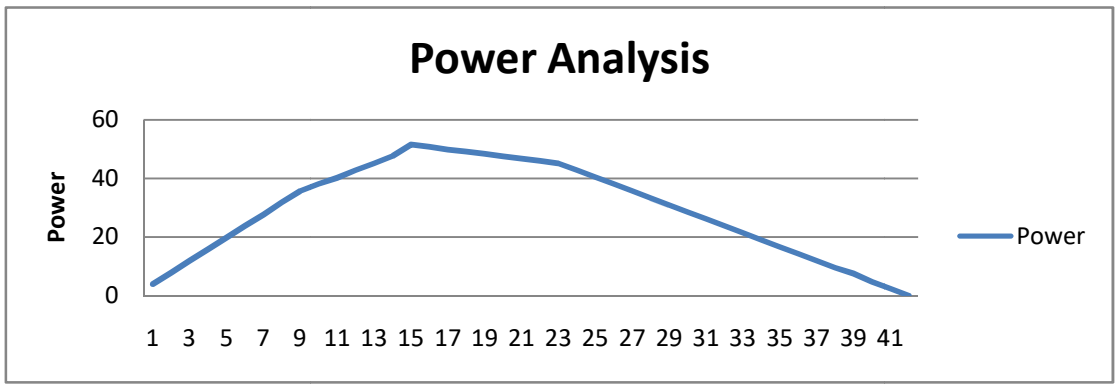


Figure 13. Power analysis graph

Figure 13 shows that at 15 relationships, the power curved peaks at a value of 51.6 which was associated with 98.3 of the total variation in the group system. Accordingly, the first 15 relationships were included in the composite IRD because they accounted for the greatest amount of the total system variance.

The next step in the process was to rationalize the system. The first 15 relationships recorded in the pareto table were moved into the group interrelationship diagram (IRD), where each relationship was recorded twice: once with an up arrow, and once with a left arrow. Once the IRD is filled in, it is sorted in descending order of delta. The group IRD was presented in Table 23.

Table 23.

The Group IRD Sorted in Descending Order of △ for the Effects of the KPSS

Tabular IRD: Sorted in Descending Order of △										
	1	2	3	4	5	6	7	OUT	IN	△
3			-	↑	←	↑	↑	3	1	2
4		↑	←	-		↑	↑	3	1	2
6		↑	←	←	↑	-	↑	3	2	1
2	↑	-		←	↑	←	↑	3	2	1
5	↑	←	↑		-	←	↑	3	2	1
1	-	←			←		↑	1	2	-1
7	←	←	←	←	←	←	-	0	6	-6

In Table 23, Affinity 3, Affinity 4, Affinity 6, Affinity 2 and Affinity 5 have deltas with positive numbers while Affinity 1 and Affinity 7 have deltas with negative numbers. The affinities with positive delta value were noted as *drivers* which were causing elements in the partcipatnts' shared perceptual system of the effects of the KPSS. However, the affinities with negative numbers were noted as *outcomes* which imply that they were the result of the cause-effect relationships. In order to determine the tentative SID assignments on the effects of the KPSS, the Ins and Out columns in Table 23 were examined. The tentative SID assignments on the effects of the KPSS were identified and presented in Table 24.

Table 24.

Tentative SID Assignments on the Effects of the KPSS

Tentative SID Assignments		
3	Emotional effects on test takers	Primary Driver
4	Effects on our health	Primary Driver
6	Effects on our future plans	Secondary Driver

2	Educational effects on test takers	Secondary Driver
5	Financial effects on test takers	Secondary Driver
1	Effects on our ideological, political and cultural point of view	Secondary Outcome
7	Social effects on test takers	Primary Outcome

Table 24 shows that Affinity 3 *Emotional effects on test takers* and Affinity 4 *Effects on our health* were entitled as the primary drivers due to having one Ins. Affinity 6 *Effects on our future plans* Affinity 5 *Educational effects on test takers* and Affinity 2 *Financial effects on test takers* with two Ins were labelled as secondy drivers in the system. However, Affinity 7 *Social effects on test takers* with zero Outs was defined as the primary outcome, whereas Affinity 1 *Effects on our ideological, political and cultural point of view* with one Outs was named as the secondary outcome in the system.

So as to develop the SIDs of the effects of the KPSS, the affinities were arranged according to the tentative SID assignments. The seven affinities were placed on the screen in rough order: primary and secondary drivers to the left of the screen and the secondary and primary outcomes to the right. Each affinity number was placed in a shape of square with arrows connecting 15 affinity pairs in the group IRD. The cluttered SID of the effects of the KPSS was developed and presented in Figure 14.

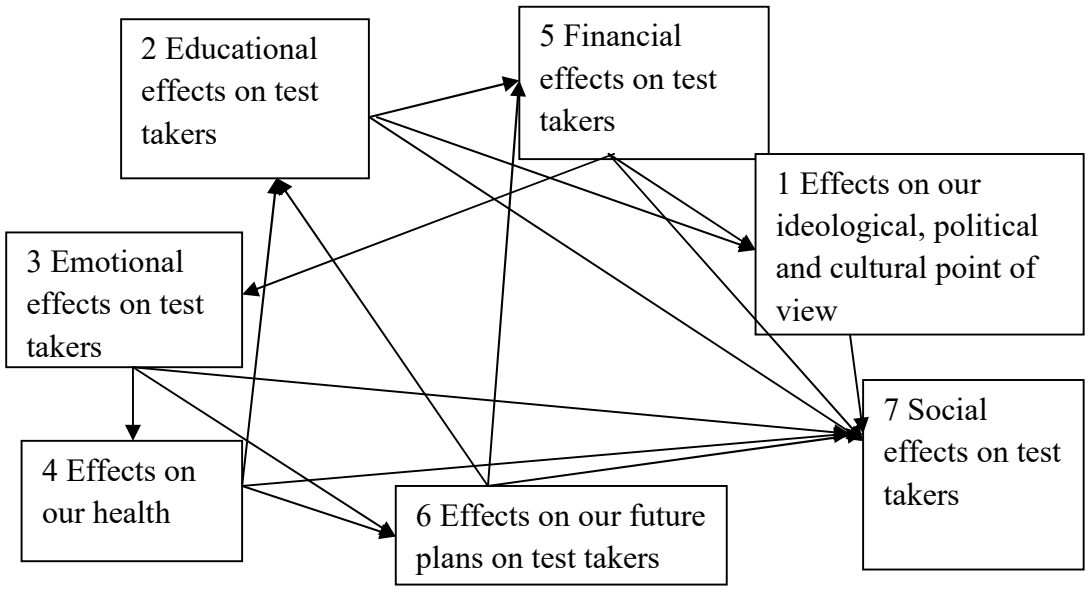


Figure 14. Cluttered SID of the effects of the KPSS

Figure 14 shows the participants' composite mindmap on the effects of the KPSS. This visual representation included all of the links identified by the participants on the effects of the KPSS in the group IRD. Therefore, in order to get the final system of the effects of the KPSS, the pareto reconciled SID which does not include the redundant links was produced and represented in Figure 15.

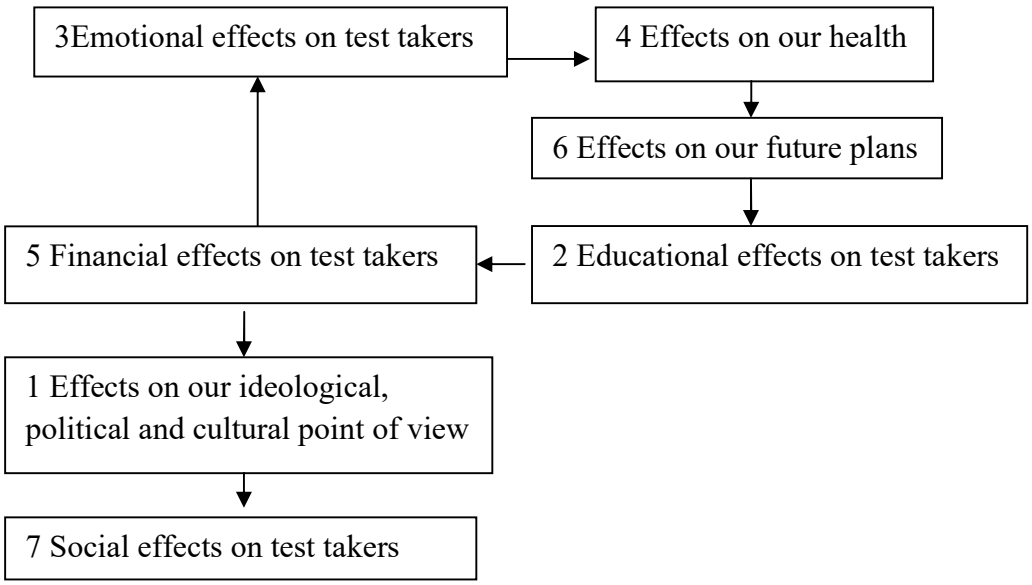


Figure15. Composite pareto reconciled uncluttered SID of the effects of the KPSS

The pareto reconciled uncluttered SID presented in Figure 15 shows that the emotional effects of the KPSS on test takers as the primary influential element in the participants' common perception. In order to develop close-up-lens to the interpretation of the relationships among these elements, the pareto reconciled uncluttered SID presented in Figure15 was zoomed in by providing a representative theoretical code for each link in the SID. The theoretical summary SID showing the participants' shared perception of the effects of the KPSS appeared as seen in Figure 16.

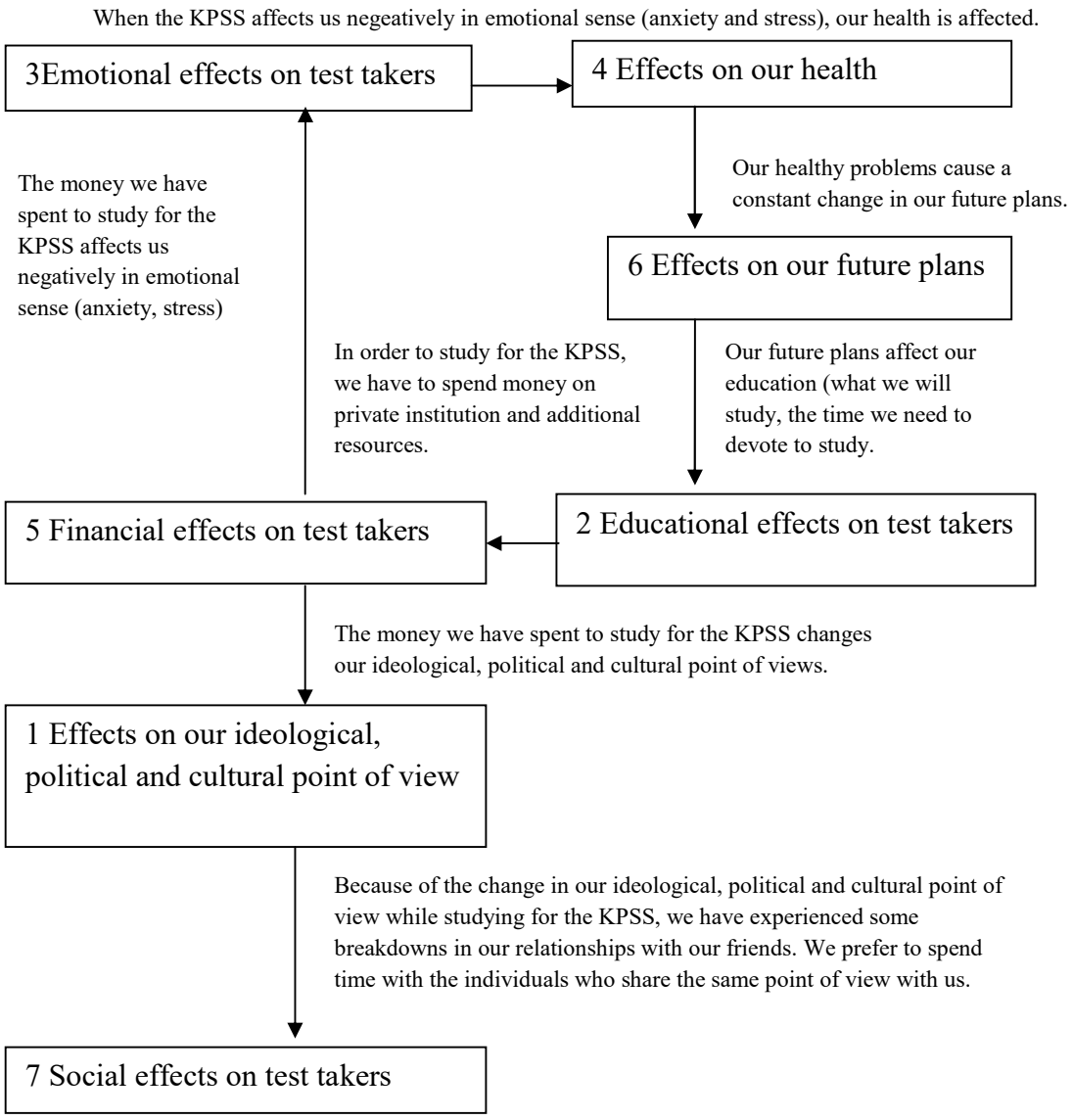


Figure 16. Composite theoretical summary SID of the effects of the KPSS

Figure 16 displays that in the KPSS testing discourse, the participants' common perception of the effects of the KPSS as a system started with the appearance of the emotional effects on them. As perceived by the students, the emotional changes led to some health problems which made them review their future plans. The change occurring in their plans forced them to shape their education and learning in accordance with the content of the KPSS. This made them look for some ways to do well in the KPSS. Therefore, they started to pay for private tutoring to be prepared for the scope of the KPSS. What they paid for studying for the KPSS created some negative feelings on them.

The examination of these elements of the participants' shared perceptual system of the effects of the KPSS revealed a feedback loop consisting of *emotional effects on test taker, effects on our health, effects on our future plans, educational effects on test takers* and *financial effects on test takers* (Affinities 3,4 6,2 and 5). Because the SID suggested these five affinities operate together and interact with each other, there might indeed a name for such an interaction. A review of the axial codes and descriptions, together with the placement of the loop in the overall sytem on the effects of the KPSS, suggested that we should define the components of a subsystem called *the process of personality changes in test takers*. Therefore, this new superaffinity can replace the feedback lood 3-4-6-2-5 via simple substitution in a new view that is zoom out- as if viewed from farther away- one level. This new system is identical to the first except that the five affinities composed of the feedback loop 3-4-6-2-5 have been collapsed or zoomed out into a more general term *the process of personality changes in test takers.* The intermediate or telephoto view, a "higher- level" perspective of the effects of the KPSS as a system, was presented in Figure 17.

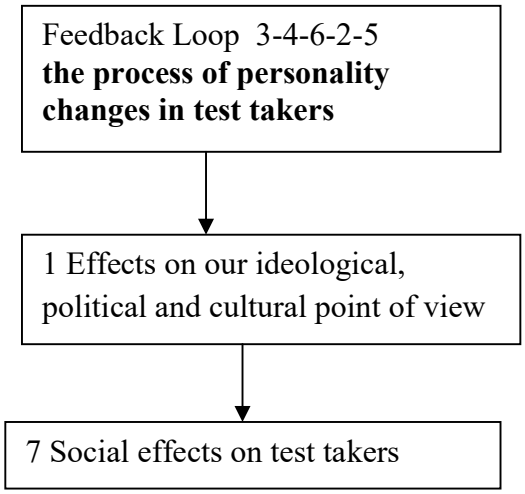


Figure 17. Composite telephoto view SID of the effects of the KPSS

Figure 17 shows that this last system of the effects of the KPSS cannot be zoomed any futher due to its simple linear system. In this sysem, *the process of personality changes in test takers* (feedback loop 3-4-6-2-5), *effects on our ideological, political and cultural point of view* (affinity 1) and *social effects on test takers* (affinity 7) sequentially interacted with each other. This meant that the feedback loop 3-4-6-2-5

brought about ideological, political and cultural changes in test takers which also led them to spend time with ones having the same point of view.

4.4.3. The Consequences of the KPSS

In addition to the participants' common perceptions of origin of the power of the KPSS and the effects of the KPSS, this dissertation also presents the findings highlighing the participants' shred perceptual system of the consequences of the KPSS in Turkey. The data were gathered through Focus Group 3 with four 4th year student teachers of English and an IQA individual interview with each participant. The findings on the IQA study for determining the consequences of the KPSS organized around two headings: first composite affinity identifications and descriptions in order to clarify the consequences of the KPSS and then identifying group reality of the consequences of the KPSS in the Turkish context through presenting the relationships among the affinities.

4.4.3.1. Group Reality of the Consequences of the KPSS: Composite Affinity/Element Identifications and Descriptions

When the participants were asked to think of words, phrases, mental pictures or memories of experinces on the consequences of the KPSS, 32 responses under three affinities were generated:

Affinity 1: Societal consequences of the KPSS

Affinity 2: The features of the system/policy appeared through the use of the KPSS

Affinity 3: Consequences on prospective teachers

Societal consequences of the KPSS

The first affinity directly named in Focus Group Session 3 is *societal consequences of the KPSS*. The student teachers named the following nine responses under this theme:

- The criteria of the society for teacher candidates to gain respect and acceptance
- We do not want to be excluded by the society.
- Prove our maturity as an adult.
- Society labels us according to our results of the KPSS.

- The KPSS changes and determines the view of the society towards individuals.
- The KPSS determines the values and judgements of the society.
- To prove ourselves to the people who trust and belive in us
- The KPSS generates more consumer society than productive individuals.
- The future plans of people in the society are generally shaped in a narrow perspective.

The participants agree that the KPSS causes some societal consequences by attributing both test takers and the other people in the society some social roles. From the test takers point of view the KPSS is a door that is opened to some social identities and a tool that turns them into being subjects for the classification of the soceity. Therefore, so as to prove themselves to the society and not to be excluded from the society, they attach much importance to do well in the KPSS. One of the participants puts it in the following way. “The exam has major social implications for us. One of our purposes to study for this exam is to gain acceptance in the society. I see it as a step. I don't want to be labelled as jobless in the society. I want to prove myself and get a place in the society.” (P-1)

The participants add that the members of the society attribute major meanings to this exam and use it as a tool for pressure on teacher candidates, as seen in the following excerpt. “Because teacher candidate can become teachers with this exam, the members of the society have started to care about this exam very much. Because they assign major roles to this exam, they apply pressure on teacher candidates.” (P-2)

The participants agree that the KPSS has become the main criterion for the society to open or close doors for the test takers, to classify and discrimitate against them. The following excerpt is an example that summarizes how the KPSS becomes a key point issue in the society that judges student teachers.

> The community sees KPSS as a criterion to evaluate us. According to the score we get from the exam we will be regarded as individuals in the society. For example, they do not regard the teacher candidates as teachers if they are not assigned. They also make decisions about us according to the score we get from the KPSS. The members of the society classify and group us. The KPSS also has an effect on them. It is the criterion of the society to accept us in the community. (P-4)

The features of the system/policy appeared through the use of the KPSS

The second affinity produced in Focus Group Session 3 is *the features of the system/policy appeared through the use of the KPSS.* This affinity describes the apprearence of a hidden policy guiding both educational and social dimensions with the introduction of the KPSS in Turkey and its features. Here, the student teachers named the following 10 responses:

- Because of the exam oriented sytem, the practice for teaching is left behind.
- The system is created to select the best teacher candidates in a simple way.
- Screeing and eliminating teacher candidates
- Candidates are only tested in reading comprehension.
- It is a barrier
- It serves gate keeping functions
- It measures what we know
- It does not measure talent and performance
- Systematically, the exam causes canditates who cannot teach and transfer their knowledge to their students to be admitted to the profession.
- It is not a test that measures high-level cognitive skills.

The participants assert that the introduction of the KPSS in Turkish education system generates a hidden policy which popularizes the subjects, skills and values included in the KPSS and guides test takers to conduct their new learnings in a way required in the KPSS- which is demonstrated in the following excerpt.

> The policy appeared through the test is based on the test, and we have started working on the test. Here, we only do test. We are focusing on the subjects and skills included in the KPSS, or we care to remain at the level of thinking that system has expected from us. This policy only supports finding the right option for the multiple questions in the test and producing nothing. (P-4)

They add that the KPSS encourages the test takers to learn by memorizing and does not motivate them to be effective English teachers. One of the participants comments that:

> This system is not a system where an English teacher's candidate can easily reveal his/her abilities and skills because such a system should address and include all aspects and skills an English teacher should have. I can only say that here there is a system that only consolidates memorization by measuring our knowledge. (P-2)

The participants also highlight that this hidden policy might be what makes language teaching and learning a problematic issue in the Turkish context as it emphasizes the receptive skills and theoretical knowledge but not productive skills of English teacher candidates. As one participant puts it:

> The test directly measures our knowledge. I do not think it measures our abilities and performances. In the sub-test of the KPSS, the ÖABT for example, there are not any questions on listening, writing and speaking skills, but only 50 questions measuring our theoretical knowledge. Thus, reading comprehension, translation, terms related to English literature are included in the test, and these are just theoretical things based on the fact that they do not require us to show our performances and abilities in practice. I do not think there iss a skill-based assessment. This leads to more emphasis on these skills in the system. (P-1)

The participants also add that the KPSS becomes a barrier for them to do the job they want. They assert that the KPSS implicitly defines and dictates the knowledge, skills and behaviours for English language teacher candidiates need to know and do. The KPSS is first utilized to select candidates getting what is included in the KPSS, then it is utilized to make decisions about whether they are teachers or not. For them, this means the KPSS regulates the access to vocational opportunities for English language teacher candidates by serving a gate keeping function. The participants agree that while studying for the KPSS, they start to learn the knowledge and skills included in the test. The hidden policy embedded in the KPSS implicitly influence and shape their habits and behaviours in social and educational level. Because teacher candidates are always trying to find the correct option in the pilot tests for the KPSS, they become impatient and have used to do their jobs in hurry and conduct their new learning rotely. One of the student teachers states in that way:

> This system based on the KPSS is shaping people up. This inevitably becomes one of the consequences of this system. People become more impatient, and they want to do everything quickly. They are in a hurry while carrying out their jobs and responsibilities. In general they also adopt a rote learning model template. (P-3)

3. Consequences on prospective teachers

The third affinity produced in Focus Group 3 is *Consequences on prospective teachers*. The participants jointly generated 13 responses describing this phenomenon as follows:

- We keep ourselves off to learn something new, except for the test.

- Only exam-oriented individuals are emerging.
- One type of teacher is growing. (standardization)
- It forces us to learn more theoretical knowledge rather than practical.
- It prevents us from thinking critically.
- It kills our creativity.
- Unhappy individuals emerge.
- More stressed individuals grow up.
- It causes us to think in a uniform and single perspective.
- Individuals confine themselves to learn and get knowledge for the exam, and not to take into account the rest
- It causes unethical behaviors.
- It causes changes in behaviours.
- Individuals with high level of anxiety emerge/ individuals who are worried about the future grow.

