

DESCRIPTION AND ANALYSIS OF THE FOREIGN LANGUAGE
PROFICIENCY EXAMINATION FOR STATE EMPLOYEES (KPDS) AND
RECOMMENDATIONS FOR AN IDEAL KPDS PREPARATION COURSE

A THESIS PRESENTED BY

ALI YÜCEL

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 1999

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ABSTRACT

Title:	Description and Analysis of the Foreign Language Proficiency Examination for State Employees (KPDS) and Recommendations for an Ideal KPDS Preparation Course
Author:	Ali Yücel
Thesis Chairperson:	Dr. William Snyder Bilkent University, MA TEFL Program
Committee Members:	Dr. Patricia N. Sullivan Dr. Necmi Akşit Michele Rajotte Bilkent University, MA TEFL Program

Various proficiency tests are administered throughout the world for the selection of people for a field of study or a job. In many cases, an English proficiency test is the major device for selection, as in Turkey, which administers the Foreign Language Proficiency Examination for State Employees (KPDS) to Turkish state employees, Ph.D. students, and would-be associate professors. The test is administered in various languages, the most preferred being English. State employees take the test to determine their proficiency level and, if high enough, to raise their pay status. Ph.D. students are required to score at least 60 out of 100 on the test to be able to continue their future academic studies. The required score for associate professorship is 70.

There have been a lot of complaints, on the part of the Ph.D. students and would-be associate professors about the validity and reliability of the test due to the fact that many cannot obtain the required score even after many trials. Because of this,

numerous KPDS preparation courses that follow different programs have flourished in recent years. The purpose of this study was to describe and analyze the KPDS test and provide guidelines for an ideal KPDS preparation course through investigating the various approaches to the KPDS preparation courses in various institutions.

Two methods of data collection were employed in this study: item analysis and interviews. For item analysis purposes, 45 university graduates from various departments were administered a sample KPDS test. Test items were randomly selected, parallel in number to the items for each section of the actual test, from a KPDS booklet provided by Student Selection and Placement Center (ÖSYM). In addition to this, six KPDS teachers were interviewed individually about the kinds of materials they utilize in their courses and how they treat problematic items.

Test scores gathered from the subjects were analyzed through calculations of item facility, item discrimination, and distracter efficiency to determine the quality of individual items. The results showed that more than half of the items were easy for the testees and that approximately 30% of the items did not discriminate well. The results also indicated that about 20% of the items were not efficient in terms of distracters or the construction of the stem.

Through interviews, it was discovered that some teachers trained their students solely on test-taking strategies and exposed them to practice tests while others used a wide variety of materials focusing on a general improvement of skills. Regarding the problematic items, some teachers pointed out that they devised their own strategies,

out of their experience, to solve them. For instance, most of the teachers reported that they told their students to focus only on tense agreement in grammar-related items that seemed to have two or more possible options.

In the light of the findings, guidelines on how KPDS courses should be taught are provided in the final section of the study.

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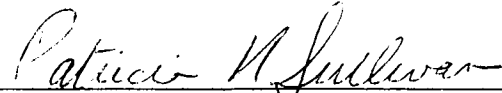
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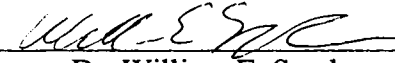
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Thesis Title:	Description and Analysis of the Foreign Language Proficiency Examination for State Employees (KPDS) and Recommendations for an Ideal KPDS Preparation Course
Thesis Advisor:	Dr. Patricia N. Sullivan Bilkent University, MA TEFL Program
Committee Members:	Dr. William E. Snyder Bilkent University, MA TEFL Program Dr. Necmi Akşit Bilkent University, MA TEFL Program Michele Rajotte Bilkent University, MA TEFL Program

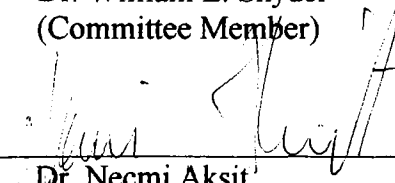
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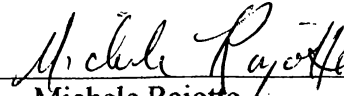
Dr. Patricia N. Sullivan
(Advisor)



Dr. William E. Snyder
(Committee Member)

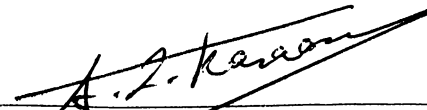


Dr. Necmi Akşit
(Committee Member)



Michele Rajotte
(Committee Member)

Approved for the
Institute of Economics and Social Sciences



Ali Karaosmanoğlu
Director
Institute of Economics and Social Sciences

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*To my dear family
and
my future children.*

CHAPTER I: INTRODUCTION

To be able to obtain a particular position in a field of study or a job, a test is often required. In many cases, especially in non-native English speaking countries, an English proficiency test is the major device used for selection. Some universities or institutions worldwide depend on these tests, the most common of which is the Test of English as a Foreign Language (TOEFL), for the selection of qualified non-native speakers of English. It reserves its position as the most widely used standardized test throughout the world and will undoubtedly remain so until an alternative test is developed. However, the TOEFL is not the only test used for these purposes.

Instead of using an internationally recognized test as the basic selection tool, some countries develop and utilize their own English language proficiency tests with the assumption that they are more appropriate to meet their requirements. In Turkey, the Foreign Language Proficiency Examination for State Employees (KPDS) is one of these tests. It is administered twice a year by the Student Selection and Placement Center (ÖSYM).

Originally, the test was developed by Turkish test administrators to determine the language proficiency level of state employees so that those with the required proficiency could obtain compensation from the government or be appointed to higher positions in their jobs. Although English is the most preferred language, it was declared by the Ministry of Finance and Customs that test takers could also determine their proficiency in some other languages, including French, German, Italian, Spanish, Greek, Portuguese, Dutch, Flemish, Irish, Danish, Arabic, Persian, and Russian (Resmi Gazete, 1989; p. 10).

Since 1996, the KPDS has become a requirement for Ph.D. students and would-be associate professors (Resmi Gazete, 1996; pp. 38-39). The Higher Education Council passed a law which required Ph.D. students to score at least 60 out of 100 on the KPDS test to be able to continue their academic studies. The would-be associate professors were also required to take the KPDS test and score at least 70 in order to obtain the rank of associate professorship.

Taking into consideration the range of the KPDS test takers and the factors indicated above, we can see that the test plays a very crucial role in the professional and academic lives of many people in Turkey.

Background of the Study

Until 1996, private KPDS and TOEFL preparation courses were conducted at Çukurova University, Center for Foreign Languages (YADIM), independent of the formal curriculum. Although the courses were conducted specifically for the KPDS and the TOEFL, students used to attend these courses for various purposes, such as taking a bank exam, studying abroad, and improving their grammar or translation skills. The institution had to accommodate all of these students in the same class due to lack of teachers and having limitations in opening a class for a small number of students. Because of the variety of purposes and the limitations, course teachers had serious problems in preparing an appropriate syllabus and following programs that would be in accordance with the content of the KPDS or the TOEFL test. As a result, the teachers were not satisfied with the courses they taught and the students could not achieve the desired score. Also, very often, because of subsequent drop-outs, the courses had to be cancelled.

According to a recent law, MA and Ph.D. programs are going to be conducted only at eight universities in Turkey, one of which is Çukurova University. With this law, the KPDS was also introduced as a requirement for Ph.D. students and would-be associate professors. These eight universities were also assigned the duty of providing one-year formal KPDS preparation courses to Ph.D. students and associate professors who take the test once and fail to obtain the required score in the KPDS. At the end of the course, Ph.D. students take the test again and if they cannot obtain the required score again, they are dismissed from the Ph.D. program. Those who take the test for associate professorship can take the test until they obtain the required score.

Formal KPDS preparation courses have been conducted at Çukurova University, YADIM, since 1996. A relatively better preparation program compared to the previous one was developed. Still, it is apparent that these courses need further enhancement because few students attending these courses are able to obtain the required score.

There are not many studies conducted on the KPDS test or KPDS preparation courses. This is primarily related to the fact that the KPDS test center has been very strict about providing samples of the actual tests. Consequently, those who are planning to conduct research studies may need to restrict their scope. In one of these pioneering studies, Şahin (1997), using sample materials provided by ÖSYM, investigated the shortcomings of the reading comprehension questions in the KPDS test and found out that some items had serious discrepancies and that they had negative effects on test takers' success. He also concluded that some items needed to be modified or totally excluded from the test. This study and the factors pointed out

above have led me to conduct a study on the KPDS test from a different perspective. Specifically, I plan to base my study on government-released booklet including sample items for all sections of the test and analyze the individual items in terms of their difficulty and discrimination levels and the efficiency of the distracters. This, I anticipate, will provide information about the overall quality of the test. Being a former KPDS preparation course teacher at Çukurova University, I am also interested in the content of these courses both at my university and at other institutions.

Statement of the Problem

After the KPDS test became a requirement for Ph.D. students and associate professors, the already existing complaints about the content of the test were further highlighted by these people throughout Turkey. The complaints primarily stem from the fact that the KPDS test center has been strictly refusing to provide the test takers, or any other people doing research studies, with the previous actual tests or with the scores of the subsections. The only publication released by ÖSYM is a 185-item booklet composed of sample questions from the previous tests. Because of this, a lot of doubts about the validity and reliability of the test arise. Moreover, it becomes impossible for the test takers to know about their strengths and weaknesses and continue their studies accordingly. Most test takers have to take the test more than once since they cannot obtain the required score in their first trial. What makes me particularly interested in this issue is the fact that although the test takers are university graduates and follow KPDS preparation courses for a year or more, they still cannot get the desired score in their third or fourth trial. Since the KPDS test center does not provide any information about the details of the test, it seems that

these courses fail to provide their students with programs that would be of utmost help. Another reason for the failure of these courses might be that the test itself contains problematic items which lead to different interpretations. Moreover, students cannot concentrate thoroughly on the courses due to the fact that they are deprived of a detailed document about their scores.

Purpose of the Study

One of the objectives of this study is to describe the KPDS test and analyze the individual test items in terms of their difficulty and discrimination levels and the efficiency of the distracters. Davies (1990) points out that “the purpose of item analysis is to determine test homogeneity: the more similar to one another (without being identical) test items are, the more likely it is that they are measuring in the same area and therefore that they are doing something useful (validity)” (p. 6). It is hypothesized that the results of the test item analysis will enable KPDS preparation course teachers to approach test items from a different perspective and train their students accordingly. Some KPDS preparation course teachers have already been aware of the fact that there exist problematic items in the test and have developed their own strategies to train their students. On the other hand, some other teachers have limited knowledge about the content of the subsections and the problematic items in the test. For this reason, the results of item analysis are expected to reveal some additional types of problematic items, which will be helpful for all KPDS preparation course teachers.

A second focus of the study is to observe various KPDS preparation courses and analyze the programs and the materials they utilize to enhance their students' success. These materials can range from courses that exclusively use practice tests to

those that provide students with materials intended to improve their vocabulary or translation skills through authentic contexts. Teachers have pointed out that although most of the students want to score the required score on the KPDS test in a short time, their ultimate aim is to prepare them for the test in the most effective way that will also help them acquire the language. Otherwise, they believe that shortcomings would be inevitable. Considering these different approaches, I plan to interview teachers from various KPDS preparation courses, observe the kind of materials they use and elucidate their ideas on how they deal with the problematic items that are likely to occur in the test.

Ultimately, depending on the results of item analysis and these interviews, I plan to provide guidelines to improve the quality of the formal KPDS preparation courses conducted for Ph.D. students and would-be associate professors at Çukurova University, Foreign Languages Center (YADİM).

Significance of the Study

With this study, I hope to provide thorough and satisfactory guidelines to help Çukurova University KPDS preparation course teachers work through the difficulties of the test in light of the results of item analysis. I anticipate that the results of this study will enhance the utilization of the KPDS preparation courses conducted at other universities assigned this duty throughout Turkey. As was pointed out above, MA and Ph.D. programs are going to be conducted only at eight universities in Turkey, which means that Foreign Languages Center (YADİM) at Çukurova University will have to accommodate more KPDS students in the near future. This requires the development of more planned and systematic KPDS preparation courses.

The recent law limiting the graduate programs to eight distinguished universities aims at increasing the quality of academic studies throughout Turkey. Therefore, this study will contribute to the development of academic studies as well. I also expect that students preparing for the KPDS test will feel more self-confident when they are presented with courses, the content of which is consistent with the content of the test.

Research Questions

In order to realize the objectives stated above, I plan to conduct item analysis for the individual items under each sub-section in the sample KPDS test regarding their difficulty and discrimination levels. I will also analyze the distracters in order to find out the sources of the problematic points in the stem and the distracters. My secondary aim is to provide guidelines for an ideal KPDS preparation course. In this respect, the study will address the following research questions:

- 1- What insights do discrimination, difficulty and distracter efficiency analyses provide about the quality of the test items in the KPDS?
- 2- To what extent does the content of the test match the content of the various KPDS preparation courses?
- 3- What are appropriate guidelines for a KPDS preparation course?

CHAPTER II: LITERATURE REVIEW

Introduction

The KPDS, as stated above, is a language proficiency test conducted by Turkish test administrators who are employed by the Student Selection and Placement Center (ÖSYM). The test is criticized by a lot of people, including test takers, most of whom are Ph.D. students and would-be associate professors, KPDS preparation course teachers, and those who are conducting related research studies.

This study, in the first place, aims at describing and analyzing the test in order to find out the quality of the items. Secondly, the study aims at finding out the different methodological approaches to KPDS teaching. Ultimately, depending on the findings, guidelines for an ideal KPDS preparation course are provided. This literature review, therefore, focuses on both testing and the effect of testing on teaching.

In the first section of this chapter, I summarize various types of tests and concentrate specifically on norm-referenced tests, namely *proficiency* and *placement*. The second part focuses on test qualities and usefulness of tests. Characteristics of ideal tests are discussed in this section. In the third section, I define some terms related to item analysis. In the fourth section, I describe the KPDS test outlining the sections, the number of questions under each section, and the grading criteria. In the final section of this literature review, I focus on backwash effect, the relationship between teaching and testing.

Types of Tests

Language teaching is a very complex phenomenon, within which many components coexist. Of these, the teaching method, the materials utilized, and tests are among the most important. For the purposes of this study, tests are going to be mentioned in more detail. Bachman and Palmer (1996) state that “while the primary purpose of other components is to promote learning, the primary purpose of tests is to measure” (p. 19). However, there are cases when tests have a great influence on teaching. So, it is possible to talk about the pedagogical value of tests as well. Another issue about tests is the extent to which they measure the performance expected from the testees. All of these considerations are the concerns of this study and are developed in more detail in the subsequent sections.

Tests can be divided into various groups. For the purposes of this study, I am going to adopt the common division of tests into two groups, norm-referenced tests (NRTs) and criterion-referenced tests (CRTs). These two types of tests serve different purposes. Brown (1996) provides a detailed comparison of these two types of tests: (See Table 1 below).

Table 1

Differences Between Norm-Referenced and Criterion-Referenced Tests

<u>Characteristic</u>	<u>Norm-Referenced</u>	<u>Criterion-Referenced</u>
Type of Interpretation	Relative (A student's performance is compared to that of all other students in percentile terms.)	Absolute (A student's performance is compared only to the amount, or percentage, of material learned.)
Type of Measurement	To measure general language abilities or proficiencies.	To measure specific objectives-based language points
Purpose of Testing	Spread students out along a continuum of general abilities or proficiencies.	Assess the amount of material known, or learned, by each student.
Distribution of Scores	Normal distribution of scores around a mean.	Varies, usually nonnormal (students who know all of the material should all score 100%)
Test Structure	A few relatively long subsets with a variety of question contents.	A series of short, well-defined subsets with similar question contents.
Knowledge of questions	Students have little or no idea what content to expect in questions.	Students know exactly what content to expect in test questions.

Note. From Testing in Language Programs (p. 3), by J. D. Brown, 1996, New

Jersey: Prentice Hall Regents.

CRTs are related to classroom learning, and test content is directly related to course content and objectives. According to Brown (1996):

“The purpose of CRT is to measure the amount of learning that a student has accomplished on each objective. In most cases, the students would know in advance what types of questions, tasks, and content to expect for each objective because the question content would be implied (if not explicitly stated) in the objectives of the course” (p. 2).

An NRT, on the other hand, “is designed to measure global language abilities (for instance, overall English language proficiency, academic listening ability, reading

comprehension, and so on)” (Brown, 1996). Brown (1996) further states that the purpose of NRT is to discriminate between low ability and high ability students. In this respect, NRTs are used to make decisions about overall language abilities and are independent of any classroom learning.

There exist clear-cut differences between these two types of tests. Yet, according to Davies (1990) both tests are dependent on each other in particular aspects. He states that “Norm referencing always at some point uses criterion referencing in order to determine a cutoff, a level that needs to be reached for some purpose. Similarly, criterion referencing requires norm referencing in order to establish just what it is learners are capable of, what the best can do in a limited amount of time, and so on” (p. 19).