Upon the consequences of the KPSS on prospective teachers of English, the participants assert that the KPSS makes the teachers candidates just focus on the examinations and what is included in them. One participant puts it in the following manner:

> People do not want to work for things that are not asked in the exam, so we see it as a waste of time. Only exam-oriented individuals are emerging. In such a case, they think 'I am enough to do well in the test'. You know, if tester said 'I will look at you how you are talking to the class, how you manage your class', we would study for such things. However, here in the testing procedure, we try to find the correct option on paper only. We just focus on this. (P- 4)

They think that this leads them to close themselves for innovations and new learning and skills not included in the KPSS. This prevents them benefiting from the practicum process in the departments. A student comments on the consequences of the KPSS on the student teachers as follows:

> Most of the pre-service teachers are closed themselves to innovation in their lives because of the test. The last year at university is our most efficient year when our job, teaching is completely put into practice, and we have to continue to get practicum. However, we want to do everything quickly and since we are unable to get benefit from the teaching opportunities provided in our department. I think this year at the university is really very important for us, but the KPSS process damages this. (P-3)

According to the participants the major consequences of the KPSS on prospective teachers is that the KPSS standardizes them and forces them to be mere stereotypical teachers knowing just what is included in the KPSS and nothing more, as indicated by the following excerpt.

> In fact, KPSS is forcing to do something that you would not do if there was not such a test. Yes, this exam is very necessary, but there are problems about how to apply it. Here, there is more theoretical knowledge than practice. There are not any emphases on speaking in English. In fact, we are behind Europe in speaking English. Of course such tests are the reason. Theoretical and grammar knowledge is taught and measured continuously. (P-1)

They add that doing well in the KPSS does not mean being an effective English teacher.

4.4.3.2. Group Reality of the Consequences of the KPSS: System Relationships

So as to get the visual representation of the participants' group reality of the consequences of the KPSS, firstly all possible direct relationships between every possible pair of affinities in their perceied system were determined through Focus Group 3 by filling a master ART. Additionally, so as to validate the existence of each pair of relationship, during individual inverviews, the participants were asked to verify them. The group ART on the consequences of the KPSS with frequencies of each possible relationship was presented in Table 25.

Table 25.

The Group ART on the Consequences of the KPSS

Affinity Relationship Table			
Affinity Pair Relationships	Frequency	Affinity Pair Relationships	Frequency
1 → 2	0	1 ← 3	0
1 ← 2	4	2 → 3	4
1 → 3	0	2 ← 3	0
		Total Frequency	**8**

Table 25 shows that a total of eight votes representing a system of three affinities were cast for a total of six possible relationships. In order to develop a group composite for the IRD, pareto protocol was utilized. In order to develop the pareto protocol Table, the frequency of each relationship and the total number of votes for each relationship were determined and the relationships were sorted out in desending order. Cummulative percentages were then calculated for each relationship. Then, the pareto protocol table was formed and presented in Table 26.

Table 26.

The Pareto Table on the Consequences of the KPSS

Affinities in Descending order of Frequency with Pareto and Power							
	Affinity pair Relationship		Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1	1 ←	2	4	4	16.7	50	33.3
2	2 →	3	4	8	33.3	100	66.7
3	1 →	2	0	0	50	100	50
4	1 →	3	0	0	66.7	100	33.3
5	1 ←	3	0	0	83.3	100	16.7
6	2 ←	3	0	0	100	100	0

Table 26 shows that the last four relationships attracted no votes. Therefore, they were not included in the composite IRD. In order to undertand the variance explained, the values for cumulative percent (frequency) were examined and illustrated in Figure 18.

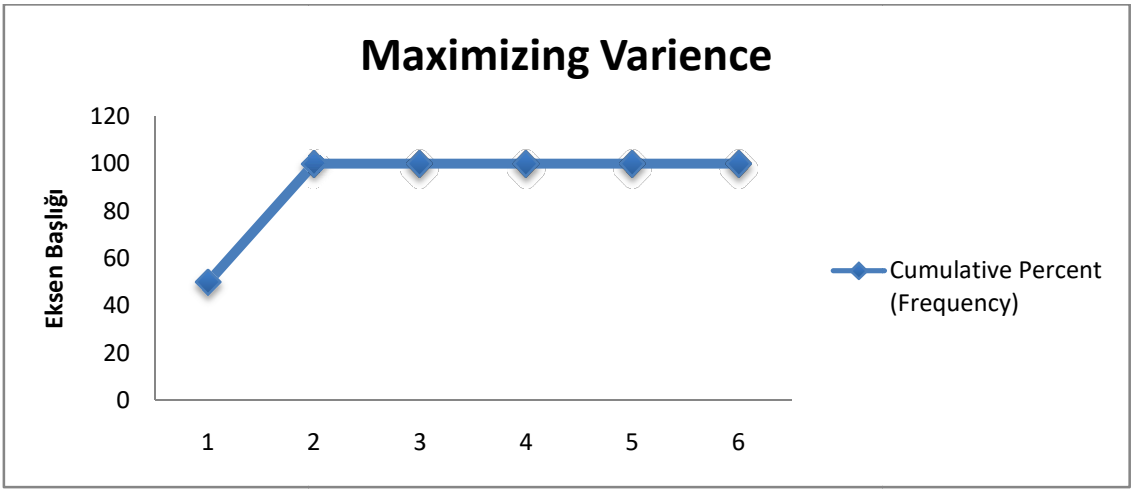


Figure 18. Cumulative percent (frequency)

Figure 18 indicates that the possible two relationships account for the total variation in the participants' common perceived system of the consequences of the KPSS. The value of power in Table 26 was also examined and illustrated in Figure 19.

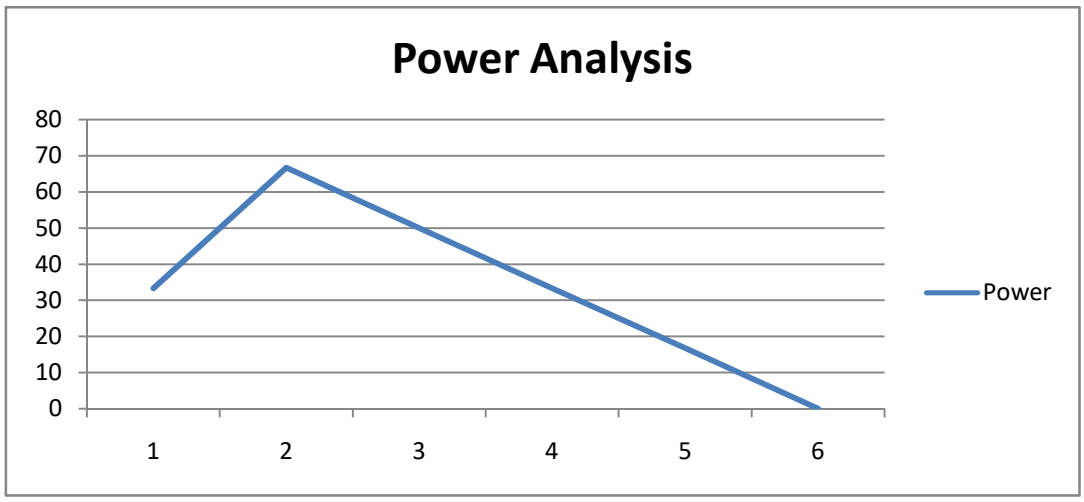


Figure 19. Power analysis graph

The power analysis in Figure 19 shows that power reaches a maximum (66.7) at 2 relationships which accounts for the total variation in this system. These two relationships were included in the group IRD. Then, the group IRD representing a system of three affinities on the consequences of the KPSS was created on the basis of two afinity pair relationships. The delta value for each affinity was determined, and the final version of the group IRD in descending order of delta was presented in Table 27.

Table 27.

The IRD Sorted in Descending Order of △ on the Consequences of the KPSS

Tabular IRD: Sorted in Descending Order of △						
	1	2	3	OUT	IN	△
2	↑	-	↑	2	0	2
1	-	←		0	1	-1
3		←	-	0	1	-1

Table 27 shows that Affinity 2 *the features of the system/policy appeared through the use of the KPSS* had positive delta value whereas Affinity 1 *societal consequences of the KPSS* and Affinity 3 c*onsequences on prospective teachers* had negative delta value. Through examining the Ins, Out and delta columns, the tentative

SID assignments on the consequences of the KPSS were identified and presented in Table 28.

Table 28.

Tentative SID Assignments on the Consequences of the KPSS

Tentative SID Assignments		
2	The features of the system/policy appeared through the use of the KPSS	Primary Driver
1	Societal consequences of the KPSS	Primary Outcome
3	Consequences on prospective teachers	Primary Outcome

Table 28 indicates that Affinity 2 t*he features of the system/policy appeared through the use of the KPSS* with zero Ins was named as the primary driver in this system, while Affinity 1 s*ocietal consequences of the KPSS* and Affinity 3 *consequences on prospective teachers* with one Ins were labelled as the primary outcomes. In order to develop the group's mindmap on the consequences of the KPSS, the SIDs were arranged according to the tentative SID assignment chart by placing Affinity 2 to the left and Affinity 1 and Affinity 3 to the right of the screen. Then, each affinity number is placed in a shape of square with arrows connecting each affinity pair in the direction represented in the group IRD of the consequences of the KPSS. The cluttered SID of the consequences of the KPSS was put together. No redundant links were found in the cluttered SID. Thus, the pareto reconciled SID is presented in Figure 20.

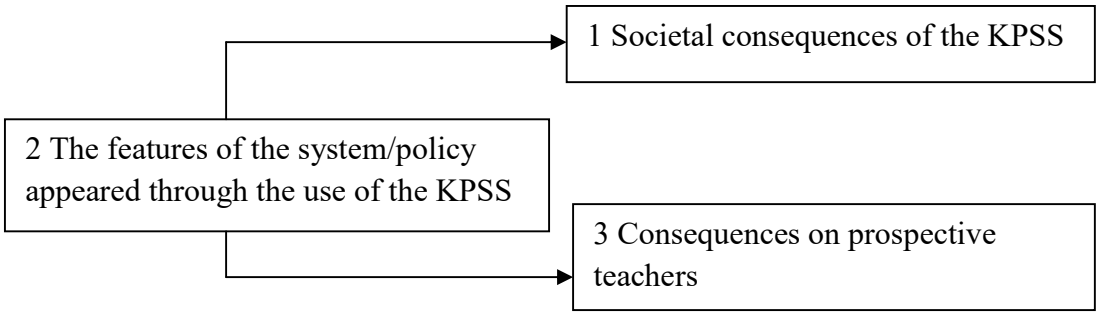


Figure 20. Composite pareto reconciled uncluttered SID of the consequences of the KPSS

In Figure 20, the visual representation of the constituents' common perception of the consequences of the KPSS in the Turkish context was revealed. The participants regarded *the features of the system/policy appeared through the use of the KPSS* (affinity 2) as the main driving force that resulted in the development of the other consequences of the KPSS. So as to get a deeper view, a theoretical summary SID of the consequences of the KPSS which zoomed in on each relationship in Figure 20 was produced as seen in Figure 21.

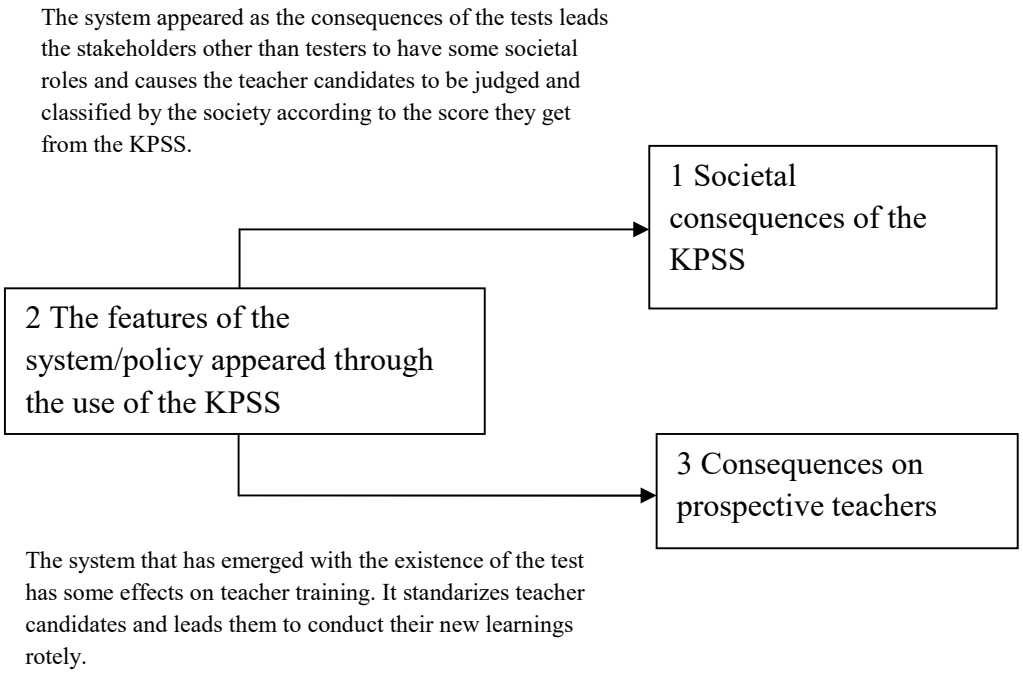


Figure 21. Composite theoretical summary SID of the consequences of the KPSS

Figure 21 shows that the participants believe in the development of a hidden policy with the existence of the KPSS in the Turkish context. They express that this policy attribute some roles to the society in classifying student teachers and their identity in the society. Additionally, the policy appeared through existence of the KPSS in Turkey have some profound impact on teacher education. The participants assert that it is this hidden policy that encourages the teacher candidates to conduct their new learnings by heart but not with the development of critical perspectives. For the participants, this policy standardizes teacher candidates.

4.4.4. The Powerful Use of the KPSS

In order to understand the participants' shared perception of the powerful use of the KPSS in the Turkish context, the relationships among the all affinities generated in Focus Group Session 1, 2 and 3 were identified. An IQA focus group session with four 4th year student teachers of English and an IQA individual interview with each participant were conducted. In this focus group session, the participants did not produce any affinities but determined the relationships among each pair of affinities generated in Focus Group 1, 2 and 3.

4.4.4.1. Group Reality of the Powerful Use of the KPSS: Composite Affinity/Element Identifications

In Focus Group Session 1, 2 and 3, four participants generated a total of 127 responses in the form of a word, phrase, or sentence. These responses were categorized under 17 affinies. These are:

Affinity 1: The roles of the KPSS in our lives

Affinity 2: The essentiality of the KPSS in the system

Affinity 3: The roles of the tester (the ÖSYM)

Affinity 4: The roles of the society

Affinity 5: Financial outcomes of doing well or badly the KPSS.

Affinity 6: The Feelings the KPSS evokes

Affinity 7: Social outcomes of doing well or badly in the KPSS

Affinity 8: Effects on our ideological, political and cultural point of view

Affinity 9: Educational effects on test takers

Affinity 10: Emotional effects on test takers

Affinity 11: Effects on our health

Affinity 12: Financial effects on test takers

Affinity 13: Effects on our future plans

Affinity 14: Social effects on test takers

Affinity 15: Societal consequences of the KPSS

Affinity 16: The features of the system/policy appeared through the use of the KPSS

Affinity 17: Consequences on prospective teachers

4.4.4.2. Group Reality of the Powerful Use of the KPSS: System Relationships

In order to undertand the participants' common perception of the process how the KPSS exercises power in the Turkish context, the pair relations between the affinities comprising their shared perceptual systems of the origin of the power of the KPSS, its effects and consequences were examined. In order to do this, the participants were given a master ART including all possible relationships among 17 affinities. The participants were asked to think on and write down the relationship between each pair of afinities one by one. If there was a relationship, they were to draw an arrow indicating the direction of the relationship. The possible relationships and frequencies of each relationship in the group ART on the powerful use of the KPSS in the Turkish context were presented in Table 29.

Table 29.

The Group ART on the Powerful Use of the KPSS

Affinity Relationship Table

Affinity Pair Relationships		Affinity Pair Relationships		Affinity Pair Relationships		Affinity Pair Relationships		Frequency
1 → 2	0	3 → 7	3	5 → 16	0	9 → 12		4
1 ← 2	1	3 ← 7	0	5 ← 16	0	9 ← 12		0
1 → 3	0	3 → 8	3	5 → 17	1	9 → 13		0
1 ← 3	3	3 ← 8	0	5 ← 17	0	9 ← 13		4
1 → 4	0	3 → 9	4	6 → 7	0	9 → 14		4
1 ← 4	4	3 ← 9	0	6 ← 7	4	9 ← 14		0
1 → 5	0	3 → 10	4	6 → 8	4	9 → 15		0
1 ← 5	4	3 ← 10	0	6 ← 8	0	9 ← 15		0
1 → 6	4	3 → 11	0	6 → 9	3	9 → 16		0
1 ← 6	0	3 ← 11	0	6 ← 9	0	9 ← 16		4
1 → 7	0	3 → 12	4	6 → 10	4	9 → 17		3
1 ← 7	4	3 ← 12	0	6 ← 10	0	9 ← 17		0
1 → 8	0	3 → 13	4	6 → 11	4	10 → 11		4
1 ← 8	0	3 ← 13	0	6 ← 11	0	10 ← 11		0
1 → 9	1	3 → 14	4	6 → 12	1	10 → 12		0

1	←	9	3	3	←	14	0	6	←	12	0	10	←	12	4
1	→	10	4	3	→	15	4	6	→	13	3	10	→	13	3
1	←	10	0	3	←	15	0	6	←	13	0	10	←	13	1
1	→	11	4	3	→	16	3	6	→	14	4	10	→	14	4
1	←	11	0	3	←	16	0	6	←	14	0	10	←	14	0
1	→	12	4	3	→	17	4	6	→	15	0	10	→	15	0
1	←	12	0	3	←	17	0	6	←	15	4	10	←	15	4
1	→	13	4	4	→	5	0	6	→	16	0	10	→	16	0
1	←	13	0	4	←	5	3	6	←	16	3	10	←	16	4
1	→	14	4	4	→	6	4	6	→	17	0	10	→	17	1
1	←	14	0	4	←	6	0	6	←	17	3	10	←	17	0
1	→	15	0	4	→	7	4	7	→	8	1	11	→	12	0
1	←	15	4	4	←	7	0	7	←	8	0	11	←	12	0
1	→	16	0	4	→	8	0	7	→	9	0	11	→	13	3
1	←	16	4	4	←	8	0	7	←	9	0	11	←	13	1
1	→	17	0	4	→	9	0	7	→	10	4	11	→	14	4
1	←	17	0	4	←	9	0	7	←	10	0	11	←	14	0
2	→	3	0	4	→	10	4	7	→	11	3	11	→	15	0
2	←	3	0	4	←	10	0	7	←	11	0	11	←	15	4
2	→	4	0	4	→	11	3	7	→	12	4	11	→	16	0
2	←	4	0	4	←	11	0	7	←	12	0	11	←	16	4
2	→	5	0	4	→	12	0	7	→	13	4	11	→	17	1
2	←	5	0	4	←	12	0	7	←	13	0	11	←	17	0
2	→	6	3	4	→	13	1	7	→	14	4	12	→	13	0
2	←	6	0	4	←	13	0	7	←	14	0	12	←	13	2
2	→	7	0	4	→	14	3	7	→	15	1	12	→	14	4
2	←	7	0	4	←	14	0	7	←	15	1	12	←	14	0
2	→	8	0	4	→	15	0	7	→	16	0	12	→	15	0
2	←	8	0	4	←	15	4	7	←	16	0	12	←	15	4
2	→	9	0	4	→	16	0	7	→	17	0	12	→	16	0
2	←	9	0	4	←	16	3	7	←	17	0	12	←	16	4
2	→	10	0	4	→	17	0	8	→	9	1	12	→	17	4
2	←	10	0	4	←	17	0	8	←	9	3	12	←	17	0
2	→	11	0	5	→	6	4	8	→	10	0	13	→	14	3
2	←	11	0	5	←	6	0	8	←	10	0	13	←	14	1

2	→	12	0	5	→	7	4	8	→	11	0	13	→	15	0
2	←	12	0	5	←	7	0	8	←	11	0	13	←	15	4
2	→	13	0	5	→	8	0	8	→	12	0	13	→	16	0
2	←	13	0	5	←	8	0	8	←	12	3	13	←	16	4
2	→	14	0	5	→	9	0	8	→	13	1	13	→	17	1
2	←	14	0	5	←	9	0	8	←	13	0	13	←	17	0
2	→	15	0	5	→	10	4	8	→	14	4	14	→	15	0
2	←	15	0	5	←	10	0	8	←	14	0	14	←	15	4
2	→	16	0	5	→	11	4	8	→	15	0	14	→	16	0
2	←	16	4	5	←	11	0	8	←	15	1	14	←	16	4
2	→	17	0	5	→	12	4	8	→	16	0	14	→	17	1
2	←	17	0	5	←	12	0	8	←	16	3	14	←	17	0
3	→	4	4	5	→	13	4	8	→	17	1	15	→	16	0
3	←	4	0	5	←	13	0	8	←	17	0	15	←	16	4
3	→	5	3	5	→	14	4	9	→	10	0	15	→	17	0
3	←	5	0	5	←	14	0	9	←	10	1	15	←	17	0
3	→	6	4	5	→	15	4	9	→	11	1	16	→	17	4
3	←	6	0	5	←	15	0	9	←	11	3	16	←	17	0
												Total Frequency			**356**

Table 29 indicates a total of 356 votes and 272 possible relationships in a system of 17 affinities in the participants' composite mindmap on the powerful use of the KPSS. In order to get a rationalized system of the powerful use of the KPSS, the relationships recorded in the group ART in Table 29 moved into the Interrelationship Diagram (IRD). However, before creating the IRD, a pareto protocol table was designed in order to achieve and document a degree of consensus about which relations needed to be included in the group IRD. The pareto table on the powerful use of the KPSS was presented in Table 30.

Table 30.