Decisions made for NRTs, as pointed out above, are generally at program level. Proficiency and placement tests, in this respect, can be regarded as norm-referenced tests. Similarly, achievement and diagnostic tests, which are based on classroom learning, are examples of criterion-referenced tests. They reflect the content and objectives of a particular course. For the purpose of this study, instead of going into further details of these differences, I am going to focus more on Norm-Referenced Tests because the KPDS test is a proficiency test. By so doing, I analyze the extent to which the individual items and the test itself comply with the characteristics of a proficiency test.

Placement Tests

In order to make sound judgements about the appropriate level of the students and develop effective programs, teachers or administrators need to administer a test at the outset of teaching. In this respect, they make use of placement tests.

“Placement tests are designed to facilitate the groupings of students according to their general level of ability” (Brown, 1995; p. 110). Brown’s definition implies that students at the same levels should be in the same class so that they would be taught accordingly.

Regarding the suitability of commercially published placement tests for a particular situation, Hughes (1989) points out that the best placement tests are the ones that are developed for that particular situation. He further states that “No one placement test will work for every institution, and the initial assumption about any test that is commercially available must be that it will not work well” (p.14). In addition to these ideas, it is worth mentioning that the content of placement tests is directly related to course content. For this reason, the strength and weaknesses of the test takers should be carefully examined.

Proficiency Tests

Proficiency in a language can be considered in various ways. It can be broadly defined as the overall ability in a language, which is tested through proficiency tests. Hughes (1989) elaborates on proficiency tests, stating that:

“Proficiency tests are designed to measure people’s ability in a language regardless of any training they may have had in that language. The content of a proficiency test, therefore, is not based on the content or objectives of language courses which people taking the test may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient” (p. 9).

According to Dandonoli (1987) proficiency tests may determine the test takers’ ability to use the language in authentic situations as well as testing the

success of an individual test taker over the other test takers (i.e. norm-referenced tests). He further states that “...what we should want from a proficiency test ...is a score that reflects an understanding of what the examinee can do with the language, in what situations, and with what facility” (p. 80).

A Comparison of Placement Tests and Proficiency Tests

Although they belong to the same group of tests, proficiency and placement tests differ in function. According to Brown (1996) “proficiency decisions usually have the goal of grouping together students of similar ability level... Placement tests are designed to help decide what each student’s appropriate level will be within a specific program, skill area, or a course” (p. 11). Placement tests are necessarily related to a specific program while, on the other hand, proficiency tests are totally independent of any course. Yet, some proficiency tests could be utilized at the end of a program to serve as final achievement tests. Despite this fact, it is worth noting that such proficiency tests do not reflect the course content or objectives but focus on overall language ability. Brown (1996) recapitulates the difference between these two tests as follows: “... a proficiency test tends to be very, very general in character, because it is designed to assess extremely wide bands of abilities. In contrast, a placement test must be more specifically related to a given program” (pp. 11-12).

In line with the views presented above, Brown (1996) elaborates on the nature of proficiency decisions, stating that “the focus of such decisions is usually on the general knowledge or skills prerequisite to entry or exit from some type of institution, for example, American universities” (p. 9). In this respect, the TOEFL is one of the most commonly utilized and widely accepted proficiency tests.

There are other proficiency tests conducted by various institutions, universities, or countries, which can be labeled as national tests, administered to people to meet the specific predetermined requirements. One example is the KPDS test, which, as discussed in Chapter 1, is a Turkish national test administered to Turkish state employees, Ph.D. students, and would-be associate professors to determine their foreign language proficiency level. However, the subsections in the test do not seem to test overall language ability since listening, speaking, and writing skills are not tested. It can be concluded that the KPDS does not test some of the most important constructs people utilize for various purposes.

Brown (1996) argues that proficiency decisions should be made carefully since they play a crucial role in people's future lives. Some proficiency tests require overall language ability while others require the command of language for a particular purpose. Hughes (1989) presents the fact that although some proficiency tests require proficiency in a particular area, it has to be clearly stated what successful test takers would be able to perform with the language. He further states that "it is not enough to have some vague notion of proficiency, however prestigious the testing body concerned" (p. 10). Most of the previously mentioned complaints about the content of the KPDS test stem from the fact that the test has a 'vague notion of proficiency'.

Since the KPDS test is a general foreign language proficiency test, norm-referenced tests were focused on in this part of the study. My primary aim was to make a distinction between norm referenced and criterion referenced tests, stating that while the former is related to testing overall language abilities, the latter is related to a specific course. I also attempted to stress the fact that a proficiency test

should reflect what kind of performance is expected of the people taking the test. In this respect, the KPDS is subject to various criticisms, which will be expanded on in the second section of this literature review.

Qualities of Tests and Test Usefulness

It was indicated in the first section that proficiency tests could be used to measure the command of language in particular areas as well as overall language ability and that they should not be based on ‘a vague notion of proficiency’. Bachman and Palmer (1996) propose that language knowledge consists of organizational knowledge and pragmatic knowledge, which are tested through one or more components. They state that “organizational knowledge is involved in the formal structure of language for producing or comprehending grammatically acceptable utterances or sentences, and for organizing these to form texts, both oral and written” (pp. 67-68). They further state that “Pragmatic knowledge enables us to create or interpret discourse by relating utterances or sentences and texts to their meanings, to the intention of language users, and to relevant characteristics of the language use setting” (p.69). That is to say, these two phenomenon are not necessarily tested in a test which comprises all or most of the skills inherent in actual language use. Bachman and Palmer (1996) support their view stating that “...even though we may be interested in measuring an individual’s knowledge of vocabulary, the kinds of test items, tasks, or texts used need to be selected with an awareness of what other components of language knowledge they may evoke” (p. 67).

To reiterate, no matter what kind of purposes any test may have, the tasks included in the test should require various processing of the language knowledge.

The various types of language knowledge proposed by Bachman and Palmer (1996) are presented in the following table:

Table 2

Areas of Language Knowledge

Organizational knowledge (how utterances or sentences and texts are organized)

Grammatical knowledge (how individual utterances or sentences are organized)

Knowledge of vocabulary

Knowledge of syntax

Knowledge of phonology/graphology

Textual knowledge (how utterances or sentences are organized to form texts)

Knowledge of cohesion

Knowledge of rhetorical or conversational organization

Pragmatic knowledge (how utterances or sentences and texts are related to the communicative goals of the language user and to the features of the language use setting)

Functional knowledge (how utterances or sentences and texts are related to the communicative goals of language users)

Knowledge of ideational functions

Knowledge of manipulative functions

Knowledge of heuristic functions

Knowledge of imaginative functions

Sociolinguistic knowledge (how utterances or sentences and texts are related to features of the language use setting)

Knowledge of dialects/varieties

Knowledge of registers

Knowledge of natural or idiomatic expressions

Knowledge of cultural references and figures of speech

Note. From Language Testing in Practice: Designing and Developing Useful Language Tests (p. 68), by L. F. Bachman & A. S. Palmer, 1996, Oxford: Oxford University Press.

In our daily life, we utilize these forms of knowledge to be able to realize certain aims. My concern in how and through what tasks language knowledge should be tested is primarily associated with the content of the KPDS test and the target group it addresses.

The KPDS test designers argue that it is a proficiency test. As was pointed out at the initial stages of this chapter, the test is applied to both state employees and to Ph.D. students and would-be associate professors from whom various performances in authentic situations is expected. Moreover, although listening, speaking, and writing abilities are crucial in conducting academic research and in exchanging information, they are not tested in the test. This does not comply with the characteristics of a proficiency test. It is also worth noting that there is not any claim on the part of the KPDS test center as to testing the skills which are not included in the test indirectly.

In addition to the areas of language knowledge listed above, Bachman and Palmer (1996) also mention six qualities which play a crucial role in the usefulness of tests and other educational components such as a learning activity, learning task, or a particular teaching approach. They describe test usefulness as follows:

“Usefulness = Reliability + Construct validity + Authenticity +
Interactiveness + Impact + Practicality” (p. 18).

Generally, tests are analyzed in terms of reliability and construct validity. Bachman and Palmer (1996) provide additional criteria, namely ‘authenticity, interactiveness, impact, and practicality’. They believe that these aspects are essential in determining the actual use of the language knowledge and the psychological processes test takers employ.

In this study, for the reasons mentioned earlier, these characteristics are not going to be dealt with. However, of the six characteristics listed above, ‘construct validity’ is one of the most important in that it determines whether a test measures the ability it is intended to measure (Hughes, 1989).

Brown (1996) reminds us of the fact that psychological constructs should be defined before construct validity is elaborated on. Thus, he defines psychological construct as “...an attribute, proficiency, ability, or skill defined in psychological theories” (p. 239). He also points out that these constructs operate inside the brain and can only be observed indirectly. Hughes (1989) exemplifies construct validity as follows: “One might hypothesize, for example, that the ability to read involves a number of sub-skills, such as the ability to guess the meaning of unknown words from context in which they are met” (p. 26).

In the context of the KPDS, for example, some of the constructs associated with the reading-based section are understanding explicitly stated information, understanding conceptual meaning, understanding relations within the sentence, distinguishing the main idea from supporting details, skimming, scanning, recognizing restatements, and predicting what is to follow (Öztürk, 1994; p.480).

Basic Terminology Related to Item Analysis

In this section, I explain some terms that I will be referring to throughout the study such as item, item analysis, item facility (IF), item discrimination (ID), and distracter efficiency analysis.

Item

Brown (1996) defines an item as “the smallest meaningful unit that produces distinctive and meaningful information on a test or rating scale” (p. 49). In this

respect, all of the questions on the KPDS test, which are multiple choice type questions, are regarded as individual items. However, a cloze test or a dictation test could also be regarded as items.

Item Analysis

According to Brown (1996), “Item analysis is the systematic evaluation of the effectiveness of the individual items on a test” (p. 50). Item analysis could be performed for various purposes, one of which is to find out the effectiveness of an item with a particular group of students. Item analysis procedures consist of three categories: item facility analysis, item discrimination analysis, and distracter efficiency analysis (Carey, 1988). To be able to conduct these analyses, students’ overall scores and their answers to the individual items are needed. Once these data are organized in an appropriate way, it is easy to do the necessary calculations.

Item Facility Analysis

In Brown’s terms, “item facility (IF) (also called *item difficulty* or *item easiness*) is a statistical index used to examine the percentage of students who correctly answer a given item” (p. 64). Regarding the interpretation of the values of the item facility in terms of proportion and percentage, Carey (1988) provides the following illustration:

	<i>Very Difficult</i>	<i>Difficult</i>	<i>Very Easy</i>
Proportion	.00	.50	1.00
Percentage	0%	50%	100% (p. 252).

The formula to calculate item facility is $IF = \frac{N(\text{correct})}{N(\text{total})}$

N (correct) is the number of students who answered correctly,

N (total) is the total number of students taking the test.

Item Discrimination Analysis

Brown (1996) states that “Item discrimination (ID) indicates the degree to which an item separates the students who performed well from those who performed poorly. These two groups are sometimes referred to as the high and low scorers or upper- and lower-proficiency students” (pp. 66-67). According to their scores, students are lined up together with their responses to individual items, and the upper third and the lower third are determined. Item facility values for both high and low scorers are required to calculate ID. The formula for item discrimination is

$$ID = IF(\text{upper}) - IF(\text{lower}) \text{ (Brown, 1996).}$$

The discrimination level of an item can be interpreted according to the following illustration adapted from Carey (1988):

<i>Maximum Negative</i>	<i>No Discrimination</i>	<i>Maximum Positive</i>
<i>Discrimination</i>	<i>between Groups</i>	<i>Discrimination</i>
<i>between Groups</i>		<i>between Groups</i>
-1.00	.00	1.00 (p. 258).

By applying these two item analysis indexes, I am planning to determine the quality of individual items on the KPDS test. Ideal items, according to Brown, have an IF value of .50 and the highest available ID. However, he points out to the fact that such items are rarely found. For this reason, for IF, items ranging between .30 and .70 are regarded acceptable.

Regarding the ID in determining the quality of test items, Ebel (in Brown, 1996) suggests the following guidelines:

.40 and up	Very good items
.30 to .39	Reasonably good but possibly subject to improvement
.20 to .29	Marginal items, usually needing and being subject to improvement
Below .19	Poor items, to be rejected or improved by revision (p. 70).

Distracter Efficiency Analysis

A distracter in a multiple-choice item is the option that is regarded incorrect. Brown (1996) defines the goal of distracter analysis as "...to examine the degree to which the distracters are attracting students who do not know the correct answer" (p. 71). Carey (1988) provides a broader definition, stating that "an item distracter analysis is performed for selected-response items to review items judged to be problematic during difficulty and discrimination analyses, to evaluate the plausibility of distracters, and to identify areas in which instruction needs to be revised" (p. 267). Distracter analysis is performed by determining the percentage of the high- and low-level students selecting an option. Items which are found to be problematic according to the results of item facility and discrimination indices, are reviewed and analyzed in terms of format and content (Carey, 1988). Ultimately, good items are preserved while the problematic ones are modified or totally discarded. However, this study aims only at finding out the problematic items with no intention of bringing change to the test. But, the results of distracter efficiency analysis are expected to reveal how the problematic items are dealt with by KPDS preparation course teachers

In a related study, Şahin (1997) analyzed the reading comprehension questions of the KPDS test to find out the shortcomings of the individual items and their effects on test takers. To reach his aim, he administered a 30-question reading comprehension test composed from the previous KPDS tests to more than 100 subjects, most of whom were English teachers at secondary or high schools in Turkey. For item analysis purposes, he was able to use only 57 of the subjects since the others left nearly half of the items blank. He analyzed the results through SPSS focusing on the Mean Variance, Standard Deviation, Skewness, Kurtosis, Minimum, Maximum, Median, Alpha, SEM, Mean P, Mean Item, and Mean Biserial. Moreover, he gave out the test takers questionnaires which included questions on their educational background and their views on the KPDS.

It was found that nearly half of the questions were problematic regarding the difficulty level. Taking into consideration the fact that most of the test takers were English teachers, it was concluded that the test would undoubtedly be more difficult for the general population. The reasons leading to the difficulty of the test were explained to be the length of the passages, the use of archaic vocabulary, and the questions requiring inferences. Test takers pointed out that there were two possible answers for some items.

Description of the KPDS Test and The Grading Criteria

Sections of the Test

The test consists of four main sections: ‘vocabulary, grammar, translation, and reading comprehension.’ A more detailed description of the sub-sections and the number of the questions under each are provided below:

Table 3

Description of the Sections and the Number of Items in the KPDS Test

<u>Sections</u>	<u>Number of items</u>
1- Filling in blanks with an appropriate word (Vocabulary)	8
2- Filling in blanks with an appropriate word or expression (Grammar)	16
3- Sentence completion	8
4- Finding the Turkish equivalent of the given English sentence	10
5- Finding the English equivalent of the given Turkish sentence	10
6- Finding the sentence which fits the given situation	6
7- Dialog completion	6
8- Reading comprehension	18
9- Completing the missing part in a passage with a meaningful sentence	6
10- Sorting out the sentence that does not fit a five-sentence passage	6
11- Finding the sentence which paraphrases the given sentence	6
Total = 100 Items	

Note. The eleven sections in Table 3 were directly taken from the KPDS test booklet released by ÖSYM.

Grading Criteria

As it was explained in the first chapter, the test is prepared by the KPDS test center employed by the Higher Educational Council (YÖK) and administered by the Student Selection and Placement Center (ÖSYM). The criteria to determine the proficiency level of the test takers, which were decided by the Ministry of Finance and Customs and released in Resmi Gazete (1989, p.10), are as follows:

Table 4

Grading Criteria for the KPDS

<u>Points out of 100</u>	<u>Proficiency Level</u>
90 to 100	A (proficient)
80 to 89	B (proficient)
70 to 79	C (proficient)
60 to 69	D (proficient)
59 and below	E (incompetent)

According to these criteria, those with a proficiency level of at least C are able to obtain compensation from the government. In line with the regulations of the Higher University Board, Ph.D. students have to score at least 60 on the test to be able to continue their academic studies. Similarly, would-be associate professors have to score at least 70 to obtain the degree of associate professorship.

Washback Effect and KPDS Preparation Courses

As it was pointed out in the first chapter of this study, many students preparing for the KPDS test complain about not being able to obtain the required score after many trials and after attending various preparation courses. This is related to both the content of the test and the kind of methodology and materials followed in KPDS preparation courses. This final section of the literature review discusses the advantages and/or disadvantages of teaching for testing, since it seems to be the most important factor in the KPDS context, and the role of materials in KPDS preparation courses.

Although many teachers claim that the tests they are preparing their students for do not influence their teaching and their choice of teaching materials, it is commonly known that they, in reality, do. The effect of teaching on testing, or the

effect of testing on teaching, is known as ‘washback’. It can be either positive or negative.

Hughes (1989) elaborates on the negative effect of testing on teaching stating that “If a test is regarded as important, then preparation for it can come to dominate all teaching and learning activities. And if the test content and testing techniques are at variance with the objectives of the course, then there is likely to be harmful backwash” (p.1). In addition to this view, negative washback can also result in focusing on test-taking techniques and totally neglecting the actual performance with the language, namely, the overall language ability.

Positive washback, on the other hand, is related to a balance between test content and the objectives of a course. The content of the course can be directly related to the content of the test but the methodological approaches for the realization of the objectives should be carefully decided on. Hughes (1989) asserts the view that testing does not solely follow teaching and adds that “What we should demand of it, however, is that it should be supportive of good teaching and, where necessary, exert a corrective influence on bad teaching” (p.2).

Prodromou (1995) elaborates on the relationship between teaching and testing, reminding us of the fact that they are the two inevitable phenomena in language teaching but that they should be treated individually. He further states that testing should not become the beginning, middle, and end of the whole language learning process.

Davies (1990), on the other hand, claims that it is normal for teaching to be directed towards assessment and that “such washback is so widely prevalent that it makes sense to accept it” (p. 1). In the case of the KPDS preparation courses, it is

rational to hold with Davies' view due to the fact that the students attending these courses are supposed to be at intermediate or upper-intermediate level and that they have to realize their immediate goals in a short period of time. Consequently, the courses will mostly focus on the content of the test. Yet, they should not be purely based on teaching test-taking strategies or tricks, which may result in complete failure.

However, Alderson and Hamp-Lyons (1996) claim that "...little empirical evidence is available to support the assertions of either positive or negative washback" (p. 280). In a research study they conducted at a specialized language institute in the USA, they wanted to understand how teachers feel about teaching the TOEFL and how students feel about preparing for and taking the TOEFL. The ultimate goal of Alderson and Hamp-Lyons was to find out whether their washback claims were true by examining TOEFL preparation courses independently and by comparison with other language courses. It was concluded that the TOEFL does not cause washback on its own but that the administrators, materials writers, and the teachers themselves who have differing classroom applications cause the washback.

The views mentioned above reveal the fact that many factors could be involved in deciding the effect of testing on teaching. However, as stated above, for the purposes of this study, the influence of the content of the KPDS test on various KPDS preparation courses is elaborated on in more detail.

Since the ultimate purpose of the study is to provide guidelines for an ideal KPDS preparation course, through interviews with KPDS preparation course teachers, their methodological approaches and the materials they follow are also analyzed in the subsequent sections of the study.

Course materials play a very crucial role in every teaching situation. The choice of course materials should necessarily be parallel to course objectives. Brown (1995) suggests that if an evaluation is conducted throughout the program according to the needs of the students, the teachers, and the content of the test, the good materials should be preserved and the bad ones eliminated. This study, in this respect, will give the KPDS preparation course teachers to be observed the chance to see their strengths and weaknesses. In most of the current KPDS preparation courses, goals and objectives are determined according to the content of the KPDS test. However, they are not put into practice due to some factors, such as limited preparation time, the content of the test bearing some problematic items, which will be discussed in later sections, and the formation of mixed-level classes.

Conclusion

As it was pointed out above, the KPDS is a proficiency test and is subject to many criticisms. Yet, this does not imply that it must be totally discarded or every aspect of it harshly criticized. The test should be analyzed regarding the hypothesized shortcomings and alternative ideas on its refinement proposed.

In this section, I tried to discuss some topics related to tests in general. As my major concern is proficiency tests, I provided information on the general characteristics of these tests and how to conduct item analysis. I also tried to stress the effect of testing on teaching. In Chapter III, I provide information about the methodology of the study.

CHAPTER 3: METHODOLOGY

Introduction

This study describes and analyzes the KPDS test and provides guidelines on how the KPDS preparation courses should be taught. In this chapter, I provide information about the methodology behind this study. In the first section, I present the methodological similarities and differences between this study and a prior study conducted on the reading comprehension questions of the KPDS test. The second section describes the subjects of the study. The third section describes the materials and instruments I used to collect the data, and the final section of this chapter provides the details of the procedures I followed to carry out the study.

A Related Prior Study

Due to the strict policy of the KPDS test center concerning publishing their previous actual tests, only a limited number of studies and articles on the KPDS test have emerged. Among these, a study conducted by Şahin (1997) on the reading comprehension questions of the KPDS test bears some similarities to this study.

Şahin collected the data for his study through a 30-item sample reading comprehension test composed from a collection of the previous KPDS tests, which is released by ÖSYM. The second source of data for his study was a questionnaire he gave out to the subjects who took this sample test. The questionnaire was on the KPDS test in general. A total of 57 English teachers at various secondary schools in Turkey were the subjects of the study. He analyzed the test results and the questionnaires through the SPSS program, and elaborated on the quality of the items. He justified his choice of the English teachers as the subjects of the study by stating that their scores from such a test, which was hypothesized to be difficult and bear

some shortcomings, would lead to better generalizations about the performance of the other university graduates who would take the test.

Şahin's study focused on the reading comprehension questions because he hypothesized that they had some shortcomings, which, he believed, had a negative effect on the testees. In my study, however, instead of focusing only on the reading comprehension questions, I analyzed all the items under each section since the reading comprehension section alone, which consists of 30 items, would not prevent a testee from getting a required score of 60 out of 100. I hypothesized that some of the other sections also contain some shortcomings contributing at varying levels to the failure of the testees through my experience as a former KPDS teacher and the feedback I received from students preparing for the test. These will be elaborated on in more detail in the data analysis section of this study.

Although he concluded that the scores of the English teachers reflected heterogeneity, I have some doubts whether they provide precise information for item analysis purposes. To exemplify, regarding 'item discrimination', there have to be relatively low- and high-level subjects whose answers to individual items will give a sound idea about whether they discriminate well between these two groups. Therefore, the criteria to be set for acceptable items become very crucial.

Şahin's study enabled me to think more critically concerning my own research study, observing both the similarities and the differences. These aspects can be traced in more detail in the subsequent sections of this chapter.

Subjects of the Study

This study employed subjects from two groups, one for test item analysis and the other for course suggestions. For item analysis purposes, more than 60 university graduates from various departments were administered the 100-item sample KPDS test. Due to the fact that some subjects left more than ten items blank, the test scores of only 45 of the subjects were used for item analysis. It was hypothesized that the items left blank would affect the reliability of the results. Of the 45 subjects, 20 were English teachers from Çukurova University and the MA TEFL program at Bilkent University. The remaining 25 subjects were graduates of other departments who had to take the KPDS test for various purposes such as getting compensation from the government or private institutions, obtaining the required score for Ph.D. studies or associate professorship, or for determining their own proficiency level. These 25 subjects were chosen randomly from the KPDS preparation class at Foreign Languages Center at Çukurova University and from two private institutions in Adana and Ankara. Both the English teachers and the graduates of other departments were familiar with the KPDS test and most of them had taken it previously.

In addition to the 60 test takers, I conducted interviews with six KPDS preparation course teachers from Çukurova University, Middle East Technical University, and two private institutions. All of the teachers interviewed were teaching these courses at the time they were interviewed. All of them had at least two years of KPDS preparation course experience. The reason behind choosing teachers from various institutions is that each reflects different approaches to teaching the KPDS preparation courses.

Materials

Two methods of data collection were employed in this study: application of a sample test and interviews with KPDS preparation course teachers. The sample test was administered in order to employ item analysis which consisted of item discrimination, item difficulty, and distracter efficiency analyses. A seven-question interview which focused on how an ideal KPDS preparation course should be taught was also conducted with six KPDS preparation course teachers from various institutions.

Sample KPDS Test

To employ the three categories of item analysis, I formed a 100-item sample KPDS test from the 185-item booklet consisting of the previously administered KPDS tests. No information was provided by ÖSYM stating in which tests these questions appeared or whether these sample questions were representative. For this reason, it was impossible to find answers as to whether the questions under each subsection progressed from the easiest to the most difficult or vice versa and whether or not the claims on the part of the KPDS test takers that the difficulty levels of the two administrations of the test in May and November varied, leading to unfair and undesired consequences.

Taking these factors into consideration, I studied individual items rather than the validity and reliability of the whole test. These factors also led me to select the even-numbered items from the booklet under each subsection to avoid the risky choice of either problematic or perfect items. (See Appendix A for the 100-item sample KPDS test). The questions in the booklet were analyzed by a group of

colleagues in my institution in terms of the order of easy and difficult items but no particular pattern was found.

Interviews

Interviews constituted the other main source of data for the focus of this study. I decided to conduct interviews, as I stated in the previous section, to have access to various approaches to teaching the KPDS preparation courses in various institutions and provide guidelines for an ideal KPDS preparation course.

I interviewed six teachers individually in their offices or at a café at their convenience. All of the interviewees responded willingly to the interview questions. Instead of having a group discussion with the teachers, I decided to interview them individually so that they would not be affected by the answers provided by others and so that the different pedagogical approaches would emerge.

During the interviews, which lasted approximately 40-50 minutes, I focused the interviewees' attention on the materials they follow, the amount of time they allocate for the skills and the subsections in the test, the teaching method they prefer, and how they treat the problematic items. In terms of the latter issue, the results of item analysis partly contributed to the formation of the interview questions. (See Appendix B for full interview questions).

Procedure

I administered the sample test to English teachers and graduates of other departments because I anticipated that their results would reflect heterogeneity, which would assist me in the item analysis procedures. First, the English teachers to take the test were chosen among the volunteers, who took the test in their offices individually. They were reminded that their answers to individual items were critical

to a sound study. Secondly, I chose graduates of other departments attending KPDS preparation courses in various institutions to take the same sample test. For reliability purposes, I contacted the course teachers and asked them to present the test to their students in one of their classes as a test to determine their levels, rather than telling them that it would be used for a research study. However, ethically, it was essential to inform them after they took the test that their scores would be used in a research study. All test takers agreed to participate. The test administration process was completed in three weeks.

According to the test scores, three groups consisting of 15 subjects were formed: high, middle, and low. English teachers formed the high group, the average score being 94. Graduates of other departments, including five English teachers, formed the middle-group with an average score of 79. The low group was formed by the remaining graduates of other departments. The average score in this group was 58. (See Appendix C, Table C-1 for the answers of the subjects to individual items and their total scores).

Having obtained these results, which were found to be appropriate for item analysis purposes, I employed item facility (IF), item discrimination (ID), and distracter efficiency analyses in order to find out the quality of the items. Regarding these three analyses, I tried to find out the sources of the problems in the 'bad' items.

For the preparation of the interview questions, I conducted informal interviews with two KPDS teachers from two different institutions. These interviews guided me to a great extent in the formulation of my formal interview questions. The idea, for instance, of including the question of how teachers from different KPDS preparation courses treated the problematic items emerging in the KPDS test arose

out of these interviews. Consequently, some of the problematic items, which were detected through item analysis, were also included in the interview questions.

After the seven-question interview was formulated, again, the questions were previewed by my colleagues and the final form was prepared. I interviewed six teachers from four institutions asking them probing questions where needed. I recorded the interviews and also took notes. I completed the interviews with teachers between March and May. As a result of the interviews, I established suggested guidelines for an ideal KPDS preparation course.

In this chapter, I described the differences and similarities between this study and a prior related study, the subjects who contributed to taking the sample KPDS test and those who shared their preparation course experiences, and the procedural steps to collect data. In Chapter 4, I will provide a comprehensive analysis of the data I collected through item analysis and the interviews.

CHAPTER 4: DATA ANALYSIS

Overview of the Study

People prepare themselves for proficiency tests in various ways. Of these, attending a preparation course is one of the most effective, especially for a test about which numerous complaints exist. For teachers of such a test, obtaining sufficient knowledge about the content of such an exam can foster the formation of an efficient preparation course. In this data analysis section, I examine the Foreign Language Proficiency Test for State Employees (KPDS) and discuss the views of KPDS preparation course teachers on how a KPDS preparation course should be taught. To do this, I present data which were collected through the administration of a sample KPDS test and the interviews with KPDS preparation course teachers.

In order to describe and analyze the KPDS test, I administered a 100-item sample KPDS test to 45 university graduates comprising English teachers and doctoral students from various departments. According to the overall test scores and the answers to individual questions, I analyzed the items regarding item facility (IF), item discrimination (ID), and distracter efficiency. Besides providing information about the content of the test, the analyses also enabled me to detect some problems with individual items, which additionally gave insights about the content validity of the test.

The results of item analysis were also important in that they revealed to what extent the content of existing preparation courses matched the content of the test and led to the issue of how KPDS preparation course teachers treat problematic items.

Since the KPDS is specifically written for Turkish state employees and doctoral students and, as stated above, contains questions that arouse some doubts on

the part of the testees, there is a great demand for KPDS preparation courses that are appropriate for this specific context. In order to find out the various methodological approaches of the preparation courses and provide guidelines for an ideal KPDS preparation course, I interviewed six teachers from different institutions. By so doing, I was able to gain insight into their overall approach to teaching KPDS courses. This chapter contains the data which were collected to describe and analyze the KPDS test and provide guidelines for an ideal KPDS preparation course.

Data Analysis Procedures

In this section of data analysis I explain the procedures I followed to administer a sample KPDS test, analyze the test items, and analyze the interviews.

Item Analysis Procedures

As mentioned in the previous chapters, I administered a sample KPDS test to 60 university graduates from various departments; 45 of these papers were analyzed. The questions were chosen randomly from a KPDS booklet, which was a collection of some of the questions administered in the previous years. I used this booklet since I was unable to obtain a complete KPDS test from the KPDS test center due to their strict policy. For this reason, I decided that forming the sample test from the KPDS booklet would be appropriate for item analysis purposes.

According to their scores on this test, the university graduates were divided into three groups: high, middle, and low. Also, their answers to individual items were indicated as 'right (1)' or 'wrong (0)'. With this data, the difficulty and discrimination levels of the items were calculated. For distracter efficiency analysis, the percentages of every option were calculated for each item. Microsoft Excel 97 was used for the calculations.

Interview Procedures

Interviews were held with six teachers working in various institutions in Adana and Ankara. Two of these teachers were interviewed informally prior to the formal interviews. The teachers interviewed had at least two years of KPDS teaching experience and were teaching these courses when interviewed. The interviews were tape recorded and transcribed. The results were analyzed by interpreting the frequency of the answers to individual questions and the sub-questions arising throughout the interviews. The arguments raised during the interviews contributed substantially to providing guidelines for the formation of an ideal KPDS preparation course.

Results of the Study

In this section I analyze the results of the data I obtained from item analysis and interviews. First, I display the item analysis results for each section of the KPDS test and discuss each section, focusing on the possible sources of the problematic items, regarding distracter efficiency in particular. Secondly, I display the item analysis results for the whole test and provide an overall discussion. In the final part of this section I analyze and interpret the results of the interviews.

Results of Item Analysis for the 100-item Sample KPDS Test

In this section I analyze the items under each section of the test regarding item facility, item discrimination, and distracter efficiency and show statistical results in tables. Also, I discuss the possible sources of the problems for the distracters. The criteria mentioned in Chapter Two for the item facility, item discrimination, and distracter efficiency analyses were taken into consideration during the analysis. My aim in conducting item analysis, as I mentioned above, is to

find out the consistency between the content of the test and the content of various KPDS preparation courses, and detect the problematic items so as to obtain information about how KPDS preparation course teachers treated them. To this end, since my aim is not to bring change to the test, which is literally out of question, I modified the criteria I mentioned earlier so that the seemingly most problematic items would emerge. That is to say, I modified the range to yield the most extreme results. In this respect, I modified the standard IF range 0.30 – 0.70, which is regarded acceptable, to 0.25 – 0.75. For ID, on the other hand, items which are subject to improvement according to the standard range are the ones which are below 0.40. For the purposes of this study, the modified criterion which is thought to reveal the most striking problematic items is counting the items which are below 0.20, which are regarded to be poor and should be rejected. Also, the ones which are between 0.20 and 0.29 are also regarded as marginal items usually needing and being subject to improvement. For the purposes of this study, in addition to the items with an ID value of 0 and below, items ranging between 0 and 0.29 are also regarded problematic and labeled to have “weak positive discrimination”.

Table 5, below, gives an overview of the vocabulary section of the test.

Table 5

Section 1: Vocabulary

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	1	1
Reasonable	7	2,3,4,5,6,7,8
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	-	-
Weak Positive Discrimination	1	1
Strong Positive Discrimination	7	2,3,4,5,6,7,8
Distracter Efficiency		
Reasonable	6	1,2,5,6,7,8
Too distracting/not distracting at all	2	3,4

Note. 8 items in this section.

Table 5 indicates that the items are reasonably difficult and that they discriminate positively. Two of the items, however, are problematic in terms of distracter efficiency. These two are items 3 and 4, which are discussed below.

Item 3 is stated below, followed by Table 6 which gives the results of item analysis.

Item 3: Mark's warm and humorous personality _____ everyone at the conference.
 A) enhanced B) frightened C) confirmed
 D) captivated E) disgusted

Table 7

Results of Item Analysis for Item 4

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
4	0.64	0.73	High	0.93*	0.07	0	0	0	
			Middle	0.80*	0	0.20	0	0	
			Low	0.20*	0.33	0.33	0	0.13	

Note. * indicates the correct option.