The Pareto Table on the Powerful Use of the KPSS

Affinities in Descending order of Frequency with Pareto and Power						
	Affinity pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1	1 ← 4	4	4	0.4	1.1	0.7
2	1 ← 5	4	8	0.7	2.2	1.5
3	1 → 6	4	12	1.1	3.4	2.3
4	1 ← 7	4	16	1.5	4.5	3
5	1 → 10	4	20	1.8	5.6	3.8
6	1 → 11	4	24	2.2	6.7	4.5
7	1 → 12	4	28	2.6	7.9	5.3
8	1 → 13	4	32	2.9	9	6.1
9	1 → 14	4	36	3.3	10.1	6.8
10	1 ← 15	4	40	3.7	11.2	7.5
11	1 ← 16	4	44	4	12.4	8.4
12	2 ← 16	4	48	4.4	13.5	9.1
13	3 → 4	4	52	4.8	14.6	9.8
14	3 → 6	4	56	5.1	15.7	10.6
15	3 → 9	4	60	5.5	16.9	11.4
16	3 → 10	4	64	5.9	18	12.1
17	3 → 12	4	68	6.2	19.1	12.9
18	3 → 13	4	72	6.6	20.2	13.6
19	3 → 14	4	76	7	21.3	14.3
20	3 → 15	4	80	7.4	22.5	15.1
21	3 → 17	4	84	7.7	23.6	15.9
22	4 → 6	4	88	8.1	24.7	16.6
23	4 → 7	4	92	8.5	25.8	17.3
24	4 → 10	4	96	8.8	27	18.2
25	4 ← 15	4	100	9.2	28.1	18.9
26	5 → 6	4	104	9.6	29.2	19.6
27	5 → 7	4	108	10	30.3	20.3
28	5 → 10	4	112	10.3	31.5	21.2

29	5 → 11	4	116	10.7	32.6	21.9
30	5 → 12	4	120	11	33.7	22.7
31	5 → 1	4	124	11.4	34.8	23.4
32	5 → 14	4	128	11.8	36	24.2
33	5 → 15	4	132	12.1	37.1	25
34	6 ← 7	4	136	12.5	38.2	25.7
35	6 → 8	4	140	12.9	39.3	26.4
36	6 → 10	4	144	13.2	40.4	27.2
37	6 → 11	4	148	13.6	41.5	27.9
38	6 → 14	4	152	14	42.7	28.7
39	6 ← 15	4	156	14.3	43.8	29.5
40	7 → 10	4	160	14.7	44.9	30.2
41	7 → 12	4	164	15.1	46.1	31
42	7 → 13	4	168	15.4	47.2	31.8
43	7 → 14	4	172	15.8	48.3	32.5
44	8 → 14	4	176	16.2	49.4	33.2
45	9 → 12	4	180	16.5	50.6	34.1
46	9 ← 13	4	184	16.9	51.7	34.8
47	9 → 14	4	188	17.3	52.8	35.5
48	9 ← 16	4	192	17.6	53.9	36.3
49	10 → 11	4	196	18	55.1	37.1
50	10 ← 12	4	200	18.4	56.2	37.8
51	10 → 14	4	204	18.7	57.3	38.6
52	10 ← 15	4	208	19.1	58.4	39.3
53	10 ← 16	4	212	19.4	59.6	40.2
54	11 → 14	4	216	19.9	60.7	40.8
55	11 ← 15	4	220	20.2	61.8	41.6
56	11 ← 16	4	224	20.6	62.9	42.3
57	12 → 14	4	228	21	64.1	43.1
58	12 ← 15	4	232	21.3	65.2	43.9
59	12 ← 16	4	236	21.7	66.3	44.6
60	12 → 17	4	240	22.1	67.4	45.3
61	13 ← 15	4	244	22.4	68.5	46.1

62	13 ← 16	4	248	22.8	69.7	46.9
63	14 ← 15	4	252	23.2	70.8	47.6
64	14 ← 16	4	256	23.5	71.9	48.4
65	15 ← 16	4	260	23.9	73	49.1
66	16 → 17	4	264	24.3	74.1	49.8
67	1 ← 3	3	267	24.6	75	50.4
68	1 ← 9	3	270	25	75.8	50.8
69	2 → 6	3	273	25.4	76.7	51.3
70	3 → 5	3	276	25.7	77.5	51.8
71	3 → 7	3	279	26.1	78.4	52.3
72	3 → 8	3	281	26.5	78.9	52.4
73	3 → 16	3	284	26.8	79.8	53
74	4 ← 5	3	287	27.2	80.6	53.4
75	4 → 11	3	290	27.6	81.5	53.9
76	4 → 14	3	293	27.9	82.3	54.4
77	4 ← 16	3	296	28.3	83.1	54.8
78	6 → 9	3	299	28.7	84	55.3
79	6 → 13	3	301	29	84.6	55.6
80	6 ← 16	3	304	29.4	85.4	56
81	6 ← 17	3	307	29.8	86.2	56.4
82	7 → 11	3	310	30.1	87.1	57
83	8 ← 9	3	313	30.5	87.9	57.4
84	8 ← 12	3	316	30.9	88.8	57.9
85	8 ← 16	3	319	31.2	89.6	58.4
86	9 ← 11	3	321	31.6	90.2	58.6
87	9 → 17	3	324	32	91	59
88	10 → 13	3	327	32.4	91.9	59.5
89	11 → 13	3	330	32.7	92.7	60
90	13 → 14	3	333	33.1	93.5	60.4
91	12 ← 13	2	335	33.5	94.1	60.6
92	1 ← 2	1	336	33.8	94.4	60.6
93	1 → 9	1	337	34.2	94.7	60.5
94	4 → 13	1	338	34.6	94.9	60.3

95	5 → 17	1	339	34.9	95.2	60.3
96	6 → 12	1	340	35.3	95.5	60.2
97	7 → 8	1	341	35.7	95.8	60.1
98	7 → 15	1	342	36	96.1	60.1
99	7 ← 15	1	343	36.4	96.3	59.9
100	8 → 9	1	344	36.8	96.6	59.8
101	8 → 13	1	345	37.1	96.9	59.8
102	8 ← 15	1	346	37.5	97.2	59.7
103	8 → 17	1	347	37.9	97.5	59.6
104	9 ← 10	1	348	38.2	97.8	59.6
105	9 → 11	1	349	38.6	98	59.4
106	10 ← 13	1	350	39	98.3	59.3
107	10 → 17	1	351	39.3	98.6	59.3
108	11 ← 13	1	352	39.7	98.8	59.1
109	11 → 17	1	353	40.1	99.1	59
110	13 ← 14	1	354	40.5	99.4	58.9
111	13 → 17	1	355	40.8	99.6	58.8
112	14 → 17	1	356	41.2	100	58.8
113	1 → 2	0	356	41.5	100	58.5
114	1 → 3	0	356	41.9	100	58.1
115	1 → 4	0	356	42.3	100	57.7
116	1 → 5	0	356	42.6	100	57.4
117	1 ← 6	0	356	43	100	57
118	1 → 7	0	356	43.4	100	56.6
119	1 → 8	0	356	43.7	100	56.3
120	1 ← 8	0	356	44.1	100	55.9
121	1 ← 10	0	356	44.5	100	55.5
122	1 ← 11	0	356	44.9	100	55.1
123	1 ← 12	0	356	45.2	100	54.8
124	1 ← 13	0	356	45.6	100	54.4
125	1 ← 14	0	356	46	100	54
126	1 → 15	0	356	46.3	100	53.7

127	1 → 16	0	356	46.7	100	53.3
128	1 → 17	0	356	47.1	100	52.9
129	1 ← 17	0	356	47.4	100	52.6
130	2 → 3	0	356	47.8	100	52.2
131	2 ← 3	0	356	48.2	100	51.8
132	2 → 4	0	356	48.5	100	51.5
133	2 ← 4	0	356	48.9	100	51.1
134	2 → 5	0	356	49.3	100	50.7
135	2 ← 5	0	356	49.6	100	50.4
136	2 ← 6	0	356	50	100	50
137	2 → 7	0	356	50.4	100	49.6
138	2 ← 7	0	356	50.7	100	49.3
139	2 → 8	0	356	51.1	100	48.9
140	2 ← 8	0	356	51.5	100	48.5
141	2 → 9	0	356	51.8	100	48.2
142	2 ← 9	0	356	52.2	100	47.8
143	2 → 10	0	356	52.6	100	47.4
144	2 ← 10	0	356	52.9	100	47.1
145	2 → 11	0	356	53.3	100	46.7
146	2 ← 11	0	356	53.7	100	46.3
147	2 → 12	0	356	54	100	46
148	2 ← 12	0	356	54.4	100	45.6
149	2 → 13	0	356	54.8	100	45.2
150	2 ← 13	0	356	55.1	100	44.9
151	2 → 14	0	356	55.5	100	44.5
152	2 ← 14	0	356	55.9	100	44.1
153	2 → 15	0	356	56.2	100	43.8
154	2 ← 15	0	356	56.6	100	43.4
155	2 → 16	0	356	57	100	43
156	2 → 17	0	356	57.4	100	42.6
157	2 ← 17	0	356	57.7	100	42.3

158	3 ← 4	0	356	58.1	100	41.9
159	3 ← 5	0	356	58.5	100	41.5
160	3 ← 6	0	356	58.8	100	41.2
161	3 ← 7	0	356	59.1	100	40.9
162	3 ← 8	0	356	59.6	100	40.4
163	3 ← 9	0	356	59.9	100	40.1
164	3 ← 10	0	356	60.3	100	39.7
165	3 → 11	0	356	60.7	100	39.3
166	3 ← 11	0	356	61	100	39
167	3 ← 12	0	356	61.4	100	38.6
168	3 ← 13	0	356	61.8	100	38.2
169	3 ← 14	0	356	62.1	100	37.9
170	3 ← 15	0	356	62.5	100	37.5
171	3 ← 16	0	356	62.9	100	37.1
172	3 ← 17	0	356	63.2	100	36.8
173	4 → 5	0	356	63.6	100	36.4
174	4 ← 6	0	356	64	100	36
175	4 ← 7	0	356	64.3	100	35.7
176	4 → 8	0	356	64.7	100	35.3
177	4 ← 8	0	356	65.1	100	34.9
178	4 → 9	0	356	65.4	100	34.6
179	4 ← 9	0	356	65.8	100	34.2
180	4 ← 10	0	356	66.2	100	33.8
181	4 ← 11	0	356	66.5	100	33.5
182	4 →12	0	356	66.9	100	33.1
183	4 ← 12	0	356	67.3	100	32.7
184	4 ← 13	0	356	67.6	100	32.4
185	4← 14	0	356	68	100	32
186	4 → 15	0	356	68.4	100	31.6
187	4→ 16	0	356	68.7	100	31.3
188	4 → 17	0	356	69.1	100	30.9
189	4← 17	0	356	69.4	100	30.6

190	5 ← 6	0	356	69.8	100	30.2
191	5 ← 7	0	356	70.2	100	29.8
192	5 → 8	0	356	70.6	100	29.4
193	5 ← 8	0	356	70.9	100	29.1
194	5 → 9	0	356	71.3	100	28.7
195	5 ← 9	0	356	71.7	100	28.3
196	5 ← 10	0	356	72.1	100	27.9
197	5 ← 11	0	356	72.4	100	27.6
198	5 ← 12	0	356	72.8	100	27.2
199	5 ← 13	0	356	73.2	100	26.8
200	5 ← 14	0	356	73.5	100	26.5
201	5 ← 15	0	356	73.9	100	26.1
202	5 → 16	0	356	74.3	100	25.7
203	5 ← 16	0	356	74.6	100	25.4
204	5 ← 17	0	356	75	100	25
205	6 → 7	0	356	75.4	100	24.6
206	6 ← 8	0	356	75.7	100	24.3
207	6 ← 9	0	356	76.1	100	23.9
208	6 ← 10	0	356	76.5	100	23.5
209	6 ← 11	0	356	76.8	100	23.2
210	6 ← 12	0	356	77.2	100	22.8
211	6 ← 13	0	356	77.6	100	22.4
212	6 ← 14	0	356	77.9	100	22.1
213	6 → 15	0	356	78.3	100	21.7
214	6 → 16	0	356	78.7	100	21.3
215	6 → 17	0	356	79	100	21
216	7 ← 8	0	356	79.4	100	20.6
217	7 → 9	0	356	79.8	100	20.2
218	7 ← 9	0	356	80.1	100	19.9
219	7 ← 10	0	356	80.5	100	19.5
220	7 ← 11	0	356	80.9	100	19.1
221	7 ← 12	0	356	81.2	100	18.8
222	7 ← 13	0	356	81.6	100	18.4

223	7 ← 14	0	356	82	100	18
224	7 → 16	0	356	82.4	100	17.6
225	7 ← 16	0	356	82.7	100	17.3
226	7 → 17	0	356	83.1	100	16.9
227	7 ← 17	0	356	83.5	100	16.5
228	8 → 10	0	356	83.8	100	16.2
229	8 ← 10	0	356	84.2	100	15.8
230	8 → 11	0	356	84.6	100	15.4
231	8 ← 11	0	356	84.9	100	15.1
232	8 → 12	0	356	85.3	100	14.7
233	8 ← 13	0	356	85.7	100	14.3
234	8 ← 14	0	356	86	100	14
235	8 → 15	0	356	86.4	100	13.6
236	8 → 16	0	356	86.8	100	13.2
237	8 ← 17	0	356	87.1	100	12.9
238	9 → 10	0	356	87.5	100	12.5
239	9 ← 12	0	356	87.9	100	12.1
240	9 → 13	0	356	88.2	100	11.8
241	9 ← 14	0	356	88.6	100	11.4
242	9 → 15	0	356	89	100	11
243	9 ← 15	0	356	89.3	100	10.7
244	9 → 16	0	356	89.7	100	10.3
245	9 ← 17	0	356	90.1	100	9.9
246	10 ← 11	0	356	90.4	100	9.6
247	10 → 12	0	356	90.8	100	9.2
248	10 ← 14	0	356	91.2	100	8.8
249	10 → 15	0	356	91.5	100	8.5
250	10 → 16	0	356	91.9	100	8.1
251	10 ← 17	0	356	92.3	100	7.7

252	11 → 12	0	356	92.6	100	7.4
253	11 ← 12	0	356	93	100	7
254	11 ← 14	0	356	93.4	100	6.6
255	11 → 15	0	356	93.7	100	6.3
256	11 → 16	0	356	94.1	100	5.9
257	11 ← 17	0	356	94.5	100	5.5
258	12 → 13	0	356	94.9	100	5.1
259	12 ← 14	0	356	95.2	100	4.8
260	12 → 15	0	356	95.6	100	4.4
261	12 → 16	0	356	96	100	4
262	12 ← 17	0	356	96.3	100	3.7
263	13 → 15	0	356	96.7	100	3.3
264	13 → 16	0	356	97.1	100	2.9
265	13 ← 17	0	356	97.4	100	2.6
266	14 → 15	0	356	97.8	100	2.2
267	14 → 16	0	356	98.2	100	1.8
268	14 ← 17	0	356	98.5	100	1.5
269	15 → 16	0	356	98.9	100	1.1
270	15 → 17	0	356	99.3	100	0.7
271	15 ← 17	0	356	99.6	100	0.4
272	16 ← 17	0	356	100	100	0

In Table 30, there are 272 pair relationships pertaining the participants' common system of the powerful use of the KPSS. It is possible to trace 112 different possible pairs for which a cause and relation exists. 160 of the possible relationships did not get any votes. Additionally, the relationships between 92 and 112 were considered ambiguous because the arguments on these 21 relationships were not solved in the pareto chart as they received only one vote. Therefore, the value of the cumulative

percent (frequency) was examined in order to understand the variance accounted for by each succeeding relationship and illustrated in Figure 22.

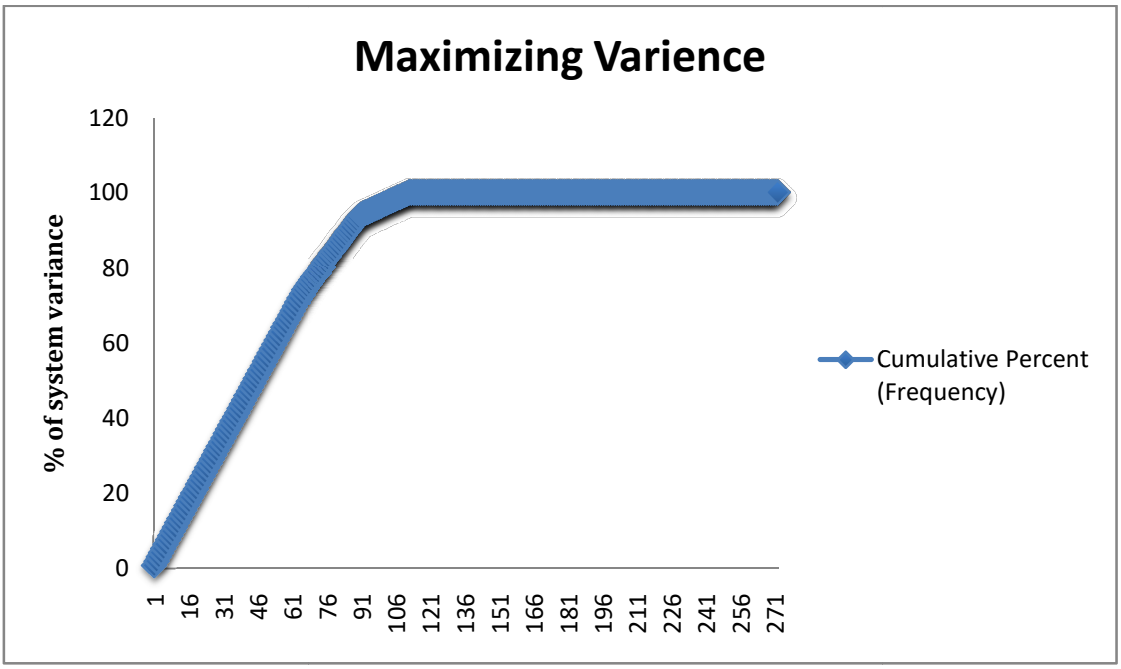


Figure 22. Cumulative percent (frequency)

In Figure 22, the possible 112 relationships account for the total variation in the system. In order to set cutoff point to decide which relationships should be included in the group IRD, power value in Table 30 was checked and illustrated in Figure 23.

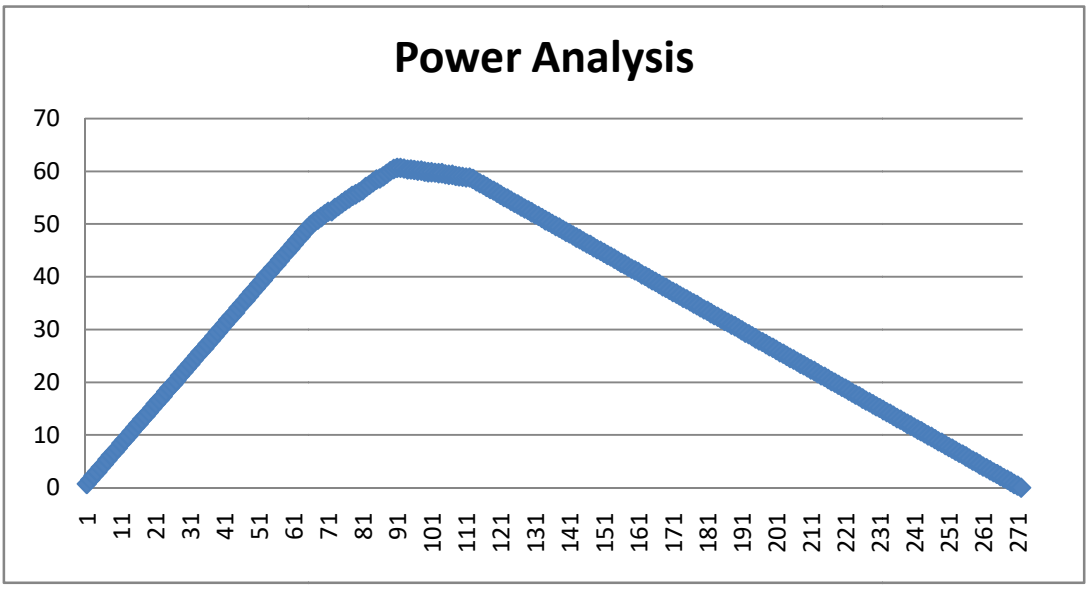


Figure 23. Power analysis graph

In Figure 23, the power curves peaks at a value of 60.6 at 91 relationships by explaining 94.1 of the total variation in group system. Accordingly, considering power value as a base to determine cut-off point, the first 91 relationships were included in the composite IRD. So as to rationalize the participants'shared system of the powerful use of the KPSS in the Turkish context, the first 91 relationships recorded in the pareto table were moved into the group interrelationship diagram (IRD). Each of 91 relationships was recorded twice: once with an up arrow, and once with a left arrow. After the group IRD was filled in, the seventeen affinities were sorted in descending order of their delta values. The group IRD in which affinities were in descending order of delta was presented in Table 31.

Table 31.

The Group IRD Sorted in Descending Order of △ on the Powerful Use of the KPSS

Group Tabular IRD

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	out	in	△
3	↑		-	↑	↑	↑	↑	↑	↑	↑		↑	↑		↑	↑	↑	14	0	14
16	↑	↑	←	↑		↑		↑	↑	↑	↑	↑	↑	↑	↑	-	↑	13	1	12
5	↑		←	↑	-	↑	↑			↑	↑	↑	↑	↑	↑			10	1	9
15	↑		←	↑	←	↑				↑	↑	↑	↑	↑	-	←		8	3	5
7	↑		←	←	←	↑	-			↑	↑	↑	↑	↑				7	3	4
4	↑		←	-	←	↑	↑			↑	↑			↑	←	←		6	4	2
2		-				↑										←		1	1	0
9	↑		←			←		↑	-		←	↑	←	↑		←	↑	5	5	0
1	-		←	←	←	↑	←		←	↑	↑	↑	↑	↑	←	←		6	7	-1
6	←	←	←	←	←	-	←	↑	↑	↑	↑		↑	↑	←	←	←	6	9	-3
17			←			↑			←			←				←	-	1	4	-3
8			←			←		-	←			←		↑		←		1	5	-4
12	←		←		←		←	↑	←	↑		-	←	↑	←	←	↑	4	8	-4
11	←			←	←	←	←		↑	←	-		↑	↑	←	←		3	8	-5
10	←		←	←	←	←	←			-	↑	←	↑	↑	←	←		3	9	-6
13	←		←		←	←	←		↑	←	←	↑	-	↑	←	←		3	9	-6
14	←		←	←	←	←	←	←	←	←	←	←	←	-	←	←		0	14	-14

In Table 31, Affinity 3, Affinity 16, Affinity 5, Affinity 15, Affinity 7 and Affinity 4 had deltas with positive numbers, whereas Affinity 14 Affinity 13 Affinity 10 Affinity 11 Affinity 12 Affinity 8 Affinity 17 Affinity 6 and Affinity 1 had negative delta values. The affinities with positive delta values were entitled as drivers causing elements in the participants' perceived system of the powerful use of the KPSS. However, the affinities with negative numbers were outcomes regarded as the results of the cause-effect relationships in their mindmap on the powerful use of the KPSS. Through the examination of the Ins and Out columns in Table 31 the tentative SID assignments on the powerful use of the KPSS were determined and presented in Table 32.

Table 32.

Tentative SID Assignments on the Powerful Use of the KPSS

	Tentative SID Assignments
3	Primary Driver
16	Secondary Driver
5	Secondary Driver
15	Secondary Driver
7	Secondary Driver
4	Secondary Driver
2	Circulator/Pivot
9	Circulator/Pivot
1	Secondary Outcome
6	Secondary Outcome
17	Secondary Outcome
8	Secondary Outcome
12	Secondary Outcome
11	Secondary Outcome
10	Secondary Outcome
13	Secondary Outcome
14	Primary Outcome

Table 32 shows that Affinity 3 was entitlied as the primary driver by having no Ins, while Affinity 14 with zero Outs was labelled as the primary outcome in the participants' perceived system. Affinities 16, 5, 15, 7, 4 were defined as the secondary drivers, whereas affinities 13, 10, 11, 12, 8, 17, 6 and 1 were named as secondary

outcomes in the system. So as to develop the SIDs of the participants' perception system on the use of the KPSS, the affinities were arranged according to the tentative SID assignments. The seventeen affinities were placed in rough order: primary and secondary drivers to the left and the secondary and primary outcomes to the right on the screen. Each affinity number was placed in a shape of square with arrows connecting 91 affinity pairs in the group IRD. The cluttered SID of the powerful use of the KPSS was developed and presented in Figure 24.

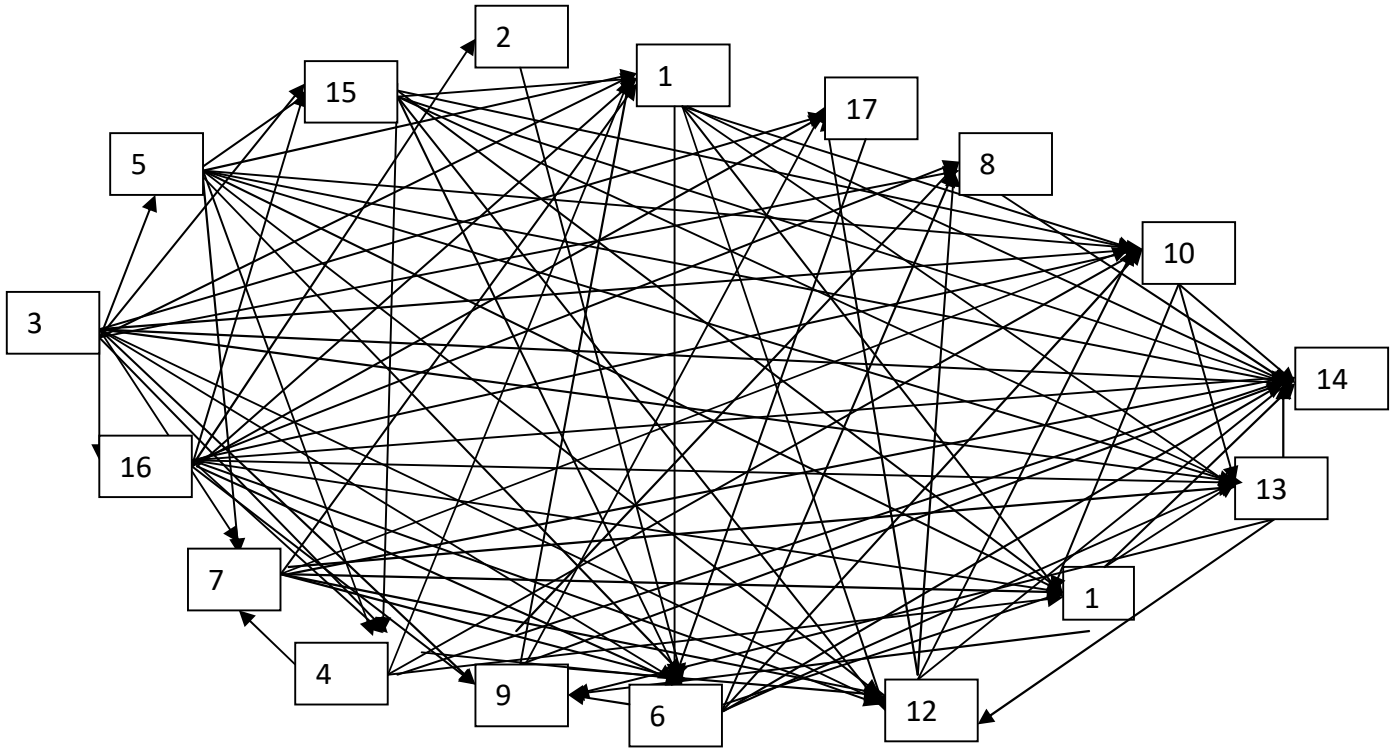


Figure 24. Cluttered SID of the powerful use of the KPSS

Figure 24 shows the participants' composite mindmap on the powerful use of the KPSS in the Turkish context. This visual representation included all of the links identified by the constituents on the powerful use of the KPSS in the group IRD. However, the enormity of the number of the relationships makes it hard to interprete the diagram. Therefore, in order to get the participants' final system of the powerful use of the KPSS, the pareto reconciled SID which did not include the redundant links was produced and presented in Figure 25.

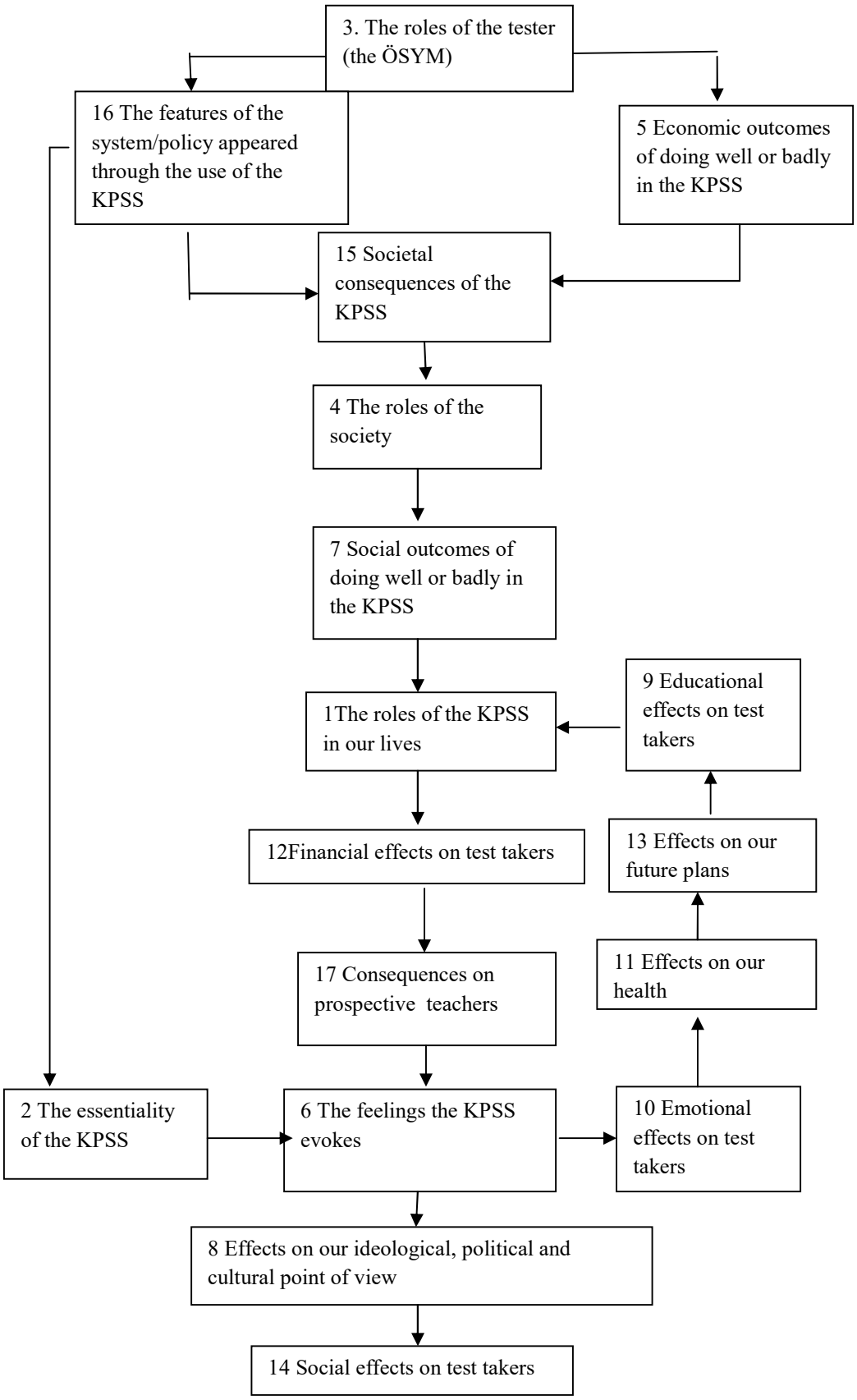


Figure 25. Composite pareto reconciled uncluttered SID of the powerful use of the KPSS

In Figure 25 *the roles of the tester (the ÖSYM)* is the main driving force in the participants' perception system on the use of the KPSS in Turkish context. Here, the tester (the ÖSYM) made all the critical decision that can influence and generate the powerful use of the KPSS in the testing discourse of the KPSS. For a more comprehensive picture of participants' perception, the zoomed SIDs were developed. By providing a theoretical code onto each link in the pareto reconciled SID in Figure 25, the theoretical summary SID of the powerful use of the KPSS in the Turkish context was developed and illustrated in Figure 26.

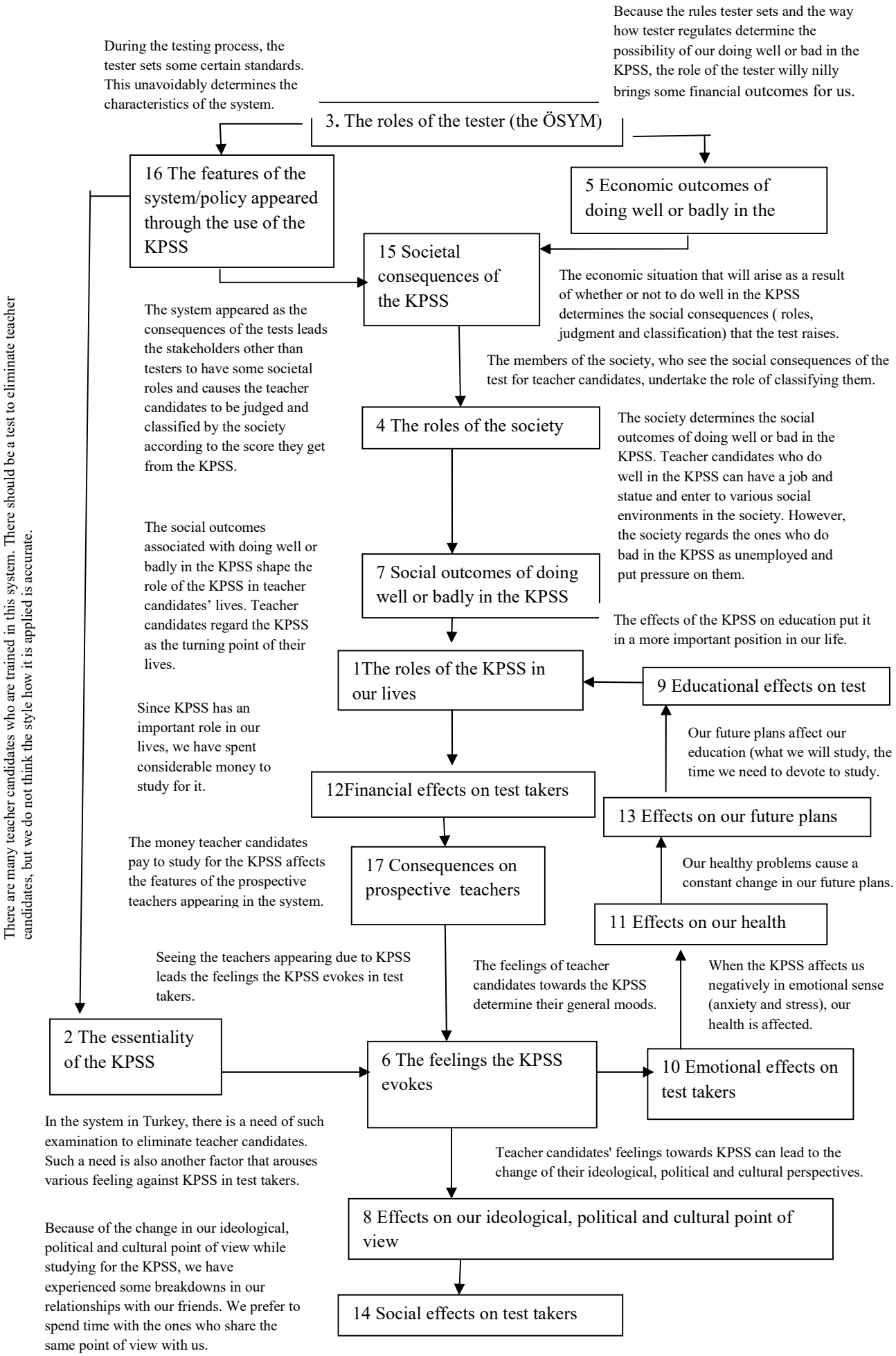

Because the rules tester sets and the way how tester regulates determine the possibility of our doing well or bad in the KPSS, the role of the tester willy nilly brings some financial outcomes for us.
During the testing process, the tester sets some certain standards. This unavoidably determines the characteristics of the system.
3. The roles of the tester (the ÖSYM)
16 The features of the system/policy appeared through the use of the KPSS
5 Economic outcomes of doing well or badly in the
15 Societal consequences of the KPSS
The economic situation that will arise as a result of whether or not to do well in the KPSS determines the social consequences (roles, judgment and classification) that the test raises.
The system appeared as the consequences of the tests leads the stakeholders other than testers to have some societal roles and causes the teacher candidates to be judged and classified by the society according to the score they get from the KPSS.
The members of the society, who see the social consequences of the test for teacher candidates, undertake the role of classifying them.
4 The roles of the society
The society determines the social outcomes of doing well or bad in the KPSS. Teacher candidates who do well in the KPSS can have a job and statue and enter to various social environments in the society. However, the society regards the ones who do bad in the KPSS as unemployed and put pressure on them.
The social outcomes associated with doing well or badly in the KPSS shape the role of the KPSS in teacher candidates' lives. Teacher candidates regard the KPSS as the turning point of their lives.
7 Social outcomes of doing well or badly in the KPSS
The effects of the KPSS on education put it in a more important position in our life.
1The roles of the KPSS in our lives
9 Educational effects on test
Since KPSS has an important role in our lives, we have spent considerable money to study for it.
Our future plans affect our education (what we will study, the time we need to devote to study.
12Financial effects on test takers
13 Effects on our future plans
The money teacher candidates pay to study for the KPSS affects the features of the prospective teachers appearing in the system.
17 Consequences on prospective teachers
Our healthy problems cause a constant change in our future plans.
11 Effects on our health
Seeing the teachers appearing due to KPSS leads the feelings the KPSS evokes in test takers.
The feelings of teacher candidates towards the KPSS determine their general moods.
When the KPSS affects us negatively in emotional sense (anxiety and stress), our health is affected.
2 The essentiality of the KPSS
6 The feelings the KPSS evokes
10 Emotional effects on test takers
In the system in Turkey, there is a need of such examination to eliminate teacher candidates. Such a need is also another factor that arouses various feeling against KPSS in test takers.
Teacher candidates' feelings towards KPSS can lead to the change of their ideological, political and cultural perspectives.
8 Effects on our ideological, political and cultural point of view
Because of the change in our ideological, political and cultural point of view while studying for the KPSS, we have experienced some breakdowns in our relationships with our friends. We prefer to spend time with the ones who share the same point of view with us.
14 Social effects on test takers
There are many teacher candidates who are trained in this system. There should be a test to eliminate teacher candidates, but we do not think the style how it is applied is accurate.

Figure 26. Composite theoretical summary SID of the powerful use of the KPSS

Figure 26 reveals that in the Turkish context, the KPSS starts to generate power through the ÖSYM regulations in the testing discourse of the KPSS. The students perceive that what kind of rules and regulations the ÖSYM expects them to follow in the testing discourse of the KPSS has an influential role not only in the development of the features of the policy appeared through the KPSS but also in the effort they need to make in order to obtain the economic outcomes of doing well or badly in the KPSS. This policy together with the ecomomic outcomes causes some societal consequences. The participants put forward that when the society becomes aware of the significance of the KPSS results, it casts itself the role of oppressor until teacher candidates do well in the KPSS and get appointed in the schools of the Ministry of National Education. As a result, the candidates who get appointed will be named and get the identity as teachers in the society, whereas the ones who do not will be regarded as idlesses. Thus, the KPSS comes to have a major and influential role in the lives of teacher candidates. Chenking the system the participants have on the powerful use of the KPSS in Turkey, the rest of the system flows into a feedback loop including *the roles of the KPSS in our lives*, *financial effects on test takers, consequences on prospective teachers, the feelings the KPSS evokes, emotional effects on test takers, effects on our health, effects on our future plans, and educational effects on test takers* (Affinities 1, 12, 17, 6, 10, 11, 13, 9). Catching a sight into the axial codes and definitions of the affinies with the placement of the loop in the whole system, this feedback loop is named as *the cycle of change in teacher candidates*' *inner worlds* as subsystem illustrated in Figure 27.

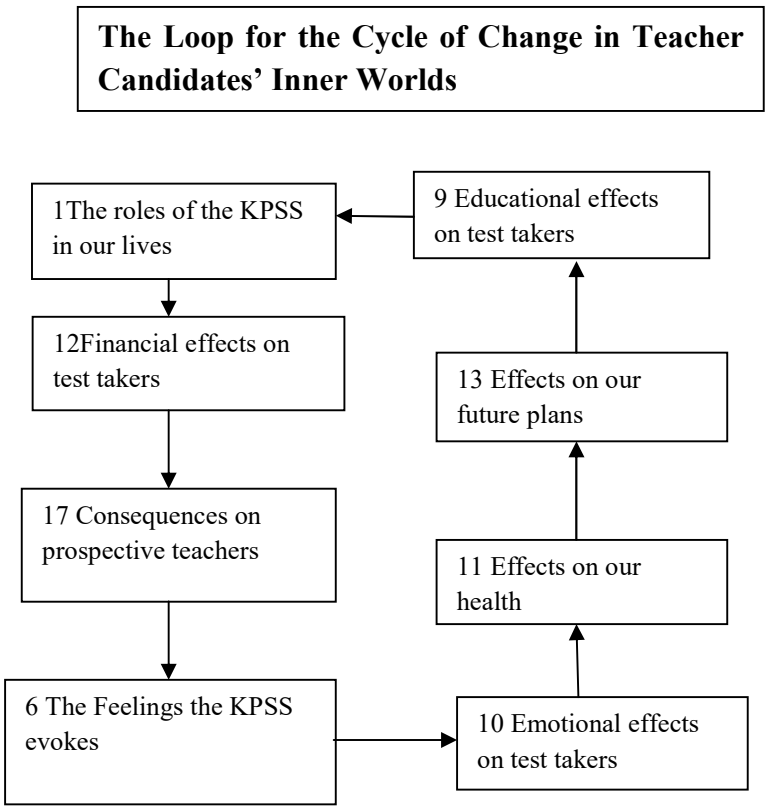


Figure 27. *The cycle of change in teacher candidates*' *inner worlds* Feedback Loop

In Figure 27, the students assess how the existance of the KPSS in Turkish education system affects their inner world. The participants seem to be convinced that the KPSS has a major role in their lives. They are inclined to pay a large sum of money to be prepared for the exam. On the other hand, they also believe that this system generates a certain type of teachers. They are aware of the fact that they turn into teachers that they do not want to be. They inevitably develop some negative feelings towards the KPSS, which impairs their general pyschological and emotional states. Thus, some effects on their health and their future plans and education become invisible. Cyclically, all these affinities determine the change the KPSS creates in the interiors of teacher candidates.

Substituting the feedback loop 1-12-17-6-10-11-13-9 via the subsystem to *the cycle of change in teacher candidates*' *inner worlds* in the participants' common perceived system of the powerful use of the KPSS, the telephoto view SID is obtained and presented in Figure 28.

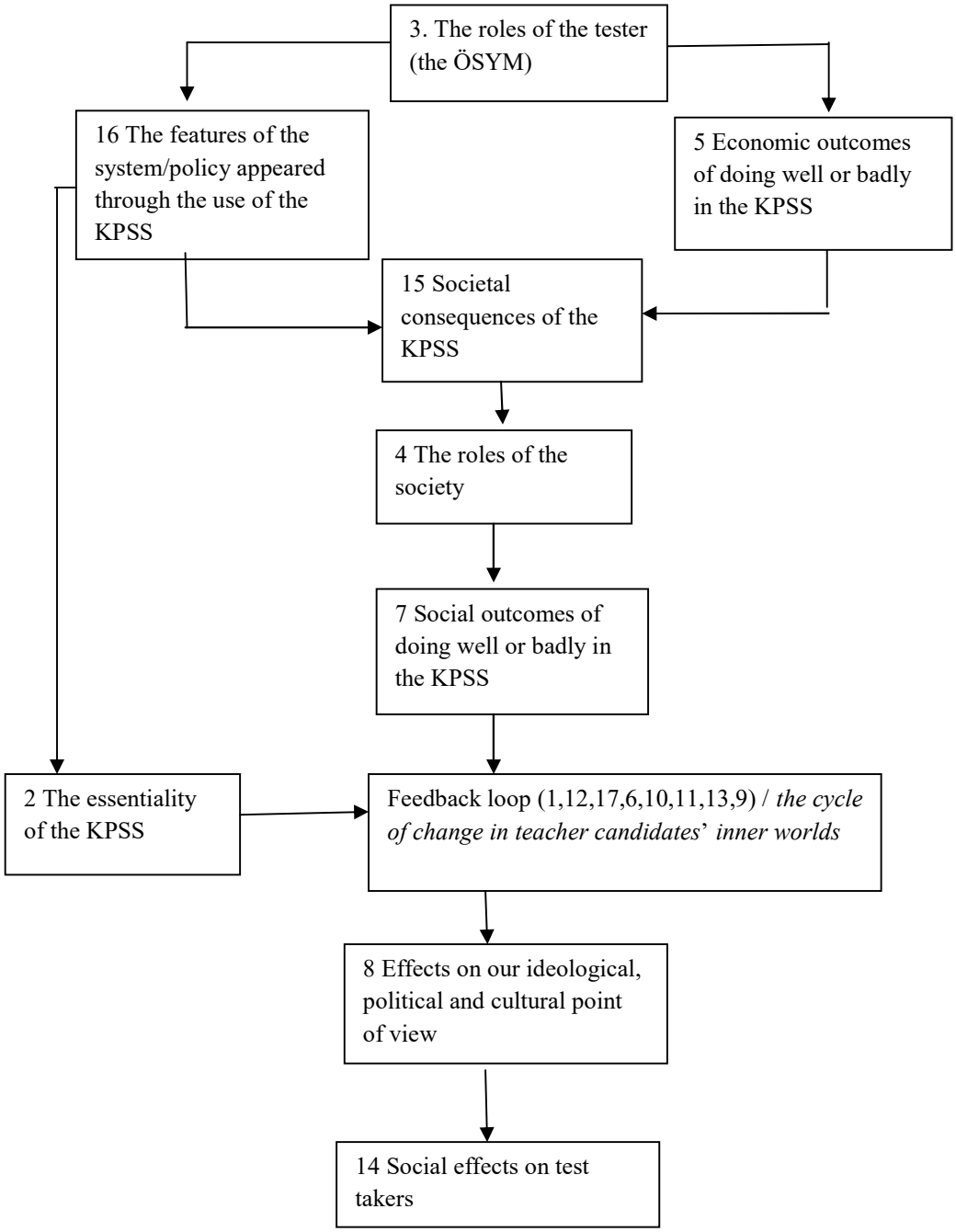


Figure 28. Composite telephoto view SID of the powerful use of the KPSS

The system in Figure 28 is not zoomed any further to present a linear system. It is evident that the participants believe in the essentiality of the KPSS though they do not support the way it is applied in the Turkish context. In fact, in the participants' shared system of the powerful use of the KPSS, the necessity of an examination is one of the driving factors for *the cycle of change in teacher candidates' inner worlds* together with s*ocial outcomes of doing well or badly in the KPSS.* The participants perceive that *the*

cycle of change in teacher candidates' inner worlds brings out some effects on their ideological, political and cultural point of views and even causes breakdowns in their social relationships.