Again, the IF and ID values show that this is a good item but the percentages for options *b* and *c* imply that they seem possible for the given sentence. Some people may claim that in everyday English it is quite normal to say ‘overemphatic’ in such a context, though it is not true for option *b*. For this reason, option *c* needs modification. Moreover, option *d* seems not to be distracting at all and it also needs modification.

Table 8, below, summarizes the grammar section of the test.

Table 8

Section 2: Grammar

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	13	9,10,12,13,14,15,16, 18,19,20,22,23,24
Reasonable	3	11,17,21
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	2	18,22
Weak Positive Discrimination	7	9,12,13,15,19,20,23
Strong Positive Discrimination	7	10,11,14,16,17,21,24
Distracter Efficiency		
Reasonable	13	9,10,11,12,13,16,17, 18,20,21,22,23,24
Too distracting/not distracting at all	3	14,15,19

Note. 16 items in this section.

As shown in Table 8, the majority of the items in this section are easy and that nearly half of them discriminate well. However, three items seem problematic in terms of distracter efficiency. These are Items 14, 15, and 19 which are discussed below. Of these, Item 14 is presented below, followed by Table 9 which gives the item analysis results.

Item 14: The new accountant we have recruited is not _____ efficient _____ the previous one.

- A) such / as B) so / that C) as / as
D) either / or E) both / and

Table 9

Results of Item Analysis for Item 14

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
14	0.84	0.40	High	0	0	1.00*	0	0	
			Middle	0	0.07	0.93*	0	0	
			Low	0	0.33	0.60*	0	0.07	

Note. * indicates the correct option.

The IF for this item shows that it is a fairly easy item with a reasonable ID level. The high percentage on option *b* does not seem to be caused by the wrong construction of the item but the testees' wrong interpretation of the grammar structure tested. Yet, options *a* and *d* could be modified so as to function as equally as possible.

The next example, Item 15, is stated below, followed by the results of item analysis in Table 10.

Item 15: _____ the harsh climatic conditions, hardly anyone is able to live in that part of the world for very long.

- A) Since B) In spite of C) Regardless
D) Through E) Owing to

Table 10

Results of Item Analysis for Item 15

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
15	0.76	0.27	High	0.07	0.07	0	0	0.87*	
			Middle	0.13	0.07	0	0	0.80*	
			Low	0.07	0.33	0	0	0.60*	

Note. * indicates the correct option.

Similar to the previous item, the problem with this item seems to be caused by testees' misunderstanding of the given situation, which shows 'cause and effect'. The reason why they chose option *b* seems to be that they could not figure out the meaning of 'hardly' in this context and consequently chose 'in spite of'. Since the problem was caused by the testees, it may be wrong to comment on options *c* and *d* but they need to be modified to be equally distracting the low group.

Item 19 is the last problematic item in the grammar section. It is presented below, followed by the item analysis results in Table 11.

Item 19: Unless Tom Shaw receives ample compensation, the other workers _____ on strike.

A) were going

B) are gone

C) have gone

D) go

E) will go

Table 11

Results of Item Analysis for Item 19

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
19	0.89	0.47	High	0	0	0	0	1.00*	
			Middle	0	0	0	0.07	0.93*	
			Low	0	0	0	0.27	0.73*	

Note. * indicates the correct option.

Although we may regard this item as acceptable according to the IF and ID values, the fact that those who answered incorrectly are attracted to only option *d* makes it worth discussing. Tense agreement is required from the testees in this item. Because of 'unless' in the conditional sentence, 'will' is required in the main clause. However, students are taught that 'Simple Present Tense' is also possible in such sentences. In everyday English, it is possible to encounter such uses. For this reason, this option should be changed so that it is less close to the correct option. On

the other hand, others might argue that standard usage should be aimed at under such circumstances. Although it may be the case, I still argue that it should be modified.

An overview of the next section, Sentence Completion, is presented in Table 12 below.

Table 12

Section 3: Sentence Completion

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	4	26,28,31,32
Reasonable	4	25,27,29,30
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	-	-
Weak Positive Discrimination	2	28,31
Strong Positive Discrimination	6	25,26,27,29,30,32
Distracter Efficiency		
Reasonable	7	26,27,28,29,30,31,32
Too distracting/not distracting at all	1	25

Note. 8 items in this section.

Table 12 indicates that half of the items are reasonable while the other half are easy. Except for two items that have weak positive discrimination, they discriminate well and only one item, Item 25, seems problematic in terms of

distracter efficiency. Item 25 is presented below, followed by item analysis results in

Table 13.

Item 25: It is surprising _____.

- A) so that his childhood was not spent very profitably.
- B) that she had given in her resignation so suddenly.
- C) where such accurate and detailed information had come from.
- D) how much attention even the more serious newspaper will have given him.
- E) how few people have ever seen an original Van Gogh painting.

Table 13

Results of Item Analysis for Item 25

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
25	0.31	0.47	High	0	0.53	0	0	0.47*	
			Middle	0	0.53	0	0	0.47*	
			Low	0.07	0.87	0	0.07	0.00*	

Note. * indicates the correct option.

The IF value being close to 0.00 shows that this was a most difficult item for the testees. Most people (31 out of 45) answered it incorrectly. Yet, it has an acceptable ID. It is clear from the above percentages of the distracters that most of the testees thought that option *b* was the correct answer. Since option *b* begins with a 'that clause', they may have thought that it best follows the main clause 'It is surprising...' But we know that other clauses starting with various clause markers can also proceed such a main clause. Option *b* seems correct except for the fact that there is not tense agreement with the main clause. It is also contextually correct and we may well argue that there exist such contexts in standard English. Expecting testees to look for only tense agreement and neglect contextual appropriateness is unfair. The reason why I argue this is that the instruction to this section is as follows: "Find the expression that completes the sentence in an appropriate way". It is not indicated whether grammatical or contextual appropriateness is required.

Therefore, it can be argued that the instruction should be modified or that option *b* should be made less correct.

An overview of the next section, translating sentences from English into Turkish, is presented in Table 14 below.

Table 14

Section 4: Translating Sentences from English into Turkish

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	10	33,34,35,36,37, 38,39,40,41,42
Reasonable	-	-
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	2	35,40
Weak Positive Discrimination	6	33,34,36,37,39,41,
Strong Positive Discrimination	2	38,42
Distracter Efficiency		
Reasonable	8	33,34,35,36,37,39,40,41
Too distracting/not distracting at all	2	38,42

Note. 10 items in this section.

Table 14 indicates that all of the items are easy and that there is no discrimination for most of them. In addition, there are two items that are not

efficient in terms of distracters. These items, 38 and 42, are presented and discussed below, followed by item analysis results for each in Tables 15 and 16.

Item 38: It was unanimously agreed by the board that a new plant should be opened in Sweden.

- A) Kurulun onayladığı yeni fabrika İsveç'te açılacaktır.
- B) Kurul, öncelikle İsveç'te yeni bir fabrika açılmasını onaylamıştır.
- C) İsveç'te yeni bir fabrika açılması, kurul tarafından oybirliği ile kabul edilmiştir.
- D) Kurul'a, yeni fabrikanın İsveç'te açılması önerilmiştir.
- E) Kurulun onayı üzerine, İsveç'te yeni bir fabrika açıldı.

Table 15

Results of Item Analysis for Item 38

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
38	0.87	0.40	High	0	0	1.00*	0	0	
			Middle	0	0	1.00*	0	0	
			Low	0	0.33	0.60*	0	0.07	

Note. * indicates the correct option.

Generally, testees answer most of the translation questions correctly but problems still occur. The source of the problem seems to be that it is not clear what kind of a translation is expected of the testees. For the item above, for example, although the percentage for option *b* is not very high, it reveals the fact that word-for-word translation, rather than free translation is required. The testees were possibly attracted to option *b* because they did not know the meaning of 'unanimously'. A careful examination of the correct option reveals the fact that the translation requires the knowledge of vocabulary and of grammar but leaves little room for free translation. If what is required is word-for-word translation, option *b* should be revised. Moreover, the directions to the translation section, which read "Find the equivalent of the given sentence in the counter language" should also be stated more clearly.

Item 42: In developed countries, social security has been a major issue since the beginning of this century.

- A) Bu yüzyılın başından itibaren, gelişmiş ülkelerin en başta gelen sorunu sosyal güvenlik olmuştur.
- B) Bu yüzyılın başlarında, gelişmiş ülkelerde ciddi bir sorun olarak sosyal güvenlik konusu üzerinde çok tartışılmıştır.
- C) Gelişmiş ülkelerdeki sosyal güvenlik uygulaması, bu yüzyılın başlarında görülen en önemli olaydır.
- D) Gelişmiş ülkelerde, sosyal güvenlik, bu yüzyılın başlarından beri önemli bir konu olmuştur.
- E) Bu yüzyılın başında, sosyal güvenliğin gelişmiş ülkelerde görülen önemli bir sorun olduğu kabul edilmiştir.

Table 16

Results of Item Analysis for Item 42

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
42	0.80	0.46	High	0.07	0	0	0.93*	0	
			Middle	0	0	0	1.00*	0	
			Low	0.53	0	0	0.47*	0	

Note. * indicates the correct option.

The same interpretation of Item 38 applies to this item. That is to say, a strict word-for-word translation is required. Although the high and middle groups answered it correctly, we should be investigating the source of the problem since more than half of the low group answered it incorrectly. It can be argued that option *a* is equally correct except for the translation of the word ‘issue’ into Turkish and disobeying the rules of word-for-word translation. This option should be modified so that testees would not be attracted to it so strongly. Except for this, it is still an easy item with an acceptable ID.

Table 17, below, presents an overview of Section 5 of the test, which is translating sentences from Turkish into English.

Table 17

Section 5: Translating Sentences from Turkish into English

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	10	43,44,45,46,47 48,49,50,51,52
Reasonable	-	-
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	4	44,46,47,51
Weak Positive Discrimination	6	43,45,48,49,50,52
Strong Positive Discrimination	-	-
Distracter Efficiency		
Reasonable	10	43,44,45,46,47 48,49,50,51,52
Too distracting/not distracting at all	-	-

Note. 10 items in this section.

As it is clear from the table above, the items in this section were very easy for the testees and naturally did not discriminate well between the high and low group. Also, all items were reasonable in terms of the construction of the stem and the efficiency of the distracters. Regarding norm-referenced tests, it can be argued that items which are too easy for all groups and do not discriminate well between the high and low groups should not be included in a proficiency test since the purpose is to spread people out and preferably achieve a normal distribution. However, it can also

be argued that such items are included in a proficiency test to give testees a chance to obtain a certain score and feel better throughout the test. But an excess of such items in a proficiency test may not serve proficiency purposes.

Table 18, below, gives an overview of Section 6, which is a reading-based section.

Table 18

Section 6: Finding the Most Suitable Sentence for a Given Situation

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	6	53,54,55,56,57,58
Reasonable	-	-
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	1	55
No Discrimination	1	53
Weak Positive Discrimination	3	56,57,58
Strong Positive Discrimination	1	54
Distracter Efficiency		
Reasonable	5	53,55,56,57,58
Too distracting/not distracting at all	1	54

Note. 6 items in this section.

It is indicated in Table 18 that all of the items are easy and that only two of them has strong positive discrimination. However, in terms of distracter efficiency,

only one item is problematic. This is Item 54, which is presented below, followed by item analysis results.

Item 54: You are buying a new computer for use in the firm. Your main worry is that the model you like might prove too complicated for the staff to work. You ask the salesman:

- A) Roughly how long does it take the average person to use a computer of this type efficiently?
- B) Can you briefly give me some idea of the advantages of this model over the cheaper one?
- C) Can you show me a model that is more efficient than the one you sold me last year?
- D) This type is just what we need. Can you show me how to operate it?
- E) This computer will really ease their weight-load; so they will be delighted, don't you agree?

Table 19

Results of Item Analysis for Item 54

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
54	0.78	0.40	High	0.93*	0	0	0.07	0	
			Middle	0.87*	0	0.07	0.07	0	
			Low	0.53*	0.13	0	0.33	0	

Note. * indicates the correct option.

Although some preparation course teachers and testees report that this is one of the most problematic sections of the test in that it requires objective thinking and being aware of cultural appropriateness, no particular problem was detected. For example, most testees answered Item 54 correctly, rendering it an easy item. However, the percentage of option *d* for all three groups requires an analysis of the item itself. Option *a* seems the most reasonable one because of the clue ‘...might prove too complicated for the staff...’ At this point, it can be argued that it is a wrong interpretation of the testees. However, others may also argue that option *d* is also correct in a situation where the manager thinks that if he can learn how to operate it, the staff would also be able learn how to operate it. For this reason, it can be concluded that option *d* should be modified.

The next section, dialog completion, is presented in Table 20, below.

Table 20

Section 7: Dialog Completion

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	3	59,61,63
Reasonable	3	60,62,64
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	-	-
Weak Positive Discrimination	1	59
Strong Positive Discrimination	5	60,61,62,63,64
Distracter Efficiency		
Reasonable	5	59,60,61,63,64
Too distracting/not distracting at all	1	62

Note. 6 items in this section.

The table indicates that there are not very difficult items in this section. The items are distributed equally as easy and reasonable. In addition, most items discriminate well, with only one exception. In terms of distracter efficiency, only one item, Item 62, seems problematic. It is presented below and followed by Table 21, which gives the details of the item analysis.

Item 62: Pat: Why do you want to be a good geologist? That's a man's job.

Mary: _____ .

Pat: But what else is there to do?

Mary: A lot of work is carried out in laboratories.

- A) Of course it isn't. There are lots of women geologists.
- B) No it isn't. Not unless you're doing field work all the time.
- C) Not really. My mother wants me to be a geologist too.
- D) That's what everyone else told me.
- E) What are you planning to do?

Table 21

Results of Item Analysis for Item 62

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
62	0.73	0.60	High	0	1.00*	0	0	0	
			Middle	0.20	0.80*	0	0	0	
			Low	0.47	0.40*	0	0.07	0.07	

Note. * indicates the correct option.

This section is also reported to be problematic but again there was a problem only with the above item. It is a very good item for norm-referenced tests regarding IF and ID. However, option *a* is too distracting compared to the percentages of the remaining options. It seems to be a typical problem with the testees' not reading carefully the preceding and following lines of the dialog. The first sentence of the dialog makes option *a* appeal to them, but as the second sentence, it does not seem to be directly related to the remaining part of the dialog.

Table 22, below, gives a summary of the analysis of the six reading passages based on the total number of the items under each.

Table 22

Section 8: Reading Comprehension Questions on 6 Reading Passages

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	3	72,76,77
Reasonable	15	65,66,67,68,69,70,71,73 74,75,78,79,80,81,82
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	1	66
Weak Positive Discrimination	4	72,76,77,82
Strong Positive Discrimination	13	65,67,68,69,70,71,73, 74,75,78,79,80,81
Distracter Efficiency		
Reasonable	12	65,68,69,71,72,75, 76,77,78,80,81,82
Too distracting/not distracting at all	6	66,67,70,73,74,79

Note. 18 items in this section.

The table shows that most of the items are reasonable in terms of item facility and that most of them discriminate well, which is acceptable regarding norm-referenced tests. However, six items out of eighteen seem problematic regarding distracter efficiency. These problematic items appear in different passages. They are presented below and are followed by the details of item analysis for each.

The problems confronted in this section related to the individual items were found to be mainly caused by the testees themselves. Detailed analysis of the options for the seemingly problematic items is presented below. However, it is worth noting that although there does not seem to be a marginal problem with the distracters, it was found out that the complexity of the passages and the length of the sentences confuse the testees, which inhibits their sound judgments. The same results were obtained in Şahin's (1997) study on the shortcomings of the reading comprehension passages in the KPDS test. The KPDS preparation course teachers interviewed in this study reported similar ideas to Şahin's and added that they allocated most of their preparation time to teaching and practicing reading strategies.

Passage 1, copied below, is followed by two items that have poor distracters:

Item 66 and Item 67.

Passage 1

As technical developments have altered production techniques, types of mechanical equipment and varieties of outputs, society has begun to recognize that economic progress involves not only changes in machinery but also in men - not only expenditures on equipment but also on people. Investment in people makes it possible to take advantage of technical progress as well as to continue that progress. Improvements in health make investment in education more rewarding by extending life expectancy. Investment in education expands and extends knowledge, leading to advances which raise productivity and improve health.

Item 66: The passage is mainly concerned with _____ .

- A) the question of economic progress and productivity.
- B) the necessity of improvement in health services.
- C) long-term benefits of investment in education.
- D) the impact of economy in life expectancy.
- E) new education policies to meet technological needs.

Table 23

Results of Item Analysis for Item 66

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
66	0.56	0.00	High	0.4	0	0.53*	0	0.07	
			Middle	0.30	0	0.60*	0.07	0	
			Low	0.13	0	0.53*	0.13	0.20	

Note. * indicates the correct option.

The IF value shows that this is a very good item but it does not discriminate at all between the high and the low group because nearly half of the high group could not answer it and chose option *a*. This item is interesting in that it is one of the rare items where those who do not know the correct answer from the high group chose the same option. It is possible that they chose option *a* because the first three lines talk about economic progress and productivity. It is likely that they interpreted 'investment in education' as 'productivity'. In this respect, option *a* should be changed so that it is less correct.

Item 67: It is argued in the passage that _____ .

- A) questions of increased output must be given priority.
- B) economic progress depends largely on technological developments.
- C) expenditures should be evenly distributed among the sectors.
- D) improvements in the health services are urgently required.
- E) society was slow to realize the need to invest in man.

Table 24

Results of Item Analysis for Item 67

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
67	0.56	0.40	High	0	0.13	0.07	0	0.80*	
			Middle	0	0.40	0.13	0	0.47*	
			Low	0.60	0	0	0	0.40*	

Note. * indicates the correct option.

The difficulty and discrimination levels of this item are very appropriate for NRTs. Similar to the previous item, there does not seem to be a problem with the options. The reason why those who got it wrong were attracted to options *a* and *b* could be because of the word ‘argued’ in the stem. Perhaps, it would be better to use ‘implied’ so that the answer would be limited. Testees may argue that options *a* and *b* are ‘argued’ in the passage. It can be concluded that this item is poorly written in the stem. Also, although it does not cause much problem to the testees, *was* in the correct option *e* is wrong and should be replaced with *has been*.

Another example of a problematic item in reading comprehension is Item 70 which belongs to Passage 2 presented below. It is followed by Table 25 which gives item analysis results for this item.

Passage 2

“Political crime” differs from ordinary crime only in the motivation, real or claimed, of the criminal. A holdup, a bank robbery, a burglary, drug running, kidnapping, or murder is no less a crime for being politically motivated. In this context, terrorism may be defined as “motivated violence for political ends”; this distinguishes terrorism both from vandalism and from crimes of violence in which no political motivation is discerned. Political crime is thus a wider term than terrorism, which is an extreme form of it. The relationship between the two is that between the whole and the part.

Item 70: A suitable title for this passage could be _____.

- A) Types of Political Crime.
- B) Political Crime and Terrorism.
- C) Criminal Activities.
- D) Prevention of Political Crime.
- E) The Spread of Terrorism.

Table 25

Results of Item Analysis for Item 70

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
70	0.62	0.40	High	0.07	0.80*	0.07	0.07	0	
			Middle	0.13	0.67*	0.20	0	0	
			Low	0.20	0.40*	0.33	0.07	0	

Note. * indicates the correct option.

The IF and ID values make this item a very good NRT item. Option *c* and *e* seem problematic. First of all, option *e* is not distracting at all and could be eliminated easily. For such an item, it should be distracting better. The high percentage on option *c* implies that testees regard ‘terrorism’ as a kind of ‘criminal activity’. However, the difference between ‘political crime’ and ‘terrorism’ is explained in the passage, which was not detected by the testees. Therefore, it is a problem caused by the testees.

Item 73 which is given under Passage 3, copied below, is problematic in terms of distracter efficiency. The details of item analysis for this item are given in Table 26.

Passage 3

Secularization as it has developed since the Middle Ages has consisted in substituting for supernatural and theological explanations, naturalistic and reasonable ones. This change is one of the most profound affecting mankind and forms the basis of modern democratic government and of our scientific- technological age. In a society based on the divine right of kings there could be no genuinely democratic government in the modern sense. Democracy is built on the idea that the individual has a right to judge political issues for himself.

Item 73: In the development of modern society _____.

- A) medieval institutions have not been neglected.
- B) democracy has been of little significance.
- C) technological supremacy has been the ultimate aim.
- D) the impact of secularization has been of fundamental importance.
- E) individual rights have been curtailed.

Table 26

Results of Item Analysis for Item 73

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
73	0.64	0.60	High	0	0	0.07	0.93*	0	
			Middle	0	0.07	0.07	0.67*	0.13	0.07
			Low	0	0.13	0.07	0.33*	0.47	

Note. * indicates the correct option.

Again, this is a good item for an NRT. Although a careful analysis of the options prove that option *d* is the most suitable answer, the reason why option *e* bears high percentage could be that the testees were mistaken by the word 'development' in the stem. They probably thought that individual rights were curtailed before the modern society, that is to say in its development. For this reason, the problem could be overcome by the modification of this word in the stem. Additionally, those who do not know the correct answer seem to easily eliminate option *a*, which needs modification as well.

Another example of a problematic item was detected in Passage 4, given below. This is Item 74, whose item analysis results are given in Table 27.

Passage 4

Although rarely spoken about by society, child abuse is one of the nation's most pressing problems today. As population continues to grow, so does the number of unwanted and unplanned children. It is estimated that six or seven out of a hundred children will be maltreated or neglected. Child abuse can come in three forms: (1) passive cruelty in the neglect of children by an unloving or uneducated parent; (2) occasional cruelty in the momentary violent reaction of a frustrated or overburdened parent; and (3) consistent, deliberate cruelty in uncontrollable actions by a mentally sick parent. Simple neglect is easiest to correct. Actual abuse on the spur of the moment is more serious, but still much less so than continual abuse due to mental illness.

Item 74: The passage suggests that the problem of child abuse _____ .

- A) is slowly being overcome.
- B) has been greatly overestimated.
- C) does not receive as much attention as it should.
- D) is confined to only a little over 10% of the population.
- E) has led to an increase in mental illness.

Table 27

Results of Item Analysis for Item 74

<u>Item</u> <u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					<u>Omit</u>
				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	
74	0.56	0.80	High	0	0.07	0.93*	0	0	
			Middle	0	0.13	0.60*	0	0.27	
			Low	0.13	0.47	0.13*	0	0.27	

Note. * indicates the correct option.

The problem with option *b* for this item seems to be that those who answered incorrectly did not know the meaning of ‘overestimated’ and were not good at understanding restatements since the correct choice is a restatement of the first sentence of the passage. Option *e* has a relatively high percentage as well, which results from the testees wrong interpretation because “the problem of child abuse” is not given as a cause of “mental illness” in the passage. Option *d*, as it was argued in the above item, does not distract at all and should be modified.

The last example of a problematic item in the reading comprehension section was detected in Passage 5, copied below. This is Item 79 whose item analysis results are given in Table 28.

Passage 5

The great wave of transitional terrorism that first reached a climax in 1972 showed no signs of abating in 1975. Strictly speaking, the phenomenon was not new; what was new was its rapid growth in the 1970s, made possible by increasingly sophisticated technology. Some of this new technology consists of specialized equipment, such as miniaturized or remote-control detonating devices, hand-held rocket launchers, and the like, which make terrorism more lethal, more effective, and less risky for the terrorist. But even improvements in generally available technology are important. For example, self-dialling international telephone communications and jet travel facilitate conspiracies across national boundaries and the perpetration of political crimes by nationals of one country operating in another. The growth of television has contributed to the easy dissemination of terrorist techniques, such as the hijacking of aircraft and the kidnapping of diplomats or businessmen for ransom.

Item 79: It is pointed out in the passage that _____ .

- A) political crimes make up only a small part of terrorism.
- B) today terrorism is no longer confined to one country alone.
- C) because of more lethal weapons terrorists find themselves in greater danger.
- D) prior to the 1970's terrorism was unknown.
- E) improved communications have led to the capture of more terrorists.

Table 28

Results of Item Analysis for Item 79

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
79	0.51	0.67	High	0.07	0.87*	0.07	0	0	
			Middle	0	0.47*	0.20	0	0.27	0.07
			Low	0.07	0.20*	0.20	0.07	0.47	

Note. * indicates the correct option.

Although option *b* is given as the correct choice, a careful analysis of the distracters shows that the high percentage on options *c* and *e* was caused by the testees themselves. However, it is wrong to strictly relate this to the testees solely since the correct choice is not mentioned very clearly in the passage. "... one country operating in another..." does not necessarily mean that '...terrorism is no longer confined to one country alone'. Yet, it can be argued that it is the closest answer among the others. For this reason, I argue that sound interpretation cannot be made about the efficiency of the distracters.

Table 29, below, gives an overview of another section in the test, which is passage completion.

Table 29

Section 9: Passage Completion

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	3	83,87,88
Reasonable	3	84,85,86
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	-	-
Weak Positive Discrimination	1	83
Strong Positive Discrimination	5	84,85,86,87,88
Distracter Efficiency		
Reasonable	4	83,84,87,88
Too distracting/not distracting at all	2	85,86

Note. 6 items in this section.

Table 29 indicates that half of the items are reasonable while the others are easy. Also, most of the items discriminate positively. In terms of distracter efficiency, two items seem problematic. These are Item 85 and Item 86, which are copied below and followed by Table 30 and Table 31 representing the results of item analysis for each.

Item 85: There are no less than 140 countries comprising the so-called “third world” known variously as “less developed” or “developing” or “poor” countries. There is a great diversity among them, and yet they have a number of features in common. _____. For instance, some of the oil-producing countries have achieved very high levels of income per capita while retaining many of the other characteristics of less developed countries.

- A) Their natural sources are so limited that economically they are mostly dependent on international aid.
- B) Population explosion is a major problem many countries are unable to cope with.
- C) In such countries there is a great demand for an educated and skilled workforce.
- D) Death rates have fallen sharply in response to improved health service.
- E) Foremost among these is their poverty, but even poverty is not universal.

Table 30

Results of Item Analysis for Item 85

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
85	0.47	0.60	High	0	0	0.13	0	0.80*	0.07
			Middle	0.40	0.07	0.13	0	0.40*	
			Low	0.67	0.07	0.07	0	0.20*	

Note. * indicates the correct option.

This is a very acceptable item regarding IF and ID values. However, option *a* and to some extent, *b* and *c* seem to have caused problems on the part of the testees. In the first place, options *b* and *d* do not distract well compared to the others. Secondly, although option *a* was chosen by most of those who could not find the correct answer, it is likely that these testees falsely connected the clues in the stem and in that option: ‘...oil-producing countries...’ and ‘Their natural sources are so limited that...’ The correct option exemplifies the prior sentence and is, thus, the most suitable answer. Another point is that “sources” should be “resources”, which might have caused the problem. This is also a good sign that the test is not well-designed.

Item 86: Trade Unions started out as small social clubs. _____. It was not until 1871 that they were legally recognized. From that date on they rapidly grew in power. The important question today is whether they really use that power in the interests of the members.

- A) Then they simply aimed at getting fair treatment for the workers and better working conditions.
- B) Within a short space of time they grew into powerful organizations.
- C) Consequently membership has never been optional.
- D) The movement turned out to be short-lived.
- E) Surprisingly enough it hasn't attracted much attention.

Table 31

Results of Item Analysis for Item 86

<u>Item</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>Options</u>					
<u>Number</u>				<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e.</u>	<u>Omit</u>
86	0.42	0.47	High	0.60*	0.20	0	0	0.20	
			Middle	0.53*	0.40	0	0.07	0	
			Low	0.13*	0.60	0.13	0.07	0.07	

Note. * indicates the correct option.

The problem with this item is that option *b* is very close to the correct answer, which means that it is too distracting. However, it can be argued that 'power' is mentioned in the third sentence of the stem and that option *b* is less correct. But it cannot be argued that it is totally incorrect but that it should be modified so as to distract as equally as the other options. Moreover, options *c* and *d* do not function well for such an item whose IF and ID levels are good. Another problem associated with this item could be the use of 'Then' in option *a* which may lead to different interpretations. In this context, it means 'at that time' but should be followed by a comma. As it is not, it seems to indicate 'condition'. This may also need modification.

An overview of Section 10, which is another reading comprehension-based section, is presented in Table 32 below.

Table 32

Section 10: Sorting out the Sentence that does not Fit a Five-Sentence Passage

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	3	89,90,93
Reasonable	3	91,92,94
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	-	-
Weak Positive Discrimination	-	-
Strong Positive Discrimination	6	89,90,91,92,93,94
Distracter Efficiency		
Reasonable	6	89,90,91,92,93,94
Too distracting/not distracting at all	-	-

Note. 6 items in this section.

In this reading comprehension-based section, extreme statistical results were not detected. Most of the students were successful in answering the items under this section. It also seems that they discriminate very well between the high and low group. A more detailed analysis of the individual items regarding IF, ID, and distracter efficiency is found in Appendix , Table C-2.

Table 33, below, gives a summary of the results of the analyses for the final section of the KPDS test, which is paraphrasing.

Table 33

Section 11: Paraphrasing

<u>Types of Analysis</u>	<u>Number of Items</u>	<u>Item Number</u>
Item Facility		
Easy	4	95,96,99,100
Reasonable	2	97,98
Too Difficult	-	-
Item Discrimination		
Negative Discrimination	-	-
No Discrimination	-	-
Weak Positive Discrimination	1	95
Strong Positive Discrimination	5	96,97,98,99,100
Distracter Efficiency		
Reasonable	6	95,96,97,98,99,100
Too distracting/not distracting at all	-	-

Note. 6 items in this section.

Similar to the previous section, the items in this section appeared to be fairly good items. In this section, both grammatical and contextual appropriateness is required of the testees. Thus, the task should not be regarded simply as paraphrasing the given sentence with a different grammatical structure, but as employing reading strategies as well.

Although Sections 9 and 10 require the reading ability, the fact that testees did better in these two sections compared to Section 8, which is composed of pure

reading comprehension questions, provides some evidence about the negative effects of the complexity of the reading passages on the testees. Since Sections 9 and 10 are composed of short passages, it seems that it is easier for the testees to follow the ideas presented throughout these passages, which is reflected to their performance.

So far, I elaborated on each section of the test individually. Now, it is time to analyze how the results obtained from each section regarding item analysis are reflected to the whole test. Table 34, below, gives a summary of the whole test.

Table 34

A Summary of the Whole Test

<u>Types of Analysis</u>	<u>Number of Items</u>
Item Facility	
Easy	60
Reasonable	40
Too Difficult	-
Item Discrimination	
Negative Discrimination	1
No Discrimination	10
Weak Positive Discrimination	32
Strong Positive Discrimination	57
Distracter Efficiency	
Reasonable	82
Too distracting/not distracting at all	18

Note. A total of 100 items in the KPDS test.

Although there exist a lot of complaints about the KPDS test, the results show that more than half of the questions were easy for the testees. However, these questions were mainly grammar-based items and translation items, which might indicate either that Turkish students are good at learning grammar and translation owing to the Turkish education system or that these language areas are emphasized more in KPDS preparation courses. There were 60 easy items and a total of 43 items that did not discriminate well. As pointed out above, from an NRT perspective, these results do not seem appropriate because they do not serve the purpose of an NRT, which is to discriminate between the high and low levels. An excess of easy items on a test does not give much idea about this. Furthermore, items that confuse the testees or allow for various interpretations should not be included in such a proficiency test. Yet, some of the problematic items regarding the efficiency of the distracters or the construction of the item stem, simply emerged as problematic due to testees' incorrect interpretations. However, based on the results of Şahin's (1997) study and the results arrived at in this analysis, it is likely that the negative effect of the technically problematic items and the complex reading passages contribute to these wrong interpretations.

The aim of this item analysis, as it was mentioned at the initial stages of this chapter, was to describe the content of the test and obtain some information about the possible problematic items in terms of item facility, item discrimination, and distracter efficiency analyses.

Results of the Interviews

In this part of the data analysis, I analyze and discuss the interviews I conducted with six KPDS preparation course teachers from different institutions, both state and private, in Adana and Ankara. I conducted the interviews between March and May. As stated in the previous chapters, one of the aims of this study was to provide guidelines for an ideal KPDS course based both on the description and analysis of the test itself and on the various approaches to teaching KPDS courses. For the latter, I conducted the interviews with KPDS preparation course teachers who had more than two years of KPDS teaching experience.

The interview consisted of seven questions focusing on various aspects of the test and the KPDS preparation courses, ranging from the materials used to teach each skill to how problematic items are treated. I analyzed the interviews question by question and discussed the similar and differing approaches and views. The overall analysis shows that the approaches followed by individual teachers do not vary considerably, but there exist some differing ideas worth noting. Although the number of the teachers interviewed seems limited, the recurring ideas show that it is adequate and serves the aims of the study. In the subsequent parts, I discuss each question of the interview by referring to teachers' ideas and providing my own comment where necessary.

Discussion on Question 1. “To what extent is the KPDS a test which tests test-taking techniques and a test which tests overall language ability? How is this reflected in your teaching?”

Considering the ‘areas of language knowledge’ and the six qualities of tests proposed by Bachman and Palmer (1996), this question, together with some of the

following questions, holds great importance. The KPDS, as the name also suggests, is claimed to be a proficiency test and actual performance in authentic situations is expected from the people who are required to take it. The results of the analyses and most of the interviews reflect the view that the test lacks the basic qualities of an ideal proficiency test. Five out of six teachers state that the KPDS focuses more on test-taking techniques. One of the teachers interviewed articulates his view as follows:

The overall language ability consists of four basic skills including listening, writing, speaking, and reading. However, the only skill at KPDS is the “test-solving” skill, which is nothing to do with the overall language skills at all. Therefore, I always focus on test tricks rather than language skills. (Interview notes, 14. 05. 1999).