4.5. Summary

This chapter has elaborated on the findings of the each phase of the study sequentially. All in all, the evidence acquired from the research findings suggests that driven by power originated from various factors in the discourse of the testing, the KPSS has developed a set of unintended effects and consequences through coaching skillful change of individuals in the Turkish context. Its original intention to select the ones who get assigned as civil servants and teachers is distorted due to the power it enjoys over student teachers of English. The findings show that the KPSS might not fail in achieving its purpose, but in practice it has served some undeclared and unintended functions and use affecting other events for better or worse.

CHAPTER V

DISCUSSION

5.1. Introduction

This study aiming to investigate the use of the KPSS as social phenomenon in the Turkish context is organized around three phases as stated before. It is concerned with the intentions, power, effects and consequences of the KPSS together with the origin of its power. This chapter discusses the findings of the study on the basis of the seven research questions guiding the study.

5. 2. Evaluation of the Research Questions

In this section, the findings of the study will be evaluated and discussed using the research questions as a framework by regarding the use of the KPSS as social practice conducted in Turkish context.

Research Question 1:

What are the officially declared intentions and rationale for the introduction and use of the KPSS for the recruitment of English language teachers in the Turkish context?

The findings obtained for Research Question 1 by the analysis of 23 official documents on the KPSS showed that the officially declared intention for the introduction and use of the KPSS is to select the ones who get assigned as civil servants and teachers for the first time. It is a must to take the KPSS and do well in it to get assignment to the positions of civil servants and teachers in the Turkish context (General Regulation on the Examinations to be Made for the First Time Assignments as Civil Servants). The findings showed that the KPSS is primarily a quality control for those entering the teaching profession, a screening measure.

Underpinning such practices is the assertion that tests are objective, reliable valid and impartial. As Shohamy (2001b) says, “tests consist of rituals and ceremony along with the establishment of truth, and all in the name of objectivity” (p. 17). Thus, there is no disagreement that standardized tests are endowed with economic, social and political values and agendas. Indeed, they have the potential to turn into ideologies and

serve some functions other than the ones officially stated. Unfortunately, there tend to be discrepancies between their officially declared purposes and their uses in society because they might have high-stakes that guide them to serve unintended functions rather than declared ones. As stated by Luxia (2005)

> high-stakes tests, powerful as they are, might not be efficient agents for profound changes that are believed to promote the development of educationally desired knowledge and ability. This is because the very function that empowers the test is likely to be in conflict with its intended washback effect, making it too blunt an instrument for promoting desirable changes in teaching and learning (p.164).

In our context, it might mean that the KPSS as a national standardized test might have the potential to exercise power that can bring unintended effects and consequences in the testing discourse of the KPSS. In fact, this is the very reason why this study attempted to develop a scale which is discussed in the following section.

Research Question 2:

What are the psychometric features of the scale the Power of the KPSS on Student Teachers of ELT in the Turkish Context?

Before examining the power the KPSS exercises over student teachers of English in Turkey, the findings in relation to Research Question 2 presented the psychometric features of *the Power of the KPSS on Student Teachers of ELT in the Turkish Context* a likert scale developed specifically for this study. The findings of its psychometric features included the findings related to content and face validity of the scale, dimensionality and item values through the EFA, the CFA and reliability analysis.

Both identification of the constructs and items related to the power of tests elaborate, thoughtful and critical evaluation (and re-evaluation) of the content of each item by experts and student teachers supported the basis for content and face validity of the scale *the Power of the KPSS over Student Teachers of ELT in the Turkish Context*.

The inspection of the EFA findings of *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* showed that it is comprised of 43 items with four factor structure: 1) *the functions of the KPSS in the lives of the test takers*, 2) *the feelings the KPSS evokes in test takers*, 3) *the educational functions of the KPSS*, 4) *the impact of the KPSS on behaviours of the others towards test takers*. It was determined

that the four factors in the scale explain 45.593% of the total variance. This can be interpreted as such that the variance ratio explained by the scale is acceptable for measuring the power the KPSS exercises over student teachers of ELT in the Turkish context (Tavşancıl, 2014). In addition, it was determined as a result of the EFA that the factor load values are .363 and above (see Table 9). In this regard, it can be stated that factor load values are good (Comrey & Lee, 1992; Sheskin, 2004; Tabachnick & Fidell, 2007). In addition to factor loads, the factor variances of a set of 43 items were examined. They vary between .174 and .749 (see Table 9).

Additionally, for the reliability of the scale the Cronbach's Alpha coefficients for the scale and its sub-factors, item – general total score correlation and t-test values regarding the difference between the 27% of sub and super groups were examined (see Table 10). The Cronbach's Alpha coefficients for the four factors in the scale were calculated as .878, .869, .853 and .865 within the scope of the reliability work carried out for the scale. The Cronbach's Alpha value for the scale as a whole was calculated as .910. In this regard, it can be stated that the Crombach's alpha values are quite good in order to interpret the reliability of a scale. This means that the Cronbach's alpha values are at acceptable level indicating that the scale is a very reliable (Büyüköztürk, 2011).

The correlation analysis was also carried out for examining the relationships between the sub-factors of *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* with the general total score. The sub-factors are related with the total scores at levels of .807, .701, .481 and .589 respectively, and that these relationships are positive and statistically significant at a level of .01. High and statistically significant correlation values indicated that these four sub-factors are components of the scale.

Additionally, the CFA findings on the structural model of *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* comprised of four factors and 43 items were examined on the basis of RMSEA (Root mean square Error of Approximation), SRMR, CFI, NFI, the value of X^2 normalized according to sample size (X^2/sd) and IFI values (see Table 12). These values showed that X2/sd, RMSEA, CFI and IFI among the CFA fit indices of the power of KPSS are at perfect fit level, whereas SRMR and NFI are at acceptable fit level (Çokluk & Şakercioğlu & Büyüköztürk, 2014). Respectively, the results of the CFA indicated that the factor structure obtained from the EFA fit with the data gathered from the CFA.

In addition to structural values of the scale, the CFA findings related to item evaluation includes R2 values, *p* values and *t* values of the items together with the

standardized factor loads of items (see Table 13). The standardized factor loads of the items vary between .22 or .94 while *t* values of the items varying between 16.90 and 3.41 are statistically significant at a level of .01. Additionally *t* values of the items are statistically significant at a level of .001. This means that all items make significant contributions to their respective factors.

To sum, general inspection of the psychometric findings in relation to the content and face validity, the EFA, the CFA and reliability analysis of the scale revealed that the structural model of the scale with four factors including 43 items and its items and sub-factors are statistically verified. This means *The Power of the KPSS over Student Teachers of ELT in the Turkish Context* has acceptable reliability and validity, and supports the existence of four separate dimensions in terms of the power of the KPSS: 1) the functions of the KPSS in the lives of the test takers, 2) the feelings the KPSS evokes in test takers, 3) the educational functions of the KPSS, 4) the impact of the KPSS on behaviours of the others towards test takers. Looking at the results, *the Power of the KPSS over Student Teachers of ELT in the Turkish Context* appears to be an efficient, practical, and factorially valid measure of power of the KPSS over student teachers of English in Turkey.

Research Question 3:

Does the KPSS procedure generate power over the test takers in the Turkish context? If so, how powerful is it in the lives of prospective English language teachers?

The answer for the third research question was investigated through the use of the scale *The Power of the KPSS over Student Teachers of ELT in the Turkish Context*. One sample *t* test was run in order to get the data on whether the KPSS exercises power over the lives of test takers (see Table 14). The results of one sample *t* test presented that the KPSS generates power over the 4th year student teachers of English in the Turkish context (t_{631}= 198.098, p<.001). The examination of the results shows that the average scores of the participants is 3.3940. Hence, it is possible to express that the power of the KPSS over the student teachers of English is almost near high level of power. Then, the level of the power the KPSS exercises over each student teacher was examined. The findings reveal that the KPSS has medium or high level of power over most of student teachers of English.

According to the findings related to the *t* test, the KPSS enjoys power over student teachers of English. The reason behind these findings might be the potential of tests to generate power causing various impacts that may be independent of the original intentions of the testers (Cheng & Curtis, 2004; Cheng, 2008; Menken, 2017; Shohamy & Menken, 2015). In fact, tests in nature tend to be exploited for power. Despite the attempts for ensuring their impartiality and neutrality, tests can effectively contol, limit and even manipulate. Driven by the explanation of McNamara and Roever (2006) "the test is the point of insertion of power in the lives of those to whom it is directed" (p. 191), it can be said that the officially declared intention of the KPSS to select the ones who get assigned as civil servants and teachers is overwhelmingly distorted due to the power it exercises over student teachers of English. Though in traditional testing this might not be considered as a major concern, the new critical perspective in the literature of testing and assessment regarding tests as social phenomenon is mindful of judging the quality of tests through questioning their power, effects and consequences (Menken, 2008b; Shohamy, 2008b; Xi & Davis, 2016). Thus, the factors causing such power with distortion of the declared intention of the KPSS and the effects and consequences of the KPSS will be discussed in Research Question 4, 5 and 6.

Research Question 4:

What factors comprise the participants' shared perception of the origin of the power of the KPSS over test takers? How do these factors relate to each other in their perceptual system?

After identifying the power of the KPSS, the findings related to Research Question 4 indicated that the student teachers jointly identified seven themes (affinities) they thought as the factors comprising their common perception of the origin of the power of the KPSS in the Turkish Context: *the roles of the KPSS in our lives, the essentiality of the KPSS in the system, the roles of the tester (the ÖSYM), the roles of the society, financial outcomes of doing well or badly in the KPSS, the feelings the KPSS evokes, social outcomes of doing well or badly in the KPSS*. This means that these factors lead the development of the power of the KPSS over the student teachers of English in the Turkish context.

The roles of the KPSS in our lives is appreciated by the participants so as to describe the functions of the KPSS as a tool opening or closing doors for student

teachers to obtain some identities in the Turkish context. The findings show that the participants attach great importance to the KPSS due to its high stakes implications, and in turn the KPSS serves a major role which leads observable and deep changes in their lives. This is in line with Shohamy (2001b), who emphasizes the specific roles and functions of tests in guiding a set of behaviours, events and contexts for better or worse in the discussion of test power. As she (2001b) asserts, "the power of tests originates in their ability to cause a change in behaviour of those who are affected by them" (p.105). In other words, this change is caused because of the meanings and role individuals attribute to tests. When individuals are judged on the basis of their performances on a single test, they assign crucial roles to this test (Young, 2012) as in this case.

The essentiality of the KPSS in the system is another factor that the participants point out as the origin of the power of the KPSS in the Turkish context. They assert that in order to eliminate a large number of English teacher candidates to determine who gets appointment; an examination is required in the Turkish system. In addition, a test for English language teacher recruitment is required in this system so as to prevent nepotism or favoritism which refers to assignment based on kinship. However, they add that the KPSS should be improved in some aspects. Similar findings have also been documented by other studies on the KPSS (Atav & Sönmez, 2013; Baştürk, 2017; Karataş & Güleş, 2013; Karataş & Okan, 2019; Sezgin & Duran, 2011). These studies conclude that an exam in teacher appointment is necessary. However, this does not mean that the KPSS is an efficient examination system that selects the most qualified teachers as also indicated by the participants of this study. In the testing discourse of the KPSS, the participants trust to the KPSS and support its necessity for the selection of the prospective teachers, which is among the factors making the KPSS powerful.

Another factor that the participants pointed out as the origin of the power of the KPSS is *the roles of the tester (the ÖSYM).* The participants describe the roles of the OSYM as authoritarian because they state that as regulating the testing discourse of the KPSS, the ÖSYM creates some barriers for test takers in terms of getting the job they want. Additionally, according to the participants, one of the most visible problems recently traced in Turkey is the frequent change conducted in teacher recruitment examination system by the ÖSYM and Ministry of National Education, which demotivates them. Thus, the participants have presented their concerns about the power of the ÖSYM which determines the keystones of the KPSS and regulates the whole of

the testing procedure. This corroborates the claim of Shohamy (2001b) that the power of the tester is the "one important feature that grants tests power" (p.20).

The findings also reveal that the other factor that originates the power of the KPSS is *the roles of the society* in the testing discourse of the KPSS. The participants agreed that their families motivate them to study, but they fear to disappoint them in case they do not do well in the KPSS. Similar findings have also been traced by other studies (Baştürk, 2017; Karataş & Güleş, 2013; Sezgin & Duran, 2011) that emphasize families' support and their participants' feeling of responsibility towards the family. However, in this study, the role of the society is not only confined to motivating attitudes of their families but also includes the domineering attitudes of the society. In the testing discourse of the KPSS, the main role served by the society is classification of the teacher candidates. The domineering attitudes of the society about their expectations from test takers of the KPSS together with its classification role result in the pressure that generates the power of the KPSS over student teachers of English. In the same vein as Shohamy (2001b) states the way how community members perceive tests contribute to the generation of the power of tests because they attach blind trust and support on test due to having no rights and tools to examine the quality of the tests.

The feelings the KPSS evokes is another element that plays role in the development of the power of the KPSS in Turkish context. The findings showed that the KPSS arouses some positive and negative feelings but mostly negative ones such as stress, fear and anxiety, which coheres with the previous studies in testing and assessment literature (Atav & Sönmez, 2013; Baştürk, 2017; Karataş & Güleş, 2013; Karataş & Okan, 2019; Shohamy, 2001b). Additionally, in this case, the findings also showed that the feeling of distrust and powerlessness against the KPSS appeared in the participants. As Young (2012) states, how test takers see themselves against test and testers is highly related with test power. Therefore, so as to understand the use and power of tests, the new critical perspective emphasizes touching upon the significance of listening to the voices and feelings of test takers (Shohamy, 2001b; 2013).This means that what makes tests powerful also depends on the feelings evoked in test takers about tests. When individuals are judged on the basis of their performances on tests, tests turn into powerful tools playing central roles in their lives. In such a circumstance, "while test takers perceive tests as powerful, they see themselves as powerless" (Shohamy, 2001b, p.13) as is the case in the testing discourse of the KPSS.

The financial and social outcomes of doing well or badly in the KPSS are the last two elements defined as the origin of the power the KPSS exercises over student teachers of English. *The social outcomes of doing well or badly in the KPSS* refer to some social effects such as gaining prestige, identity and status in the society related to doing well or bad in the KPSS, while *financial outcomes of doing well or badly in the KPSS* are associated with some financial effects appeared with the results of the KPSS such as gaining economic freedom and guaranteeing their futures financially. The KPSS is a very powerful tool which enables the test takers to have social and financial opportunities, while at the same time it functions as decision maker. For the participants, the KPSS becomes high stakes when doing well in the KPSS is regarded as the main or sole factor in determining significant decisions and interpretations. Doing well or badly will even determine whether they will marry and have a family in the future. These high-stakes involved in the KPSS made student teachers afraid of taking risks and cause a change in their behaviours in order to gain social and financial benefits associated with doing well in the KPSS.

In addition to the components comprising the participants' shared perception of the origin of the power of the KPSS, the findings reveal the system that represents their common mind map in relation to the phenomenon of the origin of the power of the KPSS. It is presented by the SIDs showing the relationships among the affinities via a path where each component influences the next (see Figure 9, 10, 11). The findings show that *the roles of the tester (the ÖSYM)* and *the essentiality of the KPSS in the system* are primary drivers, while *the feelings the KPSS evokes* is the primary outcome in the participants' common mind map on the origin of the power of the KPSS.

The participants perceived *the roles of tester (the ÖSYM)* as the main driving force that develop the testing discourse of the KPSS which is parallel with Shohamy's (2001b) assertion that "One of the important feature that grants test power is that they are administered by powerful institution" (p.20). According to the participants, the power of the KPSS is determined and guided by the role of the tester (the ÖSYM) in the testing discourse. How the ÖSYM sets rules and conducts changes in the discourse of the testing drives the whole factors in the participants' mind map on the power of the KPSS. Numerous researchers have agreed on the powerful roles of testers in the development of test power in a particular testing context (Menken, 2008b; 2017; Shohamy, 2001b; 2001c).

In addition to this, the participants' composite perception system of the origin of the power of the KPSS reveals that the KPSS takes its meaning for test takers via socially and economically valued resources embedded in it. Through the exploration of the composite mind map of the participants on the origin of the power of the KPSS (see Figures 9, 10, 11), we see the process that leads the KPSS to enjoy power and be vulnerable to distortion. The students perceive that the regulation of the ÖSYM affects the effort they need to exert in order to access the possible financial outcomes of doing well or bad in the KPSS. Once tests have power, they result in detrimental financial impact as "the performance on one single test has the potential of affecting other events for better or for worse" (Shohamy, 2001b, p. 9). For the participants, once the society recognizes the financial benefits associated with doing well in the KPSS, they classify student teachers in terms of doing well and badly in the KPSS. Shohamy (2001a; 2009) referred this as a temptation for testers to use tests by claiming that tests are regarded by societies as signs of major criteria of worth and quality in societies. For the participants, the student-teachers who get appointed gain an identity in the society as teachers whereas the others are not regarded as teachers despite being graduated from an ELT program. As suggested by Shohamy, tests (2001b) "can create winners and losers, successes and failures, rejections and acceptance. Test scores are often the sole indicators for placing people" (p. 15). This classification of the society brings with itself some social outcomes. Thus, the KPSS have influential and vital roles in their lives. The students start to attrach importance and value to the KPSS. It is because "test takers are very realistic about the consequences of the tests. Experience has taught them that these consequences go far beyond the test score and may affect a number of crucial future events, for better or for worse. Tests can affect self-esteem, confidence, pride, stigmas and opportunities" (Shohamy, 2001a, p.14). In such a situation the participants feel they have no choice but comply with tests' rules to gain the benefits related to the KPSS. They regard a test like the KPSS for English language teacher recruitment as a must so as to eliminate teacher candidates without fovorism based on kinship. In such circumstance some negative feelings for the KPSS start to become apparent. As put by Shohamy (2017), "it is the powerful uses of tests- their detrimental effects and their uses as disciplinary tools that are responsible for the strong feelings that tests evoke in test takers" (p.443).

In conclusion, the participants defined the origin of the power of the KPSS in seven elements that are discussed above. The composite mind-map of the participants

shows that the ÖSYM holds the power in the testing discourse of the KPSS by determining what to test, how to test, how to score, how to administer and determine results. Due to the social and economic values attached to it, the KPSS administered by the powerful ÖSYM not only turns into a social and displinary tool but also serves as a 'normalizing gaze' for the partcipants who feel that they have to confirm to the ideal of how an individual in the society should behave. As a next step, the effects and consequences of the KPSS will be discussed in Research Questions 5 and 6 below.

Research Question 5:

What factors comprise the participants' shared perception of the effects of the KPSS? How do these factors relate to each other in their perceptual system?

The findings on Research Question 5 revealed that four student teachers agreed that the KPSS has an enourmous effect on their lives. They defined their shared perception of the effects of the KPSS with seven dimensions: *effects on our ideological, political and cultural point of view, educational effects on test takers, emotional effects on test takers, effects on our health, financial effects on test takers, effects on our future plans* and *social effects on test takers.* These dimensions are in parallel with previous impact studies (Saville & Khalifa, 2016; Tsagari & Cheng, 2017).

All the participants agree that the KPSS procedure has impact on their ideological, political and cultural point of view. The affinity *effects on our ideological, political and cultural point of view* appeared as one of the dimensions that explain the extent of the effects of the KPSS on student teachers of English. A general modification has come out in the participants' ideological, political and cultural point of views because they have to follow the current news in Turkey, which is included in the KPSS. This corroborates what Moses and Nanna (2007) states, "testing has become part of the very social fabric that comprises our current cultural blanket. As such, the longstanding effect that the early testing movement has had, and continues to have, on our collective cultural subconscious is difficult to discern" (p. 63).

Educational effects on test takers appeared as the second element. The participants agree that the KPSS has some impact on their academic lives in the Turkish context. Since the KPSS is believed to pave the way for a brighter future, student teachers spend a great amount of time and energy on practicing for the test. The participants admit that they neglect the courses in their department and are not

motivated to attend classes. Additionally, they cannot benefit from the practicum process and courses in their department in their last year at the university. In fact, a number of studies (Atav & Sonmez, 2013; Baştürk, 2017; Karataş & Güleş, 2013; Karataş & Okan, 2019; Özmen, 2011a; Sezgin & Duran, 2011) have shown that test takers usually find themselves in a dilemma over what the department expects them to learn and what the KPSS dictates them to learn. Thus, they have to disregard the courses in the department as in this case.

Another affinity that frames the impact of the KPSS is *emotional effects on test takers*. The KPSS compels students to work for the immediate goal of getting good scores. It is because they are aware that a high score on the KPSS is the only way to be assigned to a teaching post, which results in test-related anxiety. In line with the previous studies (Atav & Sönmez, 2013; Baştürk, 2017; Karataş & Okan, 2019; Rea-Dickins, Kiely & Yu, 2007; Yıldırım, 2010; Özmen, 2011a; Yavuzer & Göver, 2012) on the impact of tests in terms of affective factors and the impact of the KPSS, this might be therefore what makes the student teachers be in a negative psychological mood which causes stress, anger and anxiety.