Another teacher points out that it is not a good test and that as the time passes, it seems like a test designed to eliminate more people. The same teacher also states that the test does test overall language ability but that the reading comprehension section is deliberately made difficult. Since most of those who are preparing for the KPDS are devoid of time because of their academic and professional studies, the teacher reports that he has to teach some skills in a very short period of time, which results in failure. For this reason, he teaches them very basic skills and some strategies to follow in the test.

I think it includes both the techniques and the overall language ability but in my opinion the latter is more prevalent. And I think both are necessary. I mean students should improve the overall language ability and be aware of the techniques special to KPDS. So, if I am giving a three-month course, two

months is devoted to the overall language ability and one month to techniques. With the techniques, I mean that I emphasize the clues in the question form given. If it is a grammar item, I emphasize that tense, active-passive, subject-verb agreement, and so on are important. (Interview notes, 18.04.1999).

These views reveal the fact that the content of the KPDS test forces teachers to develop their own strategies to deal with the tricks and difficulties of the test. This can be regarded as the effect of the test on teaching, namely backwash. However, in order to achieve beneficial backwash, the test should still have the qualities of a good proficiency test.

In addition to these commonly stated views, another teacher, who completed his Ph.D. in the UK, elaborates on the issue from a different angle stating that those who do not have a good overall language ability can also pass the test with the help of the test-taking strategies they have learned. He further states that:

People who lived in England for a long period of time may also fail the test. I do not know if they pilot the questions or choose the distracters carefully. My knowledge is that some distracters do not distract the testees at all, they are just there for the sake of being an alternative. And some distracters are too distracting and very close to the correct option. So it turns out to be the case that some testees arrive at the correct option although they actually do not know it well. (Interview notes, 22.04.1999).

The issue of piloting the questions raised by this teacher is worth discussing. It is apparent that the strict policy followed by ÖSYM about not publicizing the previous actual KPDS tests leads to such doubts about validity. Either piloting the

test or publicizing the test questions the day after it is administered, as is the case with the University Entrance Exam, may help to satisfy these doubts.

The last teacher interviewed also feels negative about the nature of the test and states that testees' concentration rather than their knowledge is tested in the test. Also, she thinks that it is unfair to keep testees for three hours since they lose concentration after a certain period of time.

Although teachers are aware of the shortcomings of the test and have negative ideas about it, they attempt to prepare their students in the most effective way. I also realized that besides improving their own strategies to teach their students according to the content of the test, they also attempt to focus on the four language areas. This seems difficult to achieve in a six-month preparation course but they feel themselves responsible for their students' success.

Discussion on Question 2. "Which of the following language areas do you emphasize more in your courses; reading, grammar, translation, or vocabulary?"

Teachers' ideas about this question vary in that three of them (50 %) think that since it has more weight throughout the test, they emphasize reading more than the other skills. The other half think that in most of the sections, including reading, grammar is prevalent and should be emphasized more than the others. However, it is interesting to observe that all of them teach basic grammar points at the initial stages of their courses. In addition to their ideas about the weight of a certain skill in the test, they base their decision to start with grammar on the fact that students attending the preparation courses come with limited knowledge of grammar. Because of this, it is better both for the teacher and the students to begin with grammar, since they will gain self-confidence as they continue studying the other skills.

All of the teachers agree that students are good at translating sentences since they are accustomed to the grammar translation method. However, when they are exposed to English speech, they immediately try to translate what the speaker says, which hinders their attempt to think in the target language. In this regard, it can be argued that the nature of the KPDS test itself also contributes to the fact that students cannot develop the receptive and productive skills properly and that the content of the test should be modified so as to satisfy real needs. The following ideas by two teachers reflect this view:

I would like to say something more on the KPDS test. If you want to test how well a person can use the language, you should also test listening, speaking, and writing. But these are not tested in KPDS. For this reason, it seems that what is aimed is not clear. If a person cannot write what he thinks, there is a serious problem. Similarly, when you ask students to read, they do it fairly well, but when it comes to talking about a topic in class, they cannot. (Interview notes, 17.04.1999).

Some of our targets are short term in nature, and they have to be so... So, I tell them that they are not learning English but getting ready for the exam. They are learning how to answer such questions. I say "After you pass the exam you can come and learn proper English." This is what we call backwash effect of testing on teaching methods. (Interview notes, 22.04.1999).

It can be concluded that the decision as to which skill the teachers emphasize more depends both on the content of the test and the level of the students. The low level of the students leads teachers mainly to start with grammar and base subsequent teaching on it. Exceptionally, one teacher said that he tried to teach each skill equally

because most of his students were academicians who will be doing academic studies in their field of study in the future.

Discussion on Question 3. “What kind of materials do you use for each of the language areas in the test?”

Undoubtedly, the content of any test and the time allocated for the preparation time play a very crucial role in deciding on the kind of materials to be followed.

Five of the teachers decide on the materials themselves while only one teacher says that he has to follow the books published by his institution. In either case, teachers decide to follow two main books, an upper intermediate grammar book and one of the KPDS preparation books available on the market. These KPDS books include the sections in the test with a lot of practice tests. Most of the teachers use the same book, which they think is a satisfactory collection since there are numerous examples related to every language area tested in the KPDS test. Yet, they state that these exercises have to be supported with materials that will foster better learning because they think that they lead students to memorization. The kind of supplementary or alternative materials they use for each language area can be summarized as follows:

Grammar: All teachers follow a grammar book as the main book and do not support it with other extra material. They also decide on the sequence of teaching the grammar points according to the order in the KPDS book they follow. Moreover, all of them state that they also deal with grammar while practicing the other skills.

Reading: Since half of the teachers agreed that reading has more emphasis in the test than the other skills, they pay more attention to the choice of the extra reading materials. One of the teachers states that ‘...but later on I realized that reading is more important because the sub-sections related to reading make up 60% of the test.’

Another reason why they put more emphasis on reading is that it enables practice in vocabulary, grammar, and translation as well.

In addition to the reading passages in the KPDS book, teachers mention the use of authentic texts from different sources to be used in class but only two of them actually employ this view. One of these teachers provides students with texts from current magazines such as *Time* and *Newsweek* and develops questions for them.

The other teacher makes use of TOEFL-specific reading passages which she thinks will give the students the chance to be exposed to various topics and improve their reading strategies. All teachers also state that they try to make use of the related parts of the pure reading comprehension books at various levels to practice such strategies as restatement, irrelevant sentence spotting, and paragraph completion.

Vocabulary: All teachers express the view that they integrate vocabulary teaching into reading due to time constraints. They assign students vocabulary exercises and suggest some materials for self-study. These are mentioned in the discussion on Question 5. However, it is worth mentioning the approach employed in class by one of the teachers. She says that she brings passages to study in class. At the end of every week, she gives them a vocabulary quiz based on the words they encountered in the reading passages. This way, she believes that they will have the chance to learn vocabulary in context.

Translation: As stated above, teachers do not place much emphasis on translation since the students are already good at it. But they state that they make use of the grammatical structures and the passages to practice translation.

Discussion on Question 4. “How do you approach your teaching for this test?

What teaching method do you use? What is the rationale underlying this?”

First, I teach grammar separately, which is to provide a background for the language. I believe that if they know the basics of the language, it is easier to build on that. But after I teach the main topics in grammar, I start teaching reading comprehension, and within reading, I go on teaching grammar. I also teach vocabulary, guessing meaning from context, being aware of the references, how they can find the main topic and so on. Probably, after the first six weeks, we can call it 'integrated', and the last two weeks is devoted to practice tests. (Interview notes, 22.04.1999).

The teacher uttering these sentences believes that this is the best way of approaching KPDS teaching. He also asserts that although he is not fond of the grammar-translation method, he feels that he has to follow it for some time. He believes that if he used communicative or task-based approaches, then it would not serve the purpose. This is because students' number 1 priority is to pass the exam.

These views are agreed upon by all teachers, but there are also some variations in the details of these approaches. For instance, one of the teachers states that he tells his students how to translate some particular structures just after he teaches them. Similarly, another teacher informs his students that memorizing lists of vocabulary does not help in the test, but that they need to know how to guess meaning from context and be aware of basic prefixes, suffixes and roots. Another teacher explains the rationale behind starting with a 'separated' approach and following an 'integrated' one at later stages in an interesting way:

...OK. What I believe is that techniques are the recipe but they have to have the raw material to follow that recipe. So, first, I provide them with the raw

material, the ingredients, and then tell them to cook the meal. (Interview notes, 19.04.1999).

Finally, based on the fact that the content and nature of the test has great influence on the preparation courses, all teachers point out that they feel the need to teach in Turkish. One teacher accounts for this as ‘need-based type of teaching’ (Interview notes, 14.05.1999).

Discussion on Question 5. “What do you think is effective for self-study for KPDS preparation course students? What are some of the ways you can guide them?”

All of the teachers interviewed complain about time constraints on the part of their students, the majority of whom are academicians. This means that they expect to learn everything in class as they dedicate no time or limited time to self-study. The traditional self-study materials are the exercises in the books. Since they attend courses for limited hours, most of the class time is spent on teacher’s explanations, so students lack practice. However, teachers are able to guide their students effectively by assigning projects outside of class. In addition to the readings and grammar exercises in the main books, one of the teachers assigns readings from another reading book which is not specifically designed for KPDS. The other teachers also focus on reading, integrating vocabulary as well. One of the teachers assigns readings to her students from a book in which there are texts with 20 words underlined. Students are required to find the synonyms of these words. She points out that if she were to do it in class, it would take a lot of time. For this reason, she tells them to study them at home first by trying to arrive at the synonym by guessing

the meaning from context, then by checking it in a dictionary of synonyms and antonyms. She extends her views on self- study as follows:

...at least they try to keep these words in mind. I also tell them to write six words on the board every day. I ask them to write or draw something associated with the word. For example, for the verb 'to jeopardize', they draw the picture of a leopard or just write 'leopard' to symbolize danger. As they get this habit, they try to learn words in this way, which I believe is very effective. (Interview notes, 19.04.1999).

As mentioned in the previous questions, teachers tell their students to read as much as they can. One of the teachers, realizing that students do not feel the responsibility for their own learning for various reasons, guides them towards subscribing to an English magazine, visits bookstores with them and informs them about useful sources. Also, he suggests other ways of having access to authentic materials, such as making use of the library or the British Council. He also tells them to follow authentic programs through the cable TV.

Results of the interviews indicate that teachers feel that students have to devote more time for their learning and not expect everything from the teacher. There may be very effective ways of teaching every skill, but time constraint is the biggest problem. One of the teachers says that the responsibility of the students is twice as much as the teacher's.

Discussion on Question 6. “What should be taken into consideration in the formation of a KPDS class?”

When I see that there are students from very different levels in my class, I repeatedly have to teach some language areas, which hinders the flow and success of the lesson. (Interview notes, 17.04.1999).

In most of the preparation courses, the main problem is similar to the above mentioned problem. Half (50%) of the teachers think that a diagnostic test to determine level must be administered before students are accepted to the course. However, the other teachers think that their previous education or KPDS score is an underlying factor to decide whether a student should be accepted or not. In either case, they neglect the fact that these do not give a sound idea about the real strengths and weaknesses of the students. When reminded of this fact, teachers accept that it is not an effective way, but that they have to do so since it is impossible to organize classes of different levels. One teacher from a state university expresses her experience as follows:

Determining the level of the students is important but in our institution, we have limitations to forming a KPDS class. Every year, we have around 20 KPDS students all of whom we have to accommodate. Looking at their scores, we see that 15 of them form one group and the rest another. It is impossible to open a class for five students in our institution due to lack of teachers and an appropriate program. (Interview notes, 19.04.1999).

Unlike the state university, private institutions provide their students with better alternatives such as forming two KPDS classes.

We set up two different groups: KPDS-1 and KPDS-2 according to their scores in the diagnostic test we administer, their previous KPDS score, or previous training. Those who get less than 50 attend the KPDS-1, which focuses on overall language ability for six months. Another six months is devoted to training directly related to the content of the test. Those who get 50 and above directly attend the KPDS-2 for six months. In both courses, there are 6 class hours a week (Interview notes, 19.04.1999).

Although the latter seems better, in either case, the real strengths and weaknesses of the students are neglected. One of the teachers expresses his solution to this discrepancy stating that one or two weeks after the classes start, he can detect his students' weaknesses and develop solutions accordingly. Another teacher articulates the same view, but adds that this might be a problem for the inexperienced teacher. He might be strictly following the program he has or the one proposed by the institution and as a result fail to respond to the needs of the students.

Another factor the teachers mention about the formation of a KPDS course is the size of class. They think classes should be composed of a maximum of 12 students. This is an ideal number in that teachers will have the chance to deal with almost all of the students and that it also enables the formation of classes with appropriate levels.

Discussion on Question 7: "How do you train your students about the problematic items emerging in the KPDS test?"

All of the teachers accept that there are problematic items in the test and state that they have developed their own strategies to train their students on them. In addition to asking them to state these solutions, I also provided them with two

examples of problematic items which emerged from the item analysis I employed. (See pages 46 and 49 in this chapter for the statistical analyses and detailed discussion of Item 25 and Item 42). Five of the teachers agreed that these items had two very similar correct options, taking into consideration various contexts. The other teacher stated that due to tense agreement, only one answer was possible. It will be unfair to blame this teacher because she bases her assumption on the KPDS context. In this respect, all of the teachers agree that such items should not be included in the KPDS test. In fact, though, nobody has the power to bring change to the test, so teachers attempt to analyze these problematic items and propose some strategies to respond to them correctly. For the grammar and translation items, one teacher summarizes the commonly agreed view in the following way:

Of course there is not much to do about these items because there are two correct answers...That is a matter of construct validity of the test. For this reason, I tell my students to approach these items from a syntactic base rather than a contextual base. (Interview notes, 21.05.1999).

Regarding grammar and translation sections, the other teachers propose additional solutions such as looking for tense agreement, being aware of subject-verb agreement, understanding referents and some special grammatical structures.

One of the teachers provides her students with more detailed information about this issue stating that

I tell my students that ÖSYM does not want to give A's, so each section contains one or more problematic items. I tell them to skip these and answer the other questions. Then, they should turn back and study these again. If they still cannot arrive at the correct option after they try the strategies I

taught them, I tell them to choose the longest option or one of options *c* or *d*.

(Interview notes, 19.04.1999).

The content of the test, as is clear in the above examples, fosters teachers develop strategies of different kinds depending on their experiences. Of course, it is wrong to say that these are not rational since they have proved to be effective in the KPDS context. Again, the problem raises the issue that the content of the test itself should be developed.

Teachers also report that reading comprehension, paragraph completion, and dialog completion sections also cause problems. Regarding the problematic items under these sections, one of the teachers tells her students to think objectively and take into consideration cultural appropriateness while responding to such items. She tries to establish this in her students reminding them of some social contexts and asking them what they would say in such contexts. By so doing, she believes that they will quit thinking subjectively and be more sensitive to cultural appropriateness. She also points out that she gives examples from the American and British cultures, but also suggests that they read magazines and watch TV programs to increase familiarity with them.

In this chapter, I analyzed and discussed data from two sources: a sample KPDS test and interviews with KPDS preparation course teachers. I based my discussions on the statistical results and the various ideas. In Chapter 5, I discuss the implications of the results I obtained.

CHAPTER 5: CONCLUSION

Overview of the Study

In this study, I described and analyzed the KPDS test with the purposes of gaining some insights about the quality of the individual items and of providing guidelines for the formation of an ideal KPDS preparation course. The analysis also enabled me to detect some poorly developed items which did not bear any relation to the characteristics of norm-referenced test items and had negative effects on the testees. To this end, I collected data through two techniques.

The first source of data was based on the scores of 45 subjects, including English teachers and graduates of other departments, on a 100-item sample KPDS test. I analyzed their answers to individual items through item facility, item discrimination, and distracter efficiency analyses. These analyses enabled me to understand and describe the test and find out the problematic items. The results of these analyses were essential in that they contributed to the formation of the interview questions about how an ideal KPDS preparation course should be taught.

Interviews with six KPDS preparation course teachers from four institutions were the second source of the data. The purpose of the interviews was to find out the different methodological approaches employed in various institutions and the extent to which they matched the content of the test. Also, the interviews focused on how course teachers train their students on the problematic items inherent in the test. Depending on the strengths and weaknesses of the various methodological approaches to teaching KPDS preparation courses, the ultimate aim of the interviews and the study itself, was to provide guidelines for an ideal KPDS preparation course.

Results and Implications

This part is based on the three research questions stated in Chapter 1. I discuss each question according to the results I obtained from item analysis and interviews, and elaborate on related implications.

Research Question 1: “What insights do difficulty, discrimination, distracter efficiency analyses provide about the quality of the test items in the KPDS test?”

It was hypothesized, from hearing complaints and self-observations, that the items in the KPDS test had serious shortcomings. Therefore, the results of item analysis I conducted provided me with sufficient data about the quality of the items and the content of the test to respond to those shortcomings. It also gave some insights about the appropriateness of the skills tested in the KPDS test for a norm-referenced test.