The other dimension is the health of test takers which is identified through the affinity *effects on our health* by the participants. Regarding the KPSS as an issue of life and death, the participants have to modify the way they live. The KPSS leads to intense levels of stress and anxiety for them given that all of their hard work over the years comes down to one test. This is what brings about some health problems.

Financial effects on test takers is as another factor. The participants agree that the KPSS causes a remarkable rise in their expenses. They pay not only test entrance fee but also for private institutions to be prepared for the KPSS. Since the KPSS is believed to provide a better future, they modify what they spend their money for which is also referred by other studies on the KPSS (Atav & Sönmez, 2013; Baştürk, 2017; Karataş & Güleş, 2013; Sezgin & Duran, 2011; Özmen, 2011a).

The affinity *effects on our future plans* comes out as another factor. The participants think that preparing for the KPSS has changed their plans for future. Most of them think that preparing for the KPSS has negative impact on their social lives, which is described by the affinity *social effects on test takers.* The student teachers agree that the KPSS has changed their relationships with other people in the society, their hobbies, social activities and daily routines and even where they live. They assert that the KPSS has been the main topic of conversation in their social environments.

These findings are parallel with the previous research findings (Atav & Sönmez, 2013; Memduhoğlu & Kayan, 2017; Sezgin & Duran, 2011) which indicate that the KPSS has some social effects on test takers.

In addition to the factors related to the effects of the KPSS, when findings in relation to Research Question 5 are recalled or referred to, it seems that their practices on the KPSS also reflect their existing group realities (see Figures 14, 15, 16). In the participants' perception system on the effects of the KPSS, the emotional effect of the KPSS on test takers is the primary influential component. An interesting finding is that once the emotional effects of the KPSS came into being, some health problems forced them to go over their future plans. Their plans for their education and learning have been shaped in accordance with what was included in the KPSS. As claimed by Menken (2017), "the higher the stakes of a test, the greater impact it has on the education that students receive" (p. 387).

The data regarding Research Question 5 also reveal the subsystem, *the process of personality changes in test takers* (see Figure 17). This sub-system causes changes in participants' ideological, political and cultural point of views which, in turn, shapes their social lives. This means that the KPSS imposes personality change on the participants. This chage indirectly occurs in the participants.

In sum, the findings for Research Question 5 overall indicate that the KPSS's primary function of selection of future teachers seems to cause some unintended effects on the student teachers rather than intended. In fact, the KPSS as social process influences and changes the participants. By means of the KPSS, the English language teacher candidates are readily identified as teachers or not. In fact, they think their future will be predicted on this basis. Thus, although the KPSS might not fallen short of serving its main selection function, we can see the key role of the KPSS has in shaping test takers and leading profound changes as stated above. In order to understand its impact in a wider perspective, Research Question 6 deals with the consequences of the KPSS.

Research Question 6:

What factors comprise the participants' shared perception of the consequences of the KPSS? How do these factors relate to each other in their perceptual system?

The findings regarding the factors comprising the participants' shared perception of the consequences of the KPSS revealed three dimensions: *societal consequences of the KPSS, the features of the system/policy appeared through the use of the KPSS and consequences on prospective teachers.*

According to the participants, the affinity *societal consequences of the KPSS* refers to social roles and responsibilities attributed to the stakeholders other than testers in the testing discourse of the KPSS. In the society, people attribute major roles and meanings to the KPSS and see it as a tool for pressure, classification and discrimination. As indicated by Shohamy (2001b) "the introduction of tests has a strong appeal to the public as it symbolizes social order in areas in which the public normally feels a lack of control, such as education" (p. 39). When tests are used by testers as the evidence for their high stakes decisions, community members attach blind trust and support to them. It is because not only they have no rights and tools to examine the quality of such tests, but also they think that testing is "a domain that only professionals in the field are allowed to enter and to express their views" (Shohamy, 2001b, p. 41). Thus, as in this case, the members of the society see the KPSS as their criterion to open or close doors for teacher candidates in the society. They expect test takers of the KPSS to do well in the exam so that they can gain some identities associated with the KPSS. For the test takers, the KPSS turns to a door that they have to open to get the statue as a teacher in the society. Thus, in order to prove themselves to the other members of the society and gain the identities associated with the KPSS, they attach major importance to doing well in the KPSS.

Another element in the participants' shared perceptual system of the consequences of the KPSS is *the features of the system/policy appeared through the use of the KPSS*. According to the participants, this policy serves both ducational and social function. In terms of its educational dimensions, they state their concerns for the inclusion of theoretical knowledge rather than practical knowledge in teaching because the KPSS emphasizes some subjects and skills over others. They asserted that what makes language teaching and learning in the Turkish context problematic might be the hidden policies imposed through the use of standardized tests having high stakes implications. The finding is parallel with the previous research (Menken, 2008a; 2008b; 2017) which assert that unintentionally tests have potentials to become *de facto policies* dictating a narrowing down of curriculum teaching and learning to the skills, knowledge and materials included in the tests. The participants claim that such a policy would

shape and affect language education policies and encourage some learning strategies while discouraging others. In addition to these educational features, the partcicipants add that the hidden policy appeared due to the KPSS includes some social characteristics. They define the KPSS as a barrier serving gate keeping functions.

C*onsequences on prospective teachers* is the last dimension the participants suggested. They state that the KPSS changes prospective teachers into test referenced individuals. It confines their learning to subjects and skills measured in the test. This, for example, leads them to neglect their practicum process. They assert that the KPSS standardizes them and leads them to be stereotypical language teachers knowing just what is included in the KPSS. It is because the KPSS including just the theoretical knowledge causes them to adopt learning by heart, which is parallel with the previous research findings (Karataş & Güleş; 2013).

In addition to the dimensions given above, the findings also reveal the visual representation of the participants' perception system of the consequences of the KPSS in the Turkish context (see Figure 20, 21). The participants regarded *the features of the system/policy appeared through the use of the KPSS* (affinity 2) as the main driving force that led to the development of the other consequences of the KPSS. The reason might be the potential of high stakes tests to enact not only as 'de facto' policies (Menken, 2008a; 2008b; 2017; Shohamy, 2001b) but also as social policies (Filer, 2000; Shohamy, 2001b; Young, 2012).

To sum up, overall evidence acquired from the findings suggests that the KPSS indirectly seems to promote some consequences. The KPSS as policy tool manipulates English language teacher candidates and imposes specific knowledge and skills on them, which has the potential to affect language teaching and learning in Turkey in general. Gaining wide trust from the members of the society, the KPSS becomes a door associate with some social values and identities. In addition, it creates social class and identities for English teacher candidates by categorising them as teachers or not according to their KPSS scores.

Research Question 7:

How do all factors of the origin of the power of the KPSS, its effects and consequences relate to each other in the participants' shared perceptual system of the powerful use of the KPSS in the Turkish context?

The findings related to Research Question 7 reveal a combination of the factors (affinities) comprising the participants' common perception of the origin of the power of the KPSS, its effects and consequences. A total of 17 affinities appeared in three focus group sessions: *the roles of the KPSS in our lives, the essentiality of the KPSS in the system, the roles of the tester (the ÖSYM), the roles of the society, financial outcomes of doing well or badly in the KPSS, the feelings the KPSS evokes, social outcomes of doing well or badly in the KPSS, effects on our ideological, political and cultural point of view, educational effects on test takers, emotional effects on test takers, effects on our health, financial effects on test takers, effects on our future plans, social effects on test takers, societal consequences of the KPSS, the features of the system/policy appeared through the use of the KPSS* and *consequences on prospective teachers.*

The findings of Research Question 7 revealed the SIDs which are visual representations of the participants' shared system of the powerful use of the KPSS (see Figure 24, 25, 26, 28). In the SIDs *the roles of the tester (the ÖSYM)* is the main driving force in the participants' perception system of the powerful use of the KPSS in the Turkish context. As Xi and Davis (2016) state, "test consequences can have many different determinants, some of which, such as the design of the test, can be directly controlled by test providers" (p.73). This means how the testers set rules might incur some unintended effects and consequences. Here, in this case the tester (the ÖSYM) makes all the critical decisions that can influence and generate the powerful use of the KPSS. The finding highlighted that the KPSS exercises of power is closely connected with the way the ÖSYM administers the testing discourse. Besides, the participants asserted that the demands of the ÖSYM determined not only the development of the features of the policy appeared through the KPSS but also the effort they made to get the economic outcomes of doing well or badly in the KPSS.

It is also implied in findings that the policy together with the economic outcomes led to some societal consequences. The participants stated that the society put pressure on them to get appointed in the schools of the Ministry of National Education. They added that this resulted in some social outcomes such as getting the identity as teachers or not in the society. According to them, this was what made the KPSS get a life changing role for teacher candidates.

The findings of the IQA study also showed a sub-system the participants had on the powerful use of the KPSS in Turkey (see Figure 27). It was entitled as *the cycle of*

change in teacher candidates' *inner worlds* including the affinities: *the roles of the KPSS in our lives*, *financial effects on test takers, consequences on prospective teachers, the feelings the KPSS evokes, emotional effects on test takers, effects on our health, effects on our future plans, and educational effects on test takers* (Affinities 1, 12, 17, 6, 10, 11, 13, 9). This sub-system started to appeare when the KPSS had a major role in their lives. This led the expenses they had and then how they turned into teachers they did not desire to be. This created some negative feelings in teacher candidates towards the KPSS. They emphasised that at this point their general psychological and emotional state are profoundly affected including some health issues and change in their future plans. Despite all, however, they supported the essentiality of the KPSS in order to prevent nepotism or favoritism. In fact, this belief was one of the driving factors for the appearance of *the cycle of change in teacher candidates' inner* together with *social outcomes of doing well or badly in the KPSS.* The participants highlighted that *the cycle of change in teacher candidates' inner worlds* resulted in some changes in their ideological, political and cultural point of views. In turn, some social effects of the KPSS became visible in their lives such as the breakdown in their social relationships and changes in their social contexts.

All the data presented so far indicate how powerful the KPSS is in determining particular forms of knowledge for English language teacher education while, at the same time, fulfilling a number of social and economic functions. It, to a large extent, shapes the teacher candidate and the society in general.

5.3. Summary

In this chapter, an elaborate discussion on the findings of the study was presented in line with our research questions. These results were corroborated with current studies in literature.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter presents the conclusions drawn from the study with a summary of overall findings. It aims to first, evaluate the research questions investigated in this study to understand the use of the KPSS in the Turkish context and then explain the implications of the study for the ÖSYM, test takers, members of the society and English language teacher recruitment examination. The chapter finally presents some recommendations for future research to be conducted on similar issues in the field.

6.2. Summary of the Study

This study was conducted to evaluate the use of the KPSS as social practice in the Turkish context. With this purpose in mind, it investigates intentions, effects and consequences of the KPSS and the power it exercises over student teachers of English in Turkey. In order to determine its power, a likert scale was specifically developed and psychometrically evaluated. Here, in this study the KPSS as social practice was regarded as an embedded act determined by the social, political, economical, ideological, educational and economic values and circumstances.

Tests as social practice have increasingly come to the fore in language testing and assessment studies which are primarily driven by the critical examination of the use of testing practices in their own social and cultural contexts (McNamara & Roever, 2006; Shohamy, 2001b; 2013; Young, 2012). However, this study, to the best of my knowledge, is the first to analyze its use-intentions, effects and consequences- by regarding it as social phenomenon in practice and give special emphasis to understand the existence of the power of a high stakes test by a valid and reliable likert scale devised and developed for this study. Based on a multiphase mixed method design, the study focuses on evaluating the use of the KPSS as social practice via three phases, in which the data collected, analyzed and reported sequentially to answer the following research questions:

1. What are the officially declared intentions and rationale for introducing and using the KPSS for the recruitment of English language teachers in the Turkish context?
2. What are the psychometric features of the scale *the Power of the KPSS over Student Teachers of ELT in the Turkish Context*?
3. Does the KPSS procedure generate power over the test takers in the Turkish context? If so, how powerful is it in the lives of prospective English language teachers?
4. What factors comprise the participants' shared perception of the origin of the power of the KPSS over test takers? How do these factors relate to each other in their perceptual system?
5. What factors comprise the participants' shared perception of the effects of the KPSS? How do these factors relate to each other in their perceptual system?
6. What factors comprise the participants' shared perception of the consequences of the KPSS? How do these factors relate to each other in their perceptual system?
7. How do all factors of the origin of the power of the KPSS, its effects and consequences relate to each other in the participants' shared perceptual system of the powerful use of the KPSS in the Turkish context?

As revealed by the research questions, in order to evaluate the use of the KPSS as social practice, the themes of the study are intentions of the KPSS, power of the KPSS, the origin of this power, effects of the KPSS, consequences of the KPSS and powerful use of the KPSS. Thus, the summary of the findings has been given in accordance with these themes.

According to the findings in the beginning phase of the study, the officially declared intention for the introduction of the KPSS in the Turkish context is to select the individuals to be assigned as civil servants and teachers for the first time. In the Turkish context, the KPSS is utilized for pre-selection and selection purposes. As revealed by the findings, enjoying power which tends to cause major shifts in testing discourses is not among the original and official intention of the KPSS. However, the findings related to the measurement conducted through the scale *the Power of the KPSS on Student Teachers of ELT in the Turkish Context* show that the KPSS enjoys power over student teachers of English. It serves functions other than intended. The original intention of the KPSS is therefore distorted by exercising power.

The findings show that according the participants, this distortion is caused by seven factors: *the roles of the KPSS in our lives, the essentiality of the KPSS in the system, the roles of the tester (the ÖSYM), the roles of the society, financial outcomes of doing well or badly in the KPSS, the feelings the KPSS evokes, social outcomes of doing well or badly in the KPSS.*

Given the relationships among these, the present study also provides the composite mindmap of the participants on the origin of the power of the KPSS. It is possible to say that the way the ÖSYM regulates the testing discourse of the KPSS determines the effort the participants need to exert in order to reach to the possible financial outcomes of doing well or badly in the KPSS. When the society recognizes the financial benefits associated with doing well in the KPSS for test takers, they classify and label student teachers. The ones who get high scores in the KPSS are regarded as teachers in the society, while the others are not. This classification of the society brings with itself some social outcomes of doing well or badly in the KPSS for teacher candidates of English. Thus, the KPSS gains power and come to serve major roles in student teachers' lives. Once the participants realize that they have no other choice but follow tests' rules, some negative feelings are evoked in them.

Inevitably, the student teachers had to make changes in the way they live in line with the KPSS demands. Accordingly, they knew perfectly well that only when they learn what is included in the KPSS and comply with the rules and intention of the OSYM, higher scores could be achieved. The findings showed that the student teachers specifically spent time, money and energy to study for the KPSS. This brought with itself some changes and effects and consequences.

The findings reveal that the participants' composite perception of the effects of the KPSS was constructed around seven factors: *effects on our ideological, political and cultural point of view, educational effects on test takers, emotional effects on test takers, effects on our health, financial effects on test takers, effects on our future plans* and *social effects on test takers.* In order to understand their perceptual system of the effects of the KPSS, the relations between these factors were also investigated in this study. *The emotional effects of the KPSS* on test takers seem to appear first in the system. They then start to come across with some health problems which bring about the review of their plans for future. The change in their plans causes modifications in what and how they conduct their educational choices. They have to ask help from private institutions to learn the content of the KPSS, for example. This procedure as a cycle constructs *the*

process of personality changes in test takers. They experience changes in their ideological, political and cultural point of views, which also affect their social lives.

As shown by the findings, the KPSS has also some consequences. The participants define them in three dimensions: *societal consequences of the KPSS, the features of the system/policy appeared through the use of the KPSS* and *consequences on prospective teachers.* The investigation on the relationships among the affinities related to the consequences of the KPSS revealed that *the features of the system/policy appeared through the use of the KPSS* is the major driving force in the participants' composite perception of its consequences such as sociatel and standization of teacher candidates.

The participants' shared system of the powerful use of the KPSS (see Figure 24, 25, 26, 28) shows that the way the ÖSYM handled the testing discourse of the KPSS is the main driving factor in the system. Additionally, the demands of the ÖSYM from the test takers of the KPSS cause not only the appearance of an undeclared policy through the KPSS but also the amount of the energy and time they spend to get the economic values associated with doing well in the KPSS. Thus, the appeared policy together with the economic outcomes brings about some societal consequences such as the classification and judgements of teacher candidates in the society. Once the society realizes the classification of the teacher candidates with regards to their KPSS scores, test takers become subject to the pressure of the society. This is responsible for some social outcomes related to doing well and badly in the KPSS for test takers. Not only do high stakes involved in the testing discourse of the KPSS but also student teachers' demands to work for the immediate goal of raising scores in the KPSS originate the major role KPSS have in their lives.

Additionally, the findings of the IQA study also present that urged by this great pressure of the society, a change in teacher candidates' inner worlds occurred (see Figure 27). Once the KPSS had a major role in their lives, their interior worlds started to change. This major role of the KPSS led them to pay large sums of money. This affected the types of the teacher candidates generated in the system. In fact in such a high-stakes testing discourse, as Shohamy (2001b) points out, not following the rules of the KPSS would probably become an unaffordable risk for them. Thereby, their primary concern was obviously not to be an effective teacher, but to achieve a high score in the KPSS and compete for the chance to get teacher position in the schools of Ministry of National Education. Nevertheless, the participants agreed on the idea that in the

discourse of the KPSS, they became stereotypical teachers that they did not want to be. This fact created some negative feelings in them towards the KPSS which had impact on the general psychological and emotional conditions they were in. This brought some effects on their health and in turn some modification in their future plans and education. Cyclically, all these components of the participants' sub-system of the powerful use of the KPSS led the change in the inner worlds of test takers.

The participants'shared system of the powerful use of the KPSS also revealed that in the policy emerged due to the existence of the KPSS, the KPSS was essential though its testing discourse needs some improvement. Thus, both s*ocial outcomes of doing well or badly in the KPSS* and *the essentiality of the KPSS in the system* were the main driving factors guiding *the cycle of change in teacher candidates' inner.* This was what led the changes in test takers' ideological, political and cultural point of views. As a result, all these components together caused some impact in the social lives of test takers that changed their social relations and contexts.

As conclusion, the findings of this study have led to a clear understanding of the participants' common perception of the powerful use of the KPSS in the Turkish context and how its main purpose of selection is distorted due to the power it exercises. Deeply bound with this fact, it is possible to state that the KPSS unintentionally serves a powerful role causing various severe and life-changing effects and consequences for test takers and society at large.

The following section integrates the findings for each phase of this study so as to evaluate and interprete the use of the KPSS as social practice in the Turkish context.

6.3. Conclusion: The Use of the KPSS as Social Practice in the Turkish Context

Looking back, we can see that tests have been with us for a long time in the Turkish context. Turkey is a country where the history of standardized and large scale examinations dates back to 1960s. Turkey is known for its heavy reliance on tests of the ÖSYM taken by more than 10 million individuals each year (ÖSYM, 2016). Turkish education system is not an exception. Despite being subjected to criticism for its heavy reliance on standardized tests, tests continue to enjoy a major role in almost every step of educational system. Inevitably, in such a test-oriented context, individuals come to be dependent the scores they obtain from the tests and shape their lives accordingly. In fact, test scores tend to act as the main criterion for self-worth and values.

Coming from such a testing background, English language teacher candidates regard the KPSS as rites of passage for teaching slots in the schools of the Ministry of National Education. Though the KPSS is mainly used for selecting teacher candidates, it turns into 'a normalizing gaze' functioning as a disciplinary tool that establishes standards, rules, norms and values that English language teacher candidates are expected to meet. In fact, it is 'a surveillance' selecting, qualifying, classifying and identifying English language teacher candidates as teachers. In other words, teacher candidates belive that doing well in the KPSS will provide them socially and economically brighter futures. However, doing badly will prevent them from getting their economic freedom, having the prestige and identity as English teacher, even getting married and having a family. In order to get the financial and social values endowed with the score of the KPSS, the declared selection function of the KPSS compels students to change their lives and work for the immediate goal of getting good scores in the KPSS. Thus, teacher candidates are subjected to the power of the KPSS which turns into a tool dictating what test takers will study and what will be taught and eventually what they will know.

Though the KPSS is administered by a powerful institution, the ÖSYM is not solely responsible for its powerful use. The findings show that the members of the society and test takers determine their own subject positions in the testing discourse of the KPSS by assigning wide acceptance, meanings and roles to the KPSS. Owing to the trust and respect that the KPSS have in the eyes of members of the society, the KPSS serves as proof for a range of judgements and arguments of the society. In other words, it has a strong appeal to the members of the society other than tester and test takers, and achieves an acceptance in the society thanks to some social meanings attached to it.

In addition to the members of the society, test takers also take part in such use of the KPSS. The power of the KPSS is originated from the trust that those who are affected put in it. This means that what makes the KPSS powerful also depends on the meaning and roles tesk takers attribute to it. As Shohamy (2001b) states, "The power of the test, as expressed in the fear and respect that those affected by the test have for it, guarantees an almost automatic response- behaviours will be changed" (p. 35). In this testing discourse, the KPSS rarely faces any objection by test takers, rather they believe in the essentiality of the KPSS for the selection of teacher candidates in an equal and objective stance. When teacher candidates are judged on the basis of their performances on the KPSS which has wide trust and acceptance in the society, it potentially turns into

a powerful tool playing central roles in their lives. Though this leads to some negative feelings in teacher candidates, without any resistance they comply with the rules dictated by the KPSS and start to change their behaviours.

The power of the KPSS becomes more apparent when it manifests itself in the form of daily practices and routines of teachers candidates through which they engage in self-surveillance and self-discipline to study for the KPSS. In fact, they have come to consider studying for the KPSS as their number one priority, and getting high scores as an issue of life and death. They start to change their behaviours and attitudes in accordance with the identities and knowledge reinforced in the KPSS. In this way, the KPSS serves the function of a social tool constructing the identities reinforced in it. At this point, as McNamara and Roever (2006) point out

> the test taker is understood as a social being whose subjectivity is a function of subject position realized in the test itself. From this perspective, tests become technologies of subjectivity. They act as mechanisms both for the definition of subject positions and for the recognition of subjects. Tests create the identities that they measure (p. 196).

In short, owing to the fact that the KPSS confers and includes certain identities and knowledge, its primary function of selection of future English teachers seems to impose some constraints and change on student teachers. Thus, the KPSS becomes a social tool defining, shaping and producing teacher candidates while keeping them powerless and under surveillance. The KPSS is used as social practice having significant roles and power in construction and development of knowledge, identities, individuals and society in the Turkish context.