Besides lacking the characteristics of a norm-referenced test in terms of the skills tested, the KPDS is also subject to criticism regarding the ambiguity of the directions to each sub-section, the design of the stems, or the efficiency of the distracters. With the ambiguity of the directions, I mean that the testees are not clear about what is expected from them. To exemplify, specifically for Sections 1, 2, 5, and 8, the phrase “find the appropriate/equivalent word/sentence...” is given in the directions. However, the kind of “appropriateness” required is not stated in the directions or the test booklet. Since different language areas are tested in each sub-section, they should also provide different and specific directions. Although such criticisms have been voiced by testees and other people knowledgeable about the topic, the KPDS test center has given no indication of improving the quality of the items or the test as a whole.

Item analysis results also revealed the fact that the subjects were good at the Translation and Grammar-related sections, which gives some idea about the influence of the Turkish education system on learning English. Turkish students are accustomed to the traditional grammar-translation method and have difficulty responding to communicative or task-based approaches. (The success of the testees on Translation and Grammar-related sections can be seen in Appendix C-1, Table 1).

The results I obtained related to the Reading Comprehension Section of the test are parallel to the results in Şahin's (1997) study, in which he concluded that the complexity of the reading passages had a negative effect on testees' success. In my study, testees did poorly in the Reading Comprehension Section compared to their success in the other sections. As stated in Chapter 3, the scores of only 45 subjects out of 60 were included in the study since 15 of the subjects left more than 10 items blank. These items were from the Reading Comprehension Section. It was also observed that among the 45 subjects, the success rate was low in this section. In this respect, it can be concluded that there is a parallelism between the results obtained in this study and Şahin's study related to reading comprehension questions.

Research Question 2: "To what extent does the content of the test match the content of the various KPDS preparation courses?"

Interviews with KPDS preparation course teachers produced valuable results about the consistency between the content of the test and the content of the preparation courses they conducted. Although teachers had two different views about the weight of the reading skill and grammar in the test, all of their courses showed parallelism with the content of the test. However, they did not seem happy with having to follow such a program since they thought that the test itself was not

properly prepared, contained problematic items, and focused on test-taking strategies rather than testing overall language ability. Also, they stated that being confined to following a parallel course did not mean that they approved of their own alternative approaches, but that they intended to prepare their students as effectively as possible. As stated before, this cannot be regarded as a positive effect of the test on teaching since there exist a lot of problems in the context of the KPDS, some of which are discussed in this study.

Although the appropriateness of the skills tested in the KPDS test was not the focus of this study, the teachers interviewed criticized the test from a proficiency test point of view and pointed out that both receptive and productive skills must be tested, taking into consideration the authentic situations the testees are going to be involved in. This also raises the issue of administering tests with different contents to Ph.D. students and associate professors. It can be argued that they should take a foreign language test whose content is related to their field of study, which is consistent with the idea of designing tests in such a way as to incorporate skills related to the test-takers' future needs. This can also relieve testees and motivate them towards more effective preparation.

Guidelines for an Ideal KPDS Preparation Course

This part, which is related to the final research question of the study, contains suggestions which were deduced from the interviews with KPDS preparation course teachers.

Research Question 3: “What are appropriate guidelines for an ideal KPDS preparation course?”

As stated before, the ultimate aim of this study was to provide guidelines about what should be taken into consideration in approaching KPDS teaching. However, I have to point out that the guidelines I present below are limited to the findings of this study; therefore, they should not be regarded as the only solutions. These guidelines are a combination of the interviews with course teachers and my own suggestions and are proposed within the range of the current KPDS context and do not bear any intention of bringing change to the test:

- Only the students who are going to take the KPDS test should be gathered in a course. Students with different purposes, such as preparing for a bank exam or the TOEFL, improving only translation or grammar skills should be guided to other courses.
- Although students are generally academicians who have limited preparation time, they should be reminded of the fact that continuity and intensity is important in preparing for the KPDS test. In this respect, they should be trained at least 15 hours a week in a class environment.
- Class size should not be more than 12, so that every student’s progress will be monitored more effectively and more detailed and satisfactory discussions held.
- It is important that the level of the students accepted to a KPDS course be the same. Their previous education, the KPDS score they hold, or similar course experience may not provide a sound gauge of their level. For this reason, after their purposes are determined, students should be given a diagnostic test whose content is parallel to that of the actual KPDS test. Eventually, according to their

detailed scores for each section, they should be placed in appropriate classes.

This may require the formation of two classes; KPDS-1 and KPDS-2. KPDS-1 should aim at teaching the basics of the language at initial stages and focus on test-taking strategies at later stages. Also it should last twice as long as KPDS-2.

The time proposed for KPDS-1 is one year. KPDS-2 should last for six months and focus on revising grammar points at the very beginning to enhance success in the other language areas. Most of the subsequent training should focus on the skills inherent in the test and the strategies specific to the KPDS test.

- Since the test seems to be grammar and reading comprehension-based, these two skills should be emphasized more. Students should have a grammar book and a KPDS preparation book as the main books. For the other skills, supplementary materials on various skills should also be provided.
- After completing grammar points, teachers should aim at teaching all the other skills in an integrative way since this contributes to the processing of the various areas of the language at the same time. This, in turn, leads to improving the overall language ability. Teachers should also remind students of the cases specific to the KPDS by providing them with examples of items which lead to different interpretations and training them accordingly.
- Extra time should not be spent on teaching translation since students are generally good at this skill. Alternatively, practice could be provided while studying grammatical structures, especially with the very advanced types of structures.
- Vocabulary should be taught in context and rote learning should be avoided. Rather than asking students to memorize long lists of words, they can be trained

in recognizing the roots, prefixes, and suffixes in a word or they can be tested periodically on the words they encounter in the reading passages. However, this requires a lot of preparation on the part of the teacher.

- Teachers who are familiar with the KPDS context should teach KPDS courses. They should also take the test in every administration, so that they will keep up with the changes in content or the language areas tested.
- Students should be motivated towards the importance of self-study. Students should know that they are to study twice as much as the time they spend in class. They should also be guided towards self-study. They should be assigned exercises on every language area parallel to in-class studies. Also, since the test is somewhat reading comprehension-based, which enables the processing of more than one skill, students should be provided with or guided towards having access to authentic magazines and TV programs. They should also be told to read on a variety of topics or fields of study since the Reading Comprehension section of the test contains daily-life topics from different fields.

Limitations of the Study

Some factors and conditions might have affected the results arrived at in this study. For this reason, it might not be appropriate to generalize the results to the whole population. One of the limitations is the sample of the subjects who took the test. If the sample test had been administered to a larger group, item analysis would have yielded more thorough results about the quality of the individual items.

Another limitation is related to the formation of the 100-item sample KPDS test. As mentioned before, the test was compiled from a booklet which is a collection of sample questions from the previous actual KPDS tests. It is reliable in

that it is provided by ÖSYM. The even-numbered items under each sub-section were selected to be included in the sample test. This selection might have resulted in an imbalance of either too easy or too difficult items. And the results obtained might have been affected by this factor. The doubts or conflicts about this issue can be overcome only if ÖSYM changes its strict policy and publicizes the actual tests and cooperates with those who are conducting research studies on this issue.

A further limitation might be indicated by the overall test scores. The mean was 77.57 and the lowest score obtained was 47. These statistics show that the subjects were very successful in this test. The high success rate might be related to the following factors: there were 20 English teachers in the study, the range for IF and ID values was modified to yield the most extreme problematic items, and 15 papers were excluded from the study since the testees had left more than 10 items blank. If fewer English teachers had taken part in the study and the range had not been modified, the results would reveal that the test is worse than is shown in the statistics in this study. The inclusion of papers containing more than 10 blank items might have also revealed that the test was more difficult. The high success rate might also be related to the selection of the items or some of the subjects might have been familiar with the test items if they had taken the test before. A final possibility related to their considerable success could be that they did not feel the actual test anxiety, which causes a lot of trouble for some testees.

Suggestions for Further Research

I based my study on the sample test I compiled from the booklet provided by ÖSYM. If access to an actual test could be possible in the future, new research might focus on the validity and reliability of the test, which would also lead to more reliable results for item analysis.

There are cases that some graduates of different departments, especially doctors and engineers, score higher than English teachers on the KPDS test. Another study might investigate the reasons behind this by administering a sample test to a wide population of university graduates and interviewing those who scored higher than English teachers.

The issue of administering a different foreign language test to Ph.D. students and associate professors to reflect real needs and actual performance was dealt with briefly in this study. It is a well-known fact that a lot of Ph.D. students cannot continue their academic studies and are even dismissed from Ph.D. programs since they cannot pass the KPDS test. Another study might focus on the effectiveness of the current KPDS test for Ph.D. students and associate professors from different departments. Interviews with this group of people could be conducted throughout Turkey and their expectations reflected. This might lead to a change in the content of the test to be administered to graduates of different departments.

A further study might investigate how testees process the items, especially the reading comprehension texts through ‘think aloud protocols.’ A research study of this kind might reveal valuable results concerning how testees arrive at the correct option within the limits of the KPDS context.

Finally, I would like to point out that I had great pleasure conducting such a study although I confronted a lot of difficulties. I believe that the study would yield more comprehensive results if access to actual tests were possible. Still, I anticipate that the results of this study will improve the quality of the KPDS preparation courses conducted at various institutions throughout Turkey, including Çukurova University, YADIM, in particular. I also hope that this study, and the ones to follow it, will have a constructive influence on ÖSYM towards increasing the quality of the test and designing tests appropriate for the needs of test-takers from various departments.

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APPENDIX A

100-Item Sample KPDS Test

1. - 24. Sorularda boş bırakılan yerlere uygun düşen ifadeyi bulunuz.

1. A few people enjoyed the exhibition, but the majority were clearly _____.
 A) restrained B) admirable C) impartial
 D) disappointed E) relieved
2. Although the partners seem to be in full agreement on matters of management, there is actually a _____ difference of opinion among them.
 A) smooth B) superficial C) versatile
 D) vast E) relentless
3. Mark's warm and humorous personality _____ everyone at the conference.
 A) enhanced B) frightened C) confirmed
 D) captivated E) disgusted
4. I thoroughly enjoyed the lecture; it wasn't _____ but it wasn't too scholarly, either.
 A) oversimplified B) underestimated C) overemphatic
 D) underrated E) overdue
5. If he gets this _____ it will help him to recover his self-confidence.
 A) accuracy B) exposure C) promotion
 D) activity E) procedure
6. I believe that leaders must make an effort to stay open-minded and try to _____ another person's point of view.
 A) deplore B) recover C) forecast
 D) insist E) appreciate
7. By all means, give all the medical details, but do _____ from giving any names.
 A) relent B) excuse C) deny
 D) refrain E) respect
8. Owing to various advances in modern medicine, certain diseases that were seemingly incurable now _____ treatment.
 A) consist of B) yield to C) interfere with
 D) stem from E) take after
9. _____ desk is on the right as you enter, _____ is on the left.
 A) Ours / your B) Hers / his C) Her / mine
 D) Their / my E) Them / my

20. At tomorrow's concert the orchestra _____ by Carl von Braun.

- A) will have conducted B) has been conducted C) will conduct
D) will be conducted E) is going to conduct

21. You _____ pleased to learn that Mr. Lawson _____ chairman.

- A) have / been / appointed
B) will be / has been appointed
C) are / is appointing
D) have been / was appointed
E) were / appointed

22. If I _____ you were coming, I _____ you a lift.

- A) knew / can give
B) know / have given
C) had known / could have given
D) have known / gave
E) will know / would give

23. If you _____ to a doctor straight away as I advised, you _____ a great deal of discomfort.

- A) would go / will have been spared
B) have gone / were spared
C) had gone / would have been spared
D) were going / have been spared
E) went / had been spared

24. This article _____ Murat IV is extremely well written.

- A) to B) from C) over
D) for E) on

25. – 32. Sorularda, cümleyi uygun şekilde tamamlayan ifadeyi bulunuz.

25. It is surprising _____.

- A) so that his childhood was not spent very profitably.
B) that she had given in her resignation so suddenly.
C) where such accurate and detailed information had come from.
D) how much attention even the more serious newspaper will have given him.
E) how few people have ever seen an original Van Gogh painting.

26. I cannot repair the washing machine myself, _____.

- A) unless Bill had offered to help me.
B) so I will have to get someone to do it for me.
C) if I knew where the problem was.
D) that it has broken down.
E) if you haven't managed to.

27. The committee reached a consensus, _____.

- A) regardless of the fact that there were some political issues involved.
- B) if they had been guided by the director-general.
- C) in view of the intelligence which has just reached.
- D) in case of new developments occurring in Africa.
- E) until it is time for the press conference.

28. Don't you think it is significant _____?

- A) in case so may people would have marched in protest.
- B) if the resolution had been passed.
- C) how quickly they had cancelled all the flights.
- D) whether they were re-elected.
- E) that 26 people have resigned since Mr. Fairfax was appointed manager.

29. Though plenty of people have recognized the need for radical changes in the system, _____.

- A) they are slowly being convinced.
- B) Mr. Lawton, among others, agrees.
- C) some of them have already been put into effect.
- D) only Mr. Lawton has had the courage to implement them.
- E) several of them are being denied.

30. Since the managing director has left you in charge, _____.

- A) I haven't understood why their legal adviser was dismissed.
- B) why don't you put more young people in key positions?
- C) they have already been held in custody.
- D) what did you think their main concern was?
- E) everybody was trying to interfere with the implementation of the project.

31. _____, the more you realize how complicated it is.

- A) The more you think about the problem
- B) The less importance you give to your health
- C) The more remarkable his achievement was
- D) The longer it has taken them to complete the dam
- E) The fewer the people who are involved

32. _____ how they can expect to make any profit at all.

- A) We were puzzled
- B) They didn't assume
- C) I don't see
- D) It has already been
- E) They had been denied

33. – 42. Sorularda, verilen İngilizce cümlelerin Türkçe dengini bulunuz.

33. It is possible to draw conclusions from the data presented.

- A) Bir sonuca varabilmek için bazı verilere ihtiyaç vardır.
- B) Sunulan verilerden bazı sonuçlar çıkarmak mümkündür.
- C) Sunulan verilerden bazı sonuçlar çıkarmak uzak bir ihtimaldir.
- D) Verilerden elde edilen sonuçları yeniden değerlendirmek gerekir.
- E) Sonuçları, sunulan verilere göre değerlendirmek mümkündür.

34. A colleague of ours, who has recently been appointed permanent representative to the Netherlands, has unfortunately developed lung cancer.

- A) Hollanda'da temsilcimiz olarak yıllardan beri çalışmış bir meslektaşımızda maalesef akciğer kanseri görülmüş.
- B) Hollanda'da ticari temsilcilik yapmakta olan bir arkadaşımızda ne yazık ki akciğer kanseri olduğu ortaya çıkmış.
- C) Maalesef, akciğer kanserine yakalanmış olan bir arkadaşımız, daimi temsilci olarak Hollanda'ya gönderildi.
- D) Daimi temsilci olarak geçenlerde Hollanda'ya atanan bir meslektaşımız, maalesef akciğer kanserine yakalanmış.
- E) Baş temsilcimiz olarak geçenlerde Hollanda'ya yeniden atanan meslektaşımıza maalesef akciğer kanseri teşhisi konmuş.

35. Whatever measures the Ministry may have taken against smuggling, it is essential that the public should also be enlightened about the matter.

- A) Yolsuzluğa karşı hangi tedbirlerin alınması gerektiği hususunda Bakanlık kamuoyu oluşturmaya çalışıyor.
- B) Silah kaçakçılığına karşı alınan tedbirlere ek olarak Bakanlık kamuoyunu da aydınlatmak için konu üzerinde duruyor.
- C) Yolsuzlukları önlemek için Bakanlığın aldığı bir dizi tedbire ek olarak konu hakkında kamuoyu da aydınlatılıyor.
- D) Rüşvete karşı ne gibi tedbirler alınması gerektiği hususunda Bakanlık kamuoyuna açıklamalar yapmayı uygun görüyor.
- E) Kaçakçılığa karşı Bakanlık hangi tedbirleri almış olursa olsun, konu hakkında kamuoyunun da aydınlatılması şarttır.

36. I firmly believe that we must put into effect some urgent plans in order to increase productivity.

- A) Üretimi artıracak çeşitli planlar geliştirmemiz gerektiği görüşüne tamamen katılıyorum.
- B) Verimliliği artırmak için bazı acil planları yürürlüğe koymamız gerektiğine kuvvetle inanıyorum.
- C) Üretimi geliştirmek amacıyla yapılan planları uygulamaya koymak zorunda olduğumuz kanısındayım
- D) Verimliliğin artırılması bakımından bazı önemli planlar geliştirmemiz gerektiği düşüncesindeyim.
- E) Verimlilik düzeyini geliştirmek için bazı kapsamlı planlar üzerinde durmamız gerektiği inancındayım

37. Propose what they may, we are not going to accept their views on this issue.

- A) Bu konuda ne gibi öneriler ileri sürecekleri hususunda herhangi bir görüşümüz bulunmamaktadır.
- B) İstedikleri önerileri yapsınlar, bu sorunla ilgili görüşlerini kimseye kabul ettiremeyecekler.
- C) Ne önerirlerse önersinler, bu konudaki görüşlerini kabul etmeyeceğiz.