6.4. Implications of the Study

This dissertation study is significant due to its originality in laying the foundation for language testing as an independent field in applied linguistics in Turkey by questioning and analyzing the use of the KPSS as social practice in the Turkish context. In other words, this study is an attempt to break down the disciplinary walls between language testing and other areas of applied linguistics by achieving a holistic understanding of the voices of student teachers of English on the use of the KPSS as social practice. In this regard, this study provided some implications not only for the all stakeholders in the testing disourse of the KPSS: 1. the ÖSYM, 2. Test takers and

members of society, but also English language teacher recruitment examination in Turkey.

6.4.1. Implications for the ÖSYM

Driven by Van Avermaet et al. (2004) assertion that tester "has to be aware of the power mechanisms that are in play at every step that is taken" (p.150), this dissertation study revealed a great deal of findings which may indicate several significant implications for testers setting the standards and rules of tests. The overall findings of the study imply that the ÖSYM is the main driving factor in the powerful use of the KPSS. It has a tremendous impact on the participants and society with regard to wide range of social, political, financial, ideological and educational factors in the testing discourse of the KPSS. The roles and responsibilities of the ÖSYM and the other testers in the Turkish context should be revised to support the development of democratic testing discourses including shared power relations in order to ensure the quality of the KPSS and the other tests conducted in Turkish context. To do so, there is a need to change the balance of power embedded in tests. Testers should not regulate and determine the rules of testing in an authoritative way because their expertise in developing equal and fair tests tends to be politicised and be a means of power.

Thus, the ÖSYM needs to be concerned with the use of tests, their social, political educational, financial and ethical dimensions. In order to improve the testing practices in the Turkish context, the testers therefore should investigate the quality of tests in relation to all dimensions included in the discourse of tests. In the quality discussion of the tests, the ÖSYM should pay attention not only to their technical and psychometric features but also to societal, political, economic, ideological and educational effects and consequences that those practices lead to for individuals and society at large.

Additionally, it is crucial for the ÖSYM not only to avoid falling into power mechanisms, but also to guide the large scale testing discourses by setting rules and standards that can minimize the misuse of tests. Ensuring the quality of the standardized large scale tests in the Turkish context, as the institutions conducting those tests, the ÖSYM should identify the consequential, personal and social effects, consequences and meanings of those practices. In other words, it must examine and take into account of all possible social consequences of tests. The ÖSYM should collect data on the uses of

tests and make society aware of the intentions, effects and consequences of those tests. Releasing such information about its practices would decrease tension, anger and anxiety in society towards tests.

Additionally, this study reveals that tests tend to define, shape and produce individuals and society at large. It is crucial for the ÖSYM to make certain that tests conducted in the Turkish context are relevant to the decisions to be made.

Another implication for the ÖSYM is that the ÖSYM needs to examine and draw attention to lived experiences and interpretations of people affected from testing practices. For the quality of those tests, testers must pay attention to the decisions they take and changes they make because in practice the use of tests has the potential to guide wide range of factors rather than intended. The fact that tests might bring about effects and consequences in the educational and social contexts in which they are used need to be matters of concern for those responsible for the tests.

6.4.2. Implications for Test Takers and Members of Society

This study has implications for test takers and members of the society, as well. In recent years, with the growing number of large scale and standardized tests in the Turkish context, individuals need to gain great momentum to become testing and assessment literate individuals. It is because in modern societies tests are embedded in their use in education and society. They are social practices having significant roles and power in construction and development of knowledge, individuals and societies. Though they are administered by powerful institutions, the testers are not the only ones who are responsible for their powerful use (Young, 2012). The test users other than testers also lead tests to enjoy power by assigning wide acceptance, meanings and roles (Bourdieu, 1991; Shohamy, 2001a; 2001b) as induced from the findings of this dissertation. This might bring about some effects and consequences together with the high stakes related to the tests, as in this case. Therefore, it is crucial for individuals to develop critical assessment and testing literacy. Their awareness and literacy in terms of testing and assessment practices should not be limited to the declared functions, but must be enhanced for the purpose of being able to cope with the power mechanisms embedded in tests.

The findings of this study demonstrate that what makes the KPSS powerful also depends on roles, functions and meanings the test users attribute to it. Thus, another

implication of this dissertation for test takers and other members of the society including families and others in the society is related to their being more conscious about their practices. In other words, they should be more aware of the use of tests through the analysis of their power and high stakes. In order to minimize the power, effects and consequences of tests, test takers and the other society members must be more conscious about roles and practices within particular testing discourse. They should view testing practices from a more critical perspective and should determine their 'subject position' in particular testing discourse under the view of values, agendas and dimensions associated with those practices.

Additionally, in order to inprove the quality of standardized testing discourses, test takers should be aware of their rights and responsibilities in such context. Test takers should ask questions about testing and tests if they are uncertain about why tests are being given, how they will be given, what they will be asked to do, and what will be done with the results. Test takers need to know and learn the consequences of taking or not taking tests. In other words, they should ask questions to learn about the consequential nature of tests. If they have any concern about the tests, testing procedures and conditions, test takers can inform the ÖSYM or the other specified organization responsible for testing about their concerns in a timely and respectful ways.

6.4.3. Implications for English Language Teacher Recruitment Examination in Turkey

English language teacher recruitment process is a crucial dimension in the education system of a country because it guides the quality of English language education. The overall findings of this study offer some implications related to English language teacher recruitment process and examination in Turkey so as to enhance its quality.

First of all, the KPSS, examination for English language teacher recruitment affect teacher training process in language education in Turkey. In order for the efficiency of language education system, teacher assessment for recruitment needs to evaluate whether teacher candidates are equiped with the expected skills, knowledge and competencies. The participants in the study regard the KPSS as an essential process for the recruitment of teacher candidates. However, they state that the KPSS does not

cover the knowledge and skills English language teachers are expected to have. As Kılıçkaya and Krajka (2013) state

> It is natural that an exam is conducted when there are more applicants than vacancies in any profession. However, these exams should test what teacher candidates are expected to perform in class. In other words, we cannot talk about the reliability or validity of these tests such as KPSS in Turkey, which do not test candidates' subject knowledge (p. 101).

Thus, in order to ensure its quality, the KPSS can be reconceptualised to encourage student teachers to express not only their theoretical knowledge, but also their active teaching practices. Though in the Turkish context an oral exam is carried out by the Ministry of National Education for the appointment of teachers, it does not require teacher candidates to present their real teaching practices. In other words, the skills, knowledge and competencies should be carefully specified in accordance with the practices expected from the teachers to achieve in the classroom.

In addition, driven by statement of Shohamy (2005) "tests provide a reflection, a mirror, of the complexities and power struggles of society" (p. 110), the reconceptualization process of the KPSS should be conducted through the collaboration of the ÖSYM, the Ministry of National Education, the YÖK and English language teaching departments and even inservice and preservice teachers of English. Because the KPSS plays an important role in the construction of teacher candidates and the development of stereotypical teachers in the Turkish context as the findings show, working collaboratively to improve for such an examination might promote English teachers' learning and teaching and even English language education in general.

6.5. Recommendations for Further Studies

Although there are very insightful studies mentioned throughout the dissertation regarding tests as social practice, the field of testing and assessment still remains to a great extent underexplored (McNamara & Roever, 2006; McNamara, 2008). Because this study is constructed around three phases, it took too much time and energy to carry out the data collection and to cope with huge amount of data in the analysis and reporting. In order for future research, there might be a number of recommendations some of which are presented below.

Firstly, more effort should go into identifying the use of other standardized large scale tests conducted in Turkish context. One major rationale is to understand the use of

tests as social practice relating to "educational, pedagogical, bureaucratic, psychological, social and political variables that affect people, knowledge, curriculum, teaching, learning, ethicality, social classes, bureaucracy, politics, inclusion and exclusion" (Shohamy, 2007c, p. 522). The main purpose should be to improve the quality of those practices rather than confine them to technical properties.

Secondly, there is a need to examine the validity and reliability of the scores of the scale *the Power of the KPSS on Student Teachers of ELT in Turkish Context* by applying it to other student teachers in Turkey. Furthermore, additional research can be carried out in different contexts with different population.

Thirdly, the last phase of this study was carried out with four participants over whom the KPSS exercises high power, and the findings are related to these participants. Thus, this study can be replicated with a higher number of participants and with student teachers feeling the power of the KPSS at different levels in order to compare their perceptions on the origin of the power, effects and consequences of the KPSS. This could possibly lead to a better understanding of the concept 'the KPSS as social practice' and the perceptions of the ones who feel its power at different levels.

Fourthly, we should note that the feasibility of applying such impact study is not easy. However, considering the favourable results acquired in this study, it is believed that this research could be a starting point to understand the use of tests as social practice in Turkey. It is recommended that further studies should be conducted in different contexts to validate the results obtained here. Such studies should also consider the possible effects and consequences of the KPSS on tests takers after being appointed to their schools as English teachers.

Lastly, the findings from the study also raise a number of questions towards which additional research efforts should be directed. It is clear that large-scale testing might have significant power, effects and consequences on test users in Turkey. Thus, how teacher educators, teachers, families and the others in the society perceive these power and impacts can be investigated.

6.6. Summary

This chapter has made a conclusion by providing a summary of the findings of the research. It has also presented what significant implications the study may have on the

ÖSYM, test takers, members of the society and English language teacher recruitment examination, the KPSS. Recommendations for further studies were also presented.

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APPENDICES

Appendix 1. One Example of IQA Focus Group Meeting Protocol

IQA MEETING PROTOCOL (Focus Group Meeting I)

IQA Research Design

Problem statement: The purpose of this study is to develop a systematic description of the origin of the power of the KPSS from the students' point of view of participation.

Identifying Constituents:

The following potential constituencies were identified:

Students/test takers

- test takers of the KPSS
- 4th year student- teachers of English at Çukurova University
- feel the power of the KPSS over their lives according to the measurement carried out in the second phase of the study

Constituencies were classified along lines of power and distance from the phenomenon as shown in the following Power/Distance Analysis

Constituency	**Continuum**
Students	Closest to the phenomenon Receiver
Researcher	Some distance from the phenomenon Mediator /Facilitator

Focus Group Session

Warm up

Brief Summary: In a few minutes, I am going to ask you to tell me about your experience with the origin of the power of the KPSS. The power of the test is associated with its capable of causing those who are affected by the results of test to change their behaviour and comply with the demands of the tests in order to maximize their scores and gain the benefits associated with high scores.

- To begin, try to get as confortable as you can.
- Close you eyes.
- Put aside your thoughts of the day, take a deep cleaning breath.
- Now as a test take of the KPSS imagine yourself. (long pause)

- See yourself engaging in the activities related to the KPSS. (long pause)
- Notice you surroundings (long pause). Look around you, identify your experiences associated with the power of the KPSS.
- Allow youself to become aware of the testing context you are in with all of your senses.
- Focus on thoughts, experiences and feelings about the power of the KPSS.

Identifying Issues Statement: **Inductive coding and axial coding affinity analysis**

The next step was to identify issue statements that could be asked of each group that would reflect some light on the problem.

Students:

- Now, tell me about your experiences about KPSS Procedure. Do you think the KPSS procedure has power in your life? If so, how?
- Tell me about the origin of the power of the KPSS in your life
- Reflect on all the thoughts, feelings and insights you had concerning origin of the power of the KPSS.
- Write down these thoughts, feelings and insights down on the cards.
- Write one thought or one experience per card, using words, phrases, sentences or pictures.

Relationship analysis/ **Theoretical Coding**

Relationship Analysis (Theoretical Coding) Steps	
Analytical Task	**Facilitating Instructions**
Step 1. Is there a direct relationship?	You have spent some time in identifying and talking about the meaning of..... and .....Now, think about the two affinities in relationship to each other. Do you feel there is a direct connection between the two?
Step 2. If the answer to the above is Yes, what is the direction of the relationship?	Now that you have decided there is a connection, write a hypothesis based upon our discussion that illustrates the direction of the relationship between ..... and ..... Make the hypothesis as specific as possible.

Identifying Research Question:

1. What are the components of the origin of the power of the KPSS over the test takers? How do these components relate to each other as a system?

Tools

1. 5x8 index cards
2. Marking pens for each participant
3. Masking tape
4. Wall space or boards
5. Tape recorder

Appendix 2. One Example of IQA Interview Protocol

INTERVIEW PROTOCOLS (Interview I)

Axial Coding: The group has identified several common themes or affinities that describe your experiences with the origin of the power of the KPSS. Let us look at each affinity once more. Please, tell me about your experiences with each.

Affinity 1: The roles of the KPSS in our lives

Affinity 2: The essentiality of the KPSS in the system

Affinity 3: The roles of the tester (OSYM)

Affinity 4: The roles of the society

Affinity 5: Financial outcomes of doing well or badly in the KPSS

Affinity 6: The Feelings the KPSS evokes

Affinity 7: Social outcomes of doing well or badly in the KPSS

Theoretical Coding: The themes or affinities identified in Focus Group Session I have some kind of relationships; one effects or causes the other. You have presented them in Affinity Relationship Table, here it is. Please tell me about your experiences with each pair relationship you identified in Affinity Relationship Table. Please give specific examples of how the relationships have affected your experiences.

Possible Relationship
A→ B (A affets B)
A← B (B affects A)
A <> B (No Relationship)

Appendix 3. Permission Forms

T.C.
ÇUKUROVA ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğ

Sayı : 52921519-044/-144595
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uygulama oluru hak.

ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜ
(İngiliz Dili Eğitimi Anabilim Dalı Başka

Anabilim Dalınız öğrencisi **Tuçe ÖZTÜRK KARATAŞ**
çalışması araştırma izin talebi ile ilgili Hatay Mustafa Kemal Ünv
tarih ve 14079 sayılı cevap yazısı ilişikte gönderilmiştir.
Bilgilerinizi ve gereğini rica ederim.

Prof.Dr
En

Ek:3 Sayfa

Evrak Tarih ve Sayısı: 01/10/2018-E.14079

T.C.
HATAY MUSTAFA KEMAL ÜNİVERSİTESİ RE
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın
Başkanlığı

Sayı :21817443-050.99-
Konu :Etik Kurul Kararı

ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜĞ
(Öğrenci İşleri Daire Başkanlığı)

İlgi :05.10.2017 tarih ve 41776 sayılı yazınız.

Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma
26.09.2018 tarihli ve 06 sayılı kararı Üniversiteniz Sosyal Bilimler En
Anabilim Dalı doktora öğrencisi Arş. Gör. Tuçe ÖZTÜRK KARAT
gönderilmiştir.

Bilgilerinize ve gereğini arz ederim.

Prof.Dr.

EK :
SBBBAY Etiği Kurulunun 26.09.2018 tarih ve 06 sayılı kararı (1 say

Üzerinde doküman numarası bulunmayan dokümanlar ko

HATAY MUSTAFA KEMAL ÜNİVER
SOSYAL VE BEŞERİ BİLİMLER BİL
ARAŞTIRMA VE YAYIN ETİĞİ KU
KARARLARI

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR N
26.09.2018	11	06

Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği
Prof. Dr. Seval YAVUZ başkanlığında toplanarak aşağıdaki kararları almış

KARAR-6: Başvuru tarihinden sonra Etik Kurulumuzca sehven değer
OKAN koordinatörlüğünde Arş Gör. Tuçe ÖZTÜRK KARATAŞ tarafı
Tests as Social Practice: The Intentions, Effects and Consequences of
Candidates of English (Sosyal Uygulama Olarak Testlerin Kullanımı:
Amacı, İngilizce Öğretmen Adayları Üzerindeki Etkileri ve Sonuçlar
materyaller Yükseköğretim Kurumları Bilimsel Araştırma ve Ya
değerlendirilmiş ve uygulanmasının uygun olduğuna ve durumun başvuru
karar verildi.

	İMZA Prof. Dr. Seval YAVUZ Başkan	
İMZA Prof. Dr. Mehmet ÖZBİRECİKLİ Bşk.Yrd.	**İMZA** Prof. Dr. Jale ÖZTÜRK ÜYE	
İMZA Prof. Dr. Melis MİNİSKER ÜYE	**İMZA** Prof. Dr. Murat TEK ÜYE	

T.C.
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ
Eğitim Fakültesi Dekanlığı

Sayı: 89241861-302.08.00.00-2317/969
Konu: İzin İşleri

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKT

İlgi: Eğitim Bilimleri Bölüm Başkanlığının 25.10.2017 tarihli ve 14988706-302.08.00.00-307 s

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi A
Araştırma Görevlisi Tuçe ÖZTÜRK KARATAŞ' ın danışmanı Prof.Dr. Zul
hazırlamakta olduğu "The Use of Tests as Social Practice: The Intentions, E
Knowledge Test for Teacher Candidates of English (Sosyal Uygulama olara
Öğretmenlik Alan Bilgisi Testi'nin Amacı, İngilizce Öğretmen Adayları Üz
başlıklı tezi kapsamında Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz
programı son sınıfta okuyan öğrencilere 2017-2018 Eğitim-Öğretim Yılı Ba
istediği anketin bilimselliği incelenerek uygulanabilirliği Dekanlığımızca uy

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. M

Evrak Tarih ve Sayısı: 02/11/2017-E.20612

T.C.
GAZİANTEP ÜNİVERSİTESİ
Rektörlük

Sayı :87841438/605.01/E.
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İlgi :05/10/2017 tarihli, 41776 sayılı ve "UYGULAMA İZNİ (KARATAŞ)" konulu yazı

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitim öğrencisi Arş.Gör.Tuçe Öztürk Karataş'ın Prof.Dr.Zuhal Okan da "The Use of Tests as Social Practice: The Intentions, Effets and Knowledge Test for Teacher Candidates of English (Sosyal Uy Kullanımı: Öğretmenlik Alan Bilgisi Testi'nin Amacı, İngili: Üzerindeki Etkileri ve Sonuçları) başlıklı tez çalışmasını Univers Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabi son sınıf öğrencilerine uygulama talebi uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

e-i
Prof.Dr.Ş
Rektö

21175/19.10.2017

T.C.
DİCLE ÜNİVERSİTESİ REKTÖRL
Öğrenci İşleri Daire Başkanlığı

Sayı : 68508712-100-
Konu : Anket

ÇUKUROVA ÜNİVERSİTESİ REKTÖRI

İlgi : 05.10.2017 tarih ve E.41776 sayılı yazınız.

İlgi'de kayıtlı yazınız ile danışmanlığını Prof. Dr. Zuhal C
Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı Dok
KARATAŞ'ın, hazırladığı anket çalışmasını 2017-2018 eğitim-ö
Üniversitemiz Ziya Gökalp Eğitim Fakültesi İngilizce Öğretme
öğrencilerine uygulama talebi Üniversitemizce uygun görülmüştür.

Bilgilerinize arz ederim.

Prof. D

EK :
1 Yazı

T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : 50913635-302.14.06-E.43607
Konu : Tuçe ÖZTÜRK KARATAŞ'ın
Uygulama İzni

ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜ

İlgi : 05.10.2017 tarih 27224817-044/E.41776 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğiti Programı öğrencisi Arş. Gör. Tuçe ÖZTÜRK KARATAŞ'ın danışı yönetiminde hazırladığı "The Use of Tests as Social Practice: Consequences of Field Knowledge Test for Teacher Candidates o Olarak Testlerin Kullanımı: Öğretmenlik Alan Bilgisi Testi'nin Adayları Üzerindeki Etkileri ve Sonuçları)" başlıklı tezi kapsam Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabil sınıfta okuyan öğrencilere 2017 - 2018 eğitim öğretim yıl uygulayabilmesi isteği ilgili Fakültenin 19.10.2017 tarih 27/1 say uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Ek:

KONYA

T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ REI
Öğrenci İşleri Daire Başkanlığı

Sayı : 48178250-300-E.14802
Konu : Özel Öğrenci (Tuçe ÖZTÜRK KARATAŞ)

ÇUKUROVA ÜNİVERSİTESİ REKTÖRL
ADANA

İlgi : 05/10/2017 tarihli ve 76836208-41776 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana öğrencisi Arş.Gör.Tuçe ÖZTÜRK KARATAŞ'ın Prof.Dr. Zuhal OKA "The Use of Tests as Social Practice: The Intentions, Effects a Knowledge Test for Teacher Candidates of English (Sosyal Uygulama Öğretmenlik Alan Bilgisi Testi'nin Amacı, İngilizce Öğretmen Ada Sonuçları)" adlı tezi kapsamında Üniversitemiz Ahmet Keleşoğlu Öğretmenliği Programı son sınıf öğrencilerine uygulama yapma isteği 2 bahar yarıyılında bizzat kendisinin uygulaması şartıyla uygun görülmüştür Bilgilerinizi ve gereğini arz ederim.

Appendix 4. The Exploratory Factor Analysis- SPSS Output

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,877
Bartlett's Test of Sphericity	Approx. Chi-Square	8038,137
	df	903
	Sig.	,000

Communalities

	Initial	Extraction
SMEAN(m1)	1,000	,749
SMEAN(m2)	1,000	,743
SMEAN(m3)	1,000	,677
SMEAN(m6)	1,000	,278
SMEAN(m7)	1,000	,224
SMEAN(m9)	1,000	,473
SMEAN(m10)	1,000	,262
SMEAN(m12)	1,000	,335
SMEAN(m14)	1,000	,494
SMEAN(m16)	1,000	,609
SMEAN(m18)	1,000	,206
SMEAN(m20)	1,000	,323
SMEAN(m21)	1,000	,349
SMEAN(m42)	1,000	,566
SMEAN(m43)	1,000	,681
SMEAN(m44)	1,000	,704
SMEAN(m45)	1,000	,637
SMEAN(m46)	1,000	,638
SMEAN(m47)	1,000	,346
SMEAN(m48)	1,000	,442
SMEAN(m50)	1,000	,349
SMEAN(m51)	1,000	,314
SMEAN(m56)	1,000	,299
SMEAN(m57)	1,000	,342
SMEAN(m58)	1,000	,274
SMEAN(m60)	1,000	,575
SMEAN(m61)	1,000	,543
SMEAN(m63)	1,000	,292
SMEAN(m64)	1,000	,610
SMEAN(m65)	1,000	,650
SMEAN(m66)	1,000	,564

SMEAN(m67)	1,000	,400
SMEAN(m72)	1,000	,444
SMEAN(m73)	1,000	,535
SMEAN(m74)	1,000	,457
SMEAN(m76)	1,000	,386
SMEAN(m78)	1,000	,571
SMEAN(m79)	1,000	,404
SMEAN(m80)	1,000	,424
SMEAN(m81)	1,000	,496
SMEAN(m82)	1,000	,215
SMEAN(m83)	1,000	,174
SMEAN(m85)	1,000	,551

Extraction Method: Principal Component Analysis.

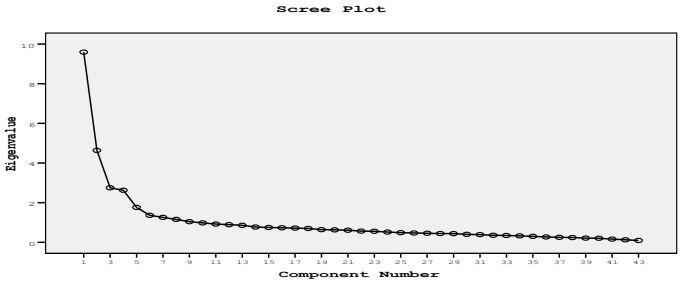
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,592	22,306	22,306	9,592	22,306	22,306	5,816	13,526	13,526
2	4,636	10,781	33,086	4,636	10,781	33,086	5,317	12,364	25,890
3	2,751	6,399	39,485	2,751	6,399	39,485	4,451	10,351	36,241
4	2,626	6,108	45,593	2,626	6,108	45,593	4,021	9,352	45,593
5	1,760	4,093	49,686						
6	1,363	3,169	52,856						
7	1,258	2,926	55,782						
8	1,155	2,686	58,468						
9	1,042	2,423	60,890						

10	,980	2,279	63,169						
11	,921	2,143	65,312						
12	,891	2,071	67,384						
13	,858	1,996	69,379						
14	,770	1,792	71,171						
15	,750	1,743	72,914						
16	,733	1,705	74,619						
17	,718	1,669	76,289						
18	,697	1,620	77,909						
19	,639	1,486	79,394						
20	,628	1,461	80,855						
21	,611	1,421	82,276						
22	,565	1,314	83,590						
23	,557	1,295	84,886						
24	,518	1,205	86,091						
25	,487	1,134	87,224						
26	,473	1,099	88,323						
27	,457	1,063	89,387						
28	,442	1,028	90,415						
29	,438	1,019	91,434						
30	,403	,936	92,370						
31	,388	,902	93,272						
32	,356	,828	94,100						
33	,344	,800	94,901						
34	,327	,760	95,661						
35	,300	,699	96,359						
36	,272	,632	96,991						

37	,253	,589	97,580						
38	,241	,560	98,140						
39	,212	,492	98,632						
40	,206	,478	99,111						
41	,162	,376	99,487						
42	,126	,293	99,780						
43	,095	,220	100,000						

Extraction Method: Principal Component Analysis.



Component Matrix(a)

	Component			
	1	2	3	4
SMEAN(m16)	,679			
SMEAN(m3)	,667			,375
SMEAN(m73)	,662			
SMEAN(m85)	,653			
SMEAN(m72)	,644			
SMEAN(m2)	,642	-,437		,366
SMEAN(m1)	,632	-,426		,404

SMEAN(m74)	,620			
SMEAN(m81)	,616			
SMEAN(m80)	,580			
SMEAN(m48)	,574			
SMEAN(m78)	,567			-,328
SMEAN(m21)	,558			
SMEAN(m14)	,528			,351
SMEAN(m20)	,519			
SMEAN(m46)	,511		,501	
SMEAN(m50)	,505			
SMEAN(m51)	,485			
SMEAN(m79)	,469		-,337	
SMEAN(m6)	,451			
SMEAN(m76)	,438			
SMEAN(m18)	,421			
SMEAN(m10)	,409			
SMEAN(m82)	,347			
SMEAN(m83)				
SMEAN(m65)		,648	,342	
SMEAN(m66)		,624		
SMEAN(m64)		,615	,327	
SMEAN(m60)		,602		
SMEAN(m61)		,591		
SMEAN(m57)		,527		
SMEAN(m67)		,523		
SMEAN(m56)		,480		
SMEAN(m58)		,468		
SMEAN(m63)		,405		
SMEAN(m44)	,488		,556	
SMEAN(m42)	,408		,546	
SMEAN(m43)	,511		,542	
SMEAN(m45)	,512		,517	
SMEAN(m47)	,373		,385	
SMEAN(m9)	,414	-,331		,435
SMEAN(m12)	,358			,416
SMEAN(m7)				,345

Extraction Method: Principal Component Analysis.
a 4 components extracted.

Rotated Component Matrix(a)

	Component			
	1	2	3	4
SMEAN(m78)	,745			
SMEAN(m85)	,685			
SMEAN(m73)	,671			
SMEAN(m81)	,663			
SMEAN(m79)	,623			
SMEAN(m74)	,609			
SMEAN(m76)	,606			

SMEAN(m80)	,605			
SMEAN(m72)	,553			
SMEAN(m50)	,548			
SMEAN(m20)	,496			
SMEAN(m51)	,458			
SMEAN(m21)	,431			
SMEAN(m82)	,418			
SMEAN(m83)	,391			
SMEAN(m1)		,833		
SMEAN(m2)		,819		
SMEAN(m3)		,776		
SMEAN(m16)		,698		
SMEAN(m14)		,679		
SMEAN(m9)		,675		
SMEAN(m12)		,552		
SMEAN(m48)		,504		,365
SMEAN(m10)		,484		
SMEAN(m7)		,447		
SMEAN(m6)		,437		
SMEAN(m18)		,363		
SMEAN(m65)			,802	
SMEAN(m64)			,777	
SMEAN(m60)			,748	
SMEAN(m66)			,735	
SMEAN(m61)			,727	
SMEAN(m67)			,616	
SMEAN(m63)			,533	
SMEAN(m57)			,510	
SMEAN(m56)			,470	
SMEAN(m58)			,438	
SMEAN(m44)				,813
SMEAN(m43)				,801
SMEAN(m45)				,768
SMEAN(m46)				,764
SMEAN(m42)				,740
SMEAN(m47)				,565

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 6 iterations.

Component Transformation Matrix

Componen t	1	2	3	4
1	,662	,575	,249	,412
2	,232	-,438	,828	-,261
3	-,519	-,106	,335	,779
4	-,489	,683	,374	-,394

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Appendix 5. Lisrel Output

Goodness of Fit Statistics

Degrees of Freedom = 839
Minimum Fit Function Chi-Square = 1232.50 (P = 0.0)
Normal Theory Weighted Least Squares Chi-Square = 1223.29 (P = 0.00)
Chi-Square Difference with 14 Degrees of Freedom = 468.58 (P = 0.0)
Estimated Non-centrality Parameter (NCP) = 384.29
90 Percent Confidence Interval for NCP = (294.98 ; 481.57)

Minimum Fit Function Value = 5.24
Population Discrepancy Function Value (F0) = 1.64
90 Percent Confidence Interval for F0 = (1.26 ; 2.05)
Root Mean Square Error of Approximation (RMSEA) = 0.044
90 Percent Confidence Interval for RMSEA = (0.039 ; 0.049)
P-Value for Test of Close Fit (RMSEA < 0.05) = 0.97

Expected Cross-Validation Index (ECVI) = 6.12
90 Percent Confidence Interval for ECVI = (5.74 ; 6.53)
ECVI for Saturated Model = 8.05
ECVI for Independence Model = 41.08

Chi-Square for Independence Model with 903 Degrees of Freedom = 9567.43
Independence AIC = 9653.43
Model AIC = 1437.29
Saturated AIC = 1892.00
Independence CAIC = 9845.37
Model CAIC = 1914.92
Saturated CAIC = 6114.78

Normed Fit Index (NFI) = 0.87
Non-Normed Fit Index (NNFI) = 0.95
Parsimony Normed Fit Index (PNFI) = 0.81
Comparative Fit Index (CFI) = 0.95
Incremental Fit Index (IFI) = 0.95
Relative Fit Index (RFI) = 0.86

Critical N (CN) = 179.70

Root Mean Square Residual (RMR) = 0.092
Standardized RMR = 0.071
Goodness of Fit Index (GFI) = 0.81
Adjusted Goodness of Fit Index (AGFI) = 0.78
Parsimony Goodness of Fit Index (PGFI) = 0.71

Appendix 6. Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, The Use of Tests as Social Practice: The Intentions, Effects and Consequences of Field Knowledge Test for Teacher Candidates of English (Sosyal Uygulama Olarak Testlerin Kullanımı: Öğretmenlik Alan Bilgisi Testi'nin Amacı, İngilizce Öğretmen Adayları Üzerindeki Etkileri ve Sonuçları) başlıklı bir araştırma çalışması (doktora tezi) olup Türkiye'deki standart testlerden biri olan KPSS'ye sosyal bir uygulama olarak bakarak bireyler üzerindeki etki ve sonuçlarını belirleme amacını taşımaktadır. Çalışma, Tuçe Öztürk Karataş ve Zuhal Okan tarafından yürütülmekte ve sonuçları ile Türkiye koşullarındaki uygulanan standart testlerin sosyal uygulama olarak gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.

- Bu çalışmada, çalışmanın amacı doğrultusunda geliştirilen "The Power of the KPSS on Student Teachers of ELT ın Turkish Context" adlı anket kullanılarak nicel türde ve odak grup görüşmesi(focus group) ile röpörtaj yapılarak nitel türde sizden veriler toplanacaktır.

- Araştırmada katılımcıların isimleri gizli tutulacaktır.

- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.

- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.

- Sizden veriler video ve ses kaydıyla toplanacak olup araştırma bitiminde arşivlenecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim.

Araştırmacı Adı :Tuçe ÖZTÜRK KARATAŞ
Adres: Çukurova Üniversitesi Balcalı kampüsü Eğitim Fakültesi İngilizce Öğretmenli Sarıçam/ADANA
Cep Tel : 05062027471

Bu çalışmaya tamamen kendi rızamla katılıp bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.
(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:
İmza:
Tarih:

Appendix 7. Demografic Information

1. **Adınız ve soyadınız:**
2. **Cinsiyet:** ( ) Kız ( ) Erkek
3. **Yaş:**
4. **Üniversite:**
5. **Kardeş sayınız:**
6. **Babanızın işi:**
7. **Annenizin işi:**
8. **Ailenizin ortalama aylık geliri:**
9. **KPSS'ye hazırlanmak için ne yapıyorsunuz?:…….....……**
   ……
10. **KPSS'ye hazırlanmak için dershaneye gidiyor musunuz?: A)** Evet **( ) B)** Hayır **( )**
11. **KPSS'ye hazırlanmak için bugüne kadar toplamda ne kadar harcama yaptınız?:……**
12. **KPSS'ye hazırlanmak için aylık ne kadar harcama yapmanız gerekmektedir?:……**
13. **Burs( ) veya kredi ( ) alıyor musunuz? Alıyorsanız aylık ne kadar alıyorsunuz?:……**
14. **Geçiminizi nasıl sağlıyorsunuz?**

    A)Bir yerde çalışıyorum **( )**

    B) Ailemden para alıyorum**. ( )**

    C) Bursum ve ya kredimle geçinmeye çalışıyorum. **( )**

    D) Diğerleri **( )……**

15. Nerede kalıyorsunuz? A) Yurt **( ) B)** Kira **( )** C)Ailemle **( ) D)** Diğerleri **( )……**

16. KPSS'ye giriş ücreti olarak ne kadar ödeme yaptınız ya da yapacaksınız?.....

17. KPSS için günde kaç saat çalışıyorsunuz?.....

18. KPSS'ye ne zaman çalışmaya başladınız?.....

Appendix 8. Affinity Name Table

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

Appendix 9.Detailed Affinity Relationship Table

Affinity Pair Relationship	***Example of the relationship either in natural language or in the form of IF/THEN statement of relationships**
1 ⟶ 2	
1 ⟵ 2	
NOTE: *This column is intended only as a demonstration to provide participants a space to write down the detail of each relationship if it is needed.	

Appendix 10. Theoretical Code Frequency Table

Affinity Pair Relationship	Frequency	Theoretical code
1 → 2		
1 ← 2		
1 → 3		
1 ← 3		

Appendix 11. Individual Interview Axial Code Table

Individual Interview Axial Code Table			
Affinity	**Transcript Line**	**Axial Quotation**	**Researcher Notes***
1.			
2.			
3			
4			
NOTE: *The Researcher Notes column is intended only as a demonstration. Research notes are typically much more thought.			

Appendix 12. Individual Interview Theoretical Code Table

Individual Interview Theoretical Code Table			
Affinity Pair Relationship	**Transcript Line**	**Axial Quotation**	**Researcher Notes**
1 ⟶ 2			
NOTE: *The Researcher Notes column is intended only as a demonstration. Research notes are typically much more thought.			

Appendix 13. Combined Interview Axial Code Table

Combined Interview Axial Code Table			
Affinity	**Transcript Line/participant**	**Axial Quotation**	**Researcher Notes**
1			
1.			
2.			
2.			
3.			
3.			
NOTE: *The Researcher Notes column is intended only as a demonstration. Research notes are typically much more thought.			

Appendix 14. Combined Interview Theoretical Code Table

Combined Interview Theoretical Code Table			
Affinity Relationship	**Transcript Line/participant**	**Axial Quotation**	**Researcher Notes**
1 → 2			
1 → 2			
NOTE: *The Researcher Notes column is intended only as a demonstration. Research notes are typically much more thought.			

Appendix 15. Interrelationship Diagram

	IRD: Sorted in Descending Order of △												
	1	2	3	4	5	6	7	8	9		OUT	IN	△
1													
2													
3													
4													
5													
6													
7													
8													
9													

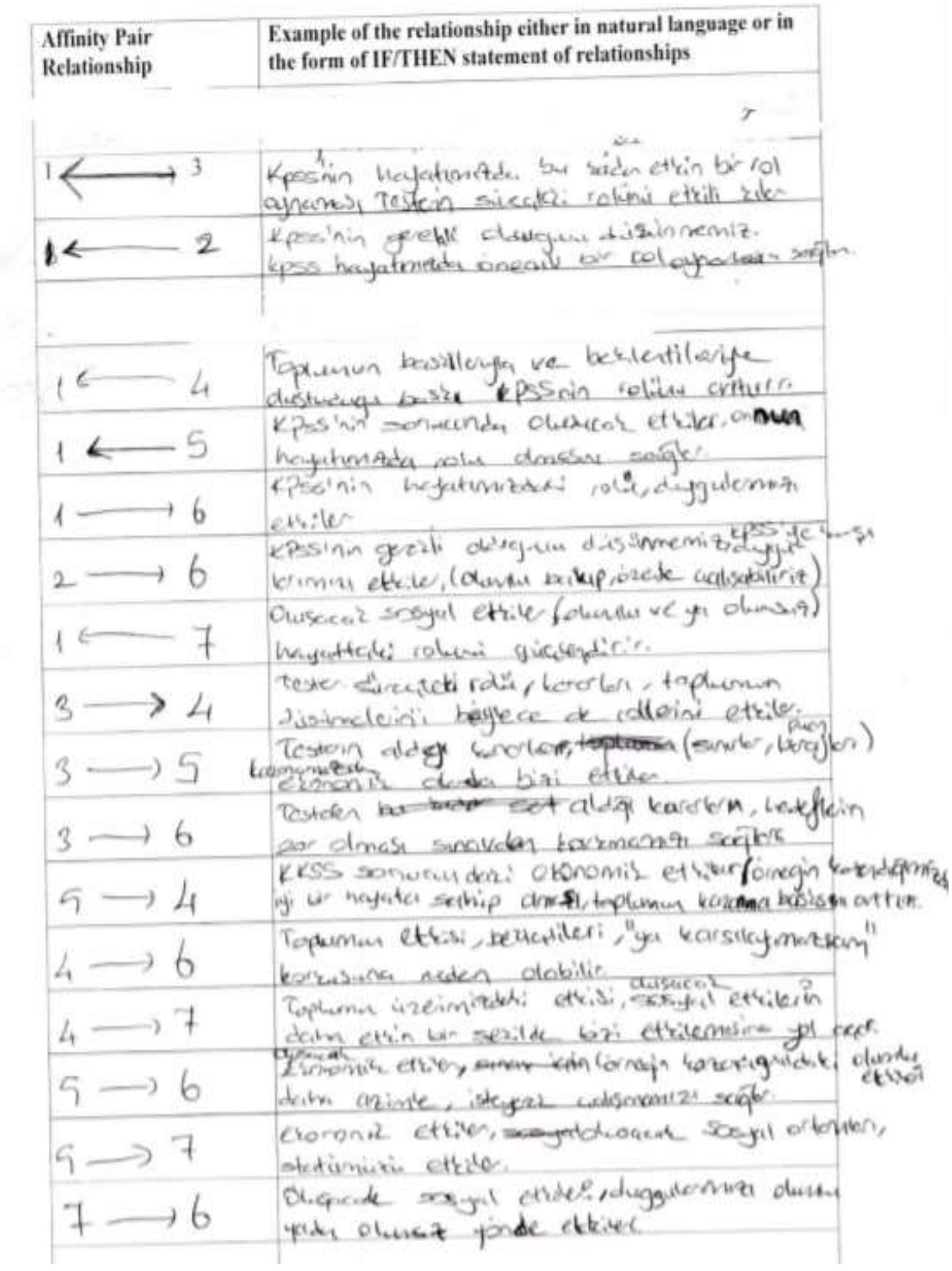
- Count the number of up arrows (↑) or Outs.
- Count the number of left arrows (→)or Ins.
- Subtract the number of Ins and Outs to determine the (△) deltas.
- △ = Out- In

Appendix 16: One Example of the Participants' Affinity Name Table

AFFINITY NAME

1	KPSS'nin hayatımızdaki Rolü
2	KPSS'nin Gerekliliği
3	Tester'ın Sınavdaki Rolü
4	Toplumun Rolü
5	KPSS'yi kazanıp, kazanmama durumuda Oluşacak ekonomik etkiler
6	Sınava karşı olan duygular.
7	KPSS'yi kazanıp kazanmama durumuda, oluşacak olan sosyal etkiler.
8	
9	
10	
11	
12	
13	
14	
15	
16	

Appendix 17: One Example of a Participant's Detailed Affinity Relationship Table

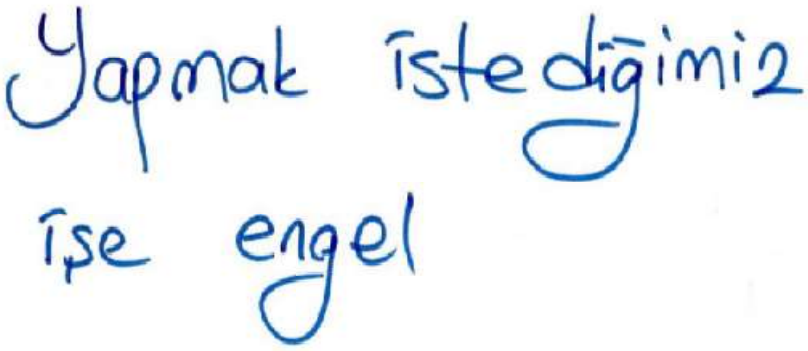


Affinity Pair Relationship	Example of the relationship either in natural language or in the form of IF/THEN statement of relationships
1 ⟷ 3	Kpss'nin hayatımızdaki bu şekilde etkin bir rol oynaması, Testin sürecki rolünü etkili yaptı.
1 ← 2	Kpss'nin gerçek olduğunu düşünmemiz. kpss hayatımızda önemli bir rol oynadığı için.
1 ← 4	Toplumun beklentileri ve belirlenilen ölçütlere göre KPSS'nin rolünü artırır.
1 ← 5	Kpss'nin sonucunda oluşacak etkiler, hayatımızdaki rolü doğrudan sağlar.
1 → 6	Kpss'nin hayatımızdaki rolü, duygularımızı etkiler.
2 → 6	KPSS'nin gerçek olduğunu düşünmemiz duygularımızı kısmen etkiler, (olumlu veya olumsuz şekilde, ölçüde olabilir.)
1 ← 7	Oluşacak sosyal etkiler (olumlu ve ya olumsuz) hayattaki rolünü güçlendirir.
3 → 4	Teste girecek rolü, kararları, toplumun düşünceleri doğrultusunda ve rollerini etkiler.
3 → 5	Testin aldığı kararlar, toplumun (emir, beklenti) ekonomik durumu bazı etkiler.
3 → 6	Testten ~~başarılı olmak~~ aldığı kararlar, hayatımızın zor olması sonucunda kazanmamızı sağlar.
5 → 4	KPSS sonucu bazı ekonomik etkiler örneğin hayatımızda yeni bir hayatın sahip olmak, toplumun kazanma bakışını artırır.
4 → 6	Toplumun etkisi, beklentileri, "yı kazanmamızı" kazanmamızda neden olabilir.
4 → 7	Toplumun üzerimizdeki etkisi, oluşacak sosyal etkilerin daha etkin bir şekilde bizi etkilemesine yol açar.
5 → 6	Ekonomik etkiler, ~~sonuç~~ örneğin hayatımızdaki olumlu etkiler daha önemli, istediğimiz sağlamamızı sağlar.
5 → 7	Ekonomik etkiler, ~~sosyal~~ oluşacak sosyal etkilerin, elde etmemizi etkiler.
7 → 6	Oluşacak sosyal etkiler, duygularımızı olumlu yada olumsuz yönde etkiler.

Appendix 17: One Example of Cards produced by the Participants to Describe Affinities in Focus Group Sessions



Appendix 18: Three Examples of Cards produced by the Participants to Describe Codes in Focus Group Session





Kendimi kanıtlama sınavı

CURRICULUM VITAE

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WORK HISTORY

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Eren Ö., Öztürk, T., Turan, C., & Bada, E. (2017). Postgraduate courses on a virtual classroom platform. *Turkish Online Journal of Educational Technology*: [Special Issue for IETC], 11(1), 585-590.

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Karataş, T. Ö., & Başol, H. Ç. (2016). Qualities of language teacher as an effective technology user: A socio-constructivist study on TPACK. Paper presented at the International ELT conference 'Glocalisation of Professional Development in ELT', Izmir, Turkey.

Karataş, T. Ö. (2016). The uses and functions of L1 in ELT settings: A task-based study in Turkish context. Paper presented at Çukurova International ELT Teachers Conference, Adana, Turkey

Karataş, T. Ö. (2017). The empowerment of student teachers of English in self-assessment practices. Paper presented at the 3rd Çukurova International ELT Teachers Conference, Adana, Turkey

Karataş, T. Ö., & Okan, Z. (2016). Language assessment as social practice. Paper presented at the IATEFL TEASIG joint conference with ETAS, Aigle, Switzerland.

Karataş, T. Ö., & Okan, Z. (2016). Metacognitive Awareness and Strategies in Language Teacher Education. Paper presented at the 9th International ELT Research Conference, Çanakkkale, Turkey.

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Tuncer, H., & Karataş, T. Ö (2019). Language assessment in citizenship context: The case of Canada and Turkey. Paper presented at the 5th Çukurova International ELT Teachers Conference, Adana, Turkey

DUTIES UNDERTAKEN in CONFERENCE ORGANIZING

Organizing Committee Member of Çukurova International ELT Teachers Conference, 05-07 April, 2018.

Organizing Committee Member of Çukurova International ELT Teachers Conference, 20-21 April, 2017.

Organizing Committee Member of Çukurova International ELT Teachers Conference, 28-29 April, 2016.

Organizing Committee Member of Çukurova International ELT Teachers Conference, 21-22 April, 2015.