- D) Ne gibi öneriler getirecekleri belli değilse de onların bu konuya bakış açılarını kabul edemeyiz.
- E) Her ne önerdilerse, bu konu ile ilgili olarak hiçbirini kabul etmedik.

38. It was unanimously agreed by the board that a new plant should be opened in Sweden.

- A) Kurulun onayladığı yeni fabrika İsveç'te açılacaktır.
- B) Kurul, öncelikle İsveç'te yeni bir fabrika açılmasını onaylamıştır.
- C) İsveç'te yeni bir fabrika açılması, kurul tarafından oybirliği ile kabul edilmiştir.
- D) Kurul'a, yeni fabrikanın İsveç'te açılması önerilmiştir.
- E) Kurulun onayı üzerine, İsveç'te yeni bir fabrika açıldı.

39. The reports we have received so far concerning the disaster seem to be exaggerating the situation.

- A) Felaketle ilgili olarak bize ulaşan raporların hepsi, abartılı bir şekilde kaleme alınmış.
- B) Felaketle ilgili olarak, durumun abartıldığı değişik raporlar aldık.
- C) Aldığımız tüm raporlarda, felaketin neden olduğu durum çok abartılmaktadır.
- D) Felaketle ilgili olarak bugüne kadar aldığımız raporlar durumu abartıyor görünüyor.
- E) Aldığımız raporların hepsi, felaket sonucu ortaya çıkan durumu ayrıntılı olarak anlatıyor.

40. The growth of industrialism in the West is related to the growth of democracy.

- A) Batıda sanayinin gelişmesi demokrasinin ortaya çıkması ile hızlanmıştır.
- B) Demokrasinin güçlenmesi, Batıda sanayileşmenin hızlanmasının bir sonucu olmuştur.
- C) Sanayi ve demokrasinin Batıdaki gelişmesi ortak bazı ilkelere dayanmaktadır.
- D) Demokrasinin gelişmesi, Batıda sanayinin gelişmesi ile mümkün olmuştur.
- E) Batıda sanayinin gelişmesi, demokrasinin gelişmesi ile ilişkilidir.

41. Deforestation is causing an alarming decrease in the amount of farming land.

- A) Ormanların azlığı, sulu arazi miktarının giderek tehlikeli bir şekilde ortadan kalkmasına neden olmaktadır.
- B) Ormanların yok edilmesi nedeniyle, tarım arazisinin ciddi şekilde azaldığı görülmektedir.
- C) Ormanların yok olması, ekilebilir toprakların miktarında tehlikeli bir azalmaya neden olmaktadır.
- D) Ekilebilir toprakların tehlikeli bir şekilde azalması, ormanların yok edilmesi ile ilgilidir.
- E) Ormanların yok olması nedeniyle, tarıma elverişli toprakların miktarında azalma olmaktadır.

42. In developed countries, social security has been a major issue since the beginning of this century.

- A) Bu yüzyılın başından itibaren, gelişmiş ülkelerin en başta gelen sorunu sosyal güvenlik olmuştur.
- B) Bu yüzyılın başlarında, gelişmiş ülkelerde ciddi bir sorun olarak sosyal güvenlik konusu üzerinde çok tartışılmıştır.
- C) Gelişmiş ülkelerdeki sosyal güvenlik uygulaması, bu yüzyılın başlarında görülen en önemli olaydır.
- D) Gelişmiş ülkelerde, sosyal güvenlik, bu yüzyılın başlarından beri önemli bir konu olmuştur.
- E) Bu yüzyılın başında, sosyal güvenliğin gelişmiş ülkelerde görülen önemli bir sorun olduğu kabul edilmiştir.

43. – 52. Sorularda, verilen Türkçe cümlelerin İngilizce dengini bulunuz.

43. Böylesine iyi durumda bir Roma heykeli ile hayatımda hiç karşılaşmamıştım.

- A) One can't expect to find a Roman statue of such perfection more than once in a lifetime.
- B) I never expected to find a Roman statue in such excellent condition.
- C) Only once in a lifetime can one hope to find a Roman statue in such a good condition.
- D) For the first time in my life I have found a Roman statue in really good condition.
- E) Never in my life have I come across a Roman statue in such a good condition.

44. Kasa üzerinde onun parmak izlerini bulamadığımız sürece, onun masum olduğunu kabul etmek zorundayız.

- A) If his fingerprints are not to be found on the safe we shall have to count him innocent.
- B) So long as we can't find his fingerprints on the safe, we have to accept that he is innocent.
- C) Should his fingerprints be found on the safe then we will be obliged to admit that he is guilty.
- D) Unless his fingerprints are found on the safe he can never be accused of being guilty.
- E) Of course he is not guilty, for no trace of his fingerprints has ever been found on the safe.

45. Hükümet hayvancılığı desteklemediği takdirde, ciddi bir et sıkıntısının olması kaçınılmazdır.

- A) Even if the government decides to subsidize cattle farming a meat shortage cannot be avoided.
- B) Unless the government subsidizes cattle farming, a serious meat shortage is inevitable.
- C) A shortage of meat will inevitably force the government to subsidize cattle farming.
- D) In spite of the government's decision to subsidize cattle farming, meat is still in short supply.
- E) The cattle farming subsidies decided upon by the government have not overcome the meat shortage.

46. Deprem bölgesinde bir salgını önlemek için derhal acil tedbirler alınmalıdır.

- A) An epidemic has broken out in the earthquake area so we must take measures right away to prevent its spread.
- B) Various measures to overcome the epidemic in the earthquake area have already been taken.
- C) Urgent measures must be taken immediately to prevent an epidemic in the earthquake area.
- D) The earthquake area has been hit by an epidemic in spite of the measures urgently taken.
- E) Unless the epidemic following the earthquake in the area dies down, urgent measures will be called for.

47. Bakanlığa girmene izin verilmeden önce kimlik kartını göstermeni isteyecekler.

- A) They will ask you to show your identity card before you are allowed to enter the ministry.
- B) You can only enter the ministry if you have an identity card with you.
- C) You will be required to carry an identity card if you start work at the ministry.
- D) Everyone is required to show you an identity card on entering the ministry.
- E) You will have to wear an identity card if you are working at the ministry.

48. Hissedarlar toplantısında, yeni evli çiftlere özel destek verilmesi önerildi.

- A) The shareholders agreed at the meeting that newly married couples should be given favorable terms.
- B) At the meeting of the shareholders it was suggested that newly married couples should be given special support.
- C) The shareholders suggested that newly married couples should be encouraged to attend the meeting.

- D) On the proposal of the shareholders at the meeting newly married couples were given extra assistance.
- E) At the shareholders' meeting the suggestions of the newly married couples received special attention.

49. Müdür, hizmetiçi eğitimin ne kadar hayati olduğunu nihayet anlamış bulunmaktadır

- A) The director has at last come to realize how vital in-service training is.
- B) In-service training is now recognized by the director as essential.
- C) It took the director a long time to admit that in-service training is important.
- D) Finally the director's in-service training scheme has been rated as vitally important.
- E) At last the director has come to understand that everything depends on in-service training.

50. İnsan bir gün, ileri uzay araştırmaları sonucu, başka gezegenlerde yeni bir hayat biçimi bulacaktır.

- A) A new way of life for man on other planets is the aim of advanced space exploration.
- B) One day man will find new ways of exploring space and settle on other planets.
- C) One day man, with more advanced methods of exploring space, will find new planets on which to settle.
- D) Man will one day find, as a result of advanced space exploration, a new way of life on other planets.
- E) Through advanced space exploration, man could have found a new way of life on other planets.

51. IV Murat'ın yönetimde başarılı olmasının bir nedeni de halkla daima yakın bir temas içinde bulunması idi.

- A) Murat IV always stayed in touch with the people because he wanted to be a successful administrator.
- B) One reason for Murat IV's success in administration was that he was always in close touch with the people.
- C) Murat IV's success as an administrator partly depended upon the fact that he was always popular with the people.
- D) The people Murat IV kept in touch with were partly responsible for his success as an administrator.
- E) The success of Murat IV as an administrator was the only reason why he stayed in touch with the people.

52. Bu kadar tıbbi araştırmaya rağmen, bugün nedenleri hala bilinmeyen pek çok hastalık insanoğlunu tehdit etmektedir.

- A) Today, in spite of so much medical research, many diseases, the causes of which are still unknown, threaten mankind.
- B) Much medical research today is directed towards finding the causes of those diseases which still threaten man.
- C) Many of the illnesses that endanger man today are not included in advanced medical research programmes.
- D) Owing to the amount of advanced medical research going on today the causes of most diseases that threaten man are known.
- E) The causes of the diseases that today still threaten man will soon be made known through advanced medical research.

53. – 58. Sorularda, verilen duruma uygun düşen ifadeyi bulunuz.

53. You have kept a friend's book for a long time and you finally return it rather apologetically.

You say:

- A) I don't think it is very well written, but I did get some useful material out of it. Thanks.
- B) I enjoyed it so much; I actually read it twice!
- C) I thoroughly enjoyed it. Can you lend me another by the same author?
- D) Do you mind if I keep it for another week?
- E) Sorry, I kept this so long. I hope you haven't been needing it.

54. You are buying a new computer for use in the firm. Your main worry is that the model you like might prove too complicated for the staff to work. You ask the salesman:

- A) Roughly how long does it take the average person to use a computer of this type efficiently?
- B) Can you briefly give me some idea of the advantages of this model over the cheaper one?
- C) Can you show me a model that is more efficient than the one you sold me last year?
- D) This type is just what we need. Can you show me how to operate it?
- E) This computer will really ease their weight-load; so they will be delighted, don't you agree?

55. You telephone to check the prices of rooms at a hotel for yourself and your family. You ask:

- A) Is the breakfast included in the prices?
- B) Do you have many guests staying at the hotel?
- C) What facilities does your hotel have?
- D) What is the price of a double room, and is the baby free of charge?
- E) Compared with the hotels in the neighborhood, is yours more comfortable?

56. You are at an art exhibition and have just met the artist. You wish to express your appreciation of his paintings. So you say:

- A) I'm really very impressed by your paintings as regards both theme and technique.
- B) I understand most of your paintings are on sale.
- C) You seem to prefer water colors to oil paintings.
- D) My father has bought one of your earlier paintings.
- E) You must have at least over forty paintings on exhibition.

57. Unexpectedly you are called in for an important meeting and, therefore, cannot keep your appointment with the doctor. So you call his secretary and say:

- A) I am sure the doctor has left a message with you, concerning my appointment.
- B) This is Paul Swallow. I am afraid I have to cancel my appointment with the doctor, which was for 3 o'clock this afternoon.
- C) I reckon many patients will be cancelling their appointments today.
- D) Surely, the doctor's office must be very crowded today.
- E) Tell the doctor to telephone me when he returns.

58. Your patient has diabetes and you want to impress upon him how important a starch-free diet is. You say:

- A) So long as you eat a well-balanced diet you will be all right.
- B) I am afraid you cannot be treated with medicines.
- C) You must cut down on all starch food and eat absolutely nothing with sugar in it.

- D) Just eat normally and don't try to lose weight.
E) If you stop eating bread, potatoes and spaghetti you will soon lose weight.

59. - 64. Sorularda, karşılıklı konuşmanın boş bırakılan kısmında söylenmiş olabilecek sözü bulunuz.

59. Mary: Are you pleased with your new secretary?

Jane: _____.

Mary: Why? How long has she been with you?

Jane: Only two days.

- A) Thanks for recommending her to me.
B) She's even better than my last one.
C) She's no good with the computer.
D) I don't like the way she dresses.
E) Well, it is rather early to say yet.

60. Peter: Have you read the feasibility report yet?

Mark: No. I didn't even know it was ready.

Peter: _____.

Mark: I didn't expect it would be.

- A) Yes, I managed to read it yesterday.
B) Well it is. And it is not very encouraging.
C) True. No one expected it this week.
D) Read it. You have got a surprise coming.
E) Yes, yesterday. I think you will be impressed with it.

61. Mr. Wright: I see The Times has yet another article on immigration. Have you read it?

Mrs. Wright: No, but I intend to do. They are obviously making an issue of it.

Mr. Wright: _____.

Mrs. Wright: You may be right, but I hope it's not as serious as that.

- A) At the office everybody was talking against him.
B) And so they should. Have you any idea how many people are involved?
C) They should have done so many years ago.
D) Yes, that's how it seems to me, too. It may lead to some resignations even.
E) And about time too. Did you get a copy of Newsweek for me?

62. Pat: Why do you want to be a good geologist? That's a man's job.

Mary: _____.

Pat: But what else is there to do?

Mary: A lot of work is carried out in laboratories.

- A) Of course it isn't. There are lots of women geologists.
B) No it isn't. Not unless you're doing field work all the time.
C) Not really. My mother wants me to be a geologist too.
D) That's what everyone else told me.
E) What are you planning to do?

63. Dr. Coates: Paul, you're looking worried.

Dr. Preston: _____.

Dr. Coates: What's wrong? Isn't he responding to treatment?

Dr. Preston: No he isn't. And there is no apparent reason for it.

- A) I am. It's that patient again. The one I told you about.
- B) Am I? Oh it's nothing really.
- C) I'm feeling tired; but isn't everyone?
- D) I've just come out of the operating theatre.
- E) No, there's nothing wrong with me at all.

64. Andy: I see they are still investigating the cause of the fire at the Chilton Hotel.

James: _____.

Andy: Do you agree?

James: Yes I do. But it will be difficult to prove in court.

- A) If the wind hadn't dropped they say the damage would have been even worse.
- B) That's very natural. Some people reckon it was started deliberately.
- C) As far as I am concerned, it was obviously a question of gross carelessness.
- D) The insurance companies involved are demanding a court enquiry.
- E) I don't think they ever will learn the real cause.

65. - 67. Soruları aşağıdaki parçaya göre cevaplayınız.

As technical developments have altered production techniques, types of mechanical equipment and varieties of outputs, society has begun to recognize that economic progress involves not only changes in machinery but also in men - not only expenditures on equipment but also on people. Investment in people makes it possible to take advantage of technical progress as well as to continue that progress. Improvements in health make investment in education more rewarding by extending life expectancy. Investment in education expands and extends knowledge, leading to advances which raise productivity and improve health.

65. According to the author, investment in education _____.

- A) has a direct impact on production techniques.
- B) will contribute positively to human progress.
- C) has little significance for economic progress.
- D) is far more important than investment in health.
- E) has lead to certain specific technological changes.

66. The passage is mainly concerned with _____.

- A) the question of economic progress and productivity.
- B) the necessity of improvement in health services.
- C) long-term benefits of investment in education.
- D) the impact of economy in life expectancy.
- E) new education policies to meet technological needs.

67. It is argued in the passage that _____.

- A) questions of increased output must be given priority.
- B) economic progress depends largely on technological developments.
- C) expenditures should be evenly distributed among the sectors.

- D) improvements in the health services are urgently required.
- E) society was slow to realize the need to invest in man.

68. - 70. Soruları aşağıdaki parçaya göre cevaplayınız.

“Political crime” differs from ordinary crime only in the motivation, real or claimed, of the criminal. A holdup, a bank robbery, a burglary, drug running, kidnapping, or murder is no less a crime for being politically motivated. In this context, terrorism may be defined as “motivated violence for political ends”; this distinguishes terrorism both from vandalism and from crimes of violence in which no political motivation is discerned. Political crime is thus a wider term than terrorism, which is an extreme form of it. The relationship between the two is that between the whole and the part.

68. In this passage it is argued that _____.

- A) terrorism rarely stems from political considerations.
- B) a bank robbery cannot be politically motivated.
- C) vandalism and political crime are one and the same thing.
- D) there is no relationship between political crime and terrorism.
- E) a crime is still a crime even though it may be politically motivated.

69. The author maintains that a crime is political _____.

- A) so long as it is committed against politicians.
- B) if it is related to vandalism.
- C) if violence is involved.
- D) only when the end is political.
- E) when drug-running and kidnapping are excluded.

70. A suitable title for this passage could be _____.

- A) Types of Political Crime.
- B) Political Crime and Terrorism.
- C) Criminal Activities.
- D) Prevention of Political Crime.
- E) The Spread of Terrorism.

71. - 73. Soruları aşağıdaki parçaya göre cevaplayınız.

Secularization as it has developed since the Middle Ages has consisted in substituting for supernatural and theological explanations, naturalistic and reasonable ones. This change is one of the most profound affecting mankind and forms the basis of modern democratic government and of our scientific-technological age. In a society based on the divine right of kings there could be no genuinely democratic government in the modern sense. Democracy is built on the idea that the individual has a right to judge political issues for himself.

71. According to the passage, with the rise of democracy _____.

- A) supernatural ideas have given way to theological ones.
- B) scientific and technological progress has been neglected.
- C) secularization has lost its traditional meaning.
- D) the individual has lost many of his former rights.
- E) the traditional concept of the “divine right of kings” has vanished.

72. It is argued that the process of secularization _____ .

- A) has had no impact on the concept of monarchy.
- B) goes back to pre-medieval times.
- C) has led to systems of democratic government.
- D) has no relevance to the exercise of individual rights.
- E) has failed to overcome superstition and magic.

73. In the development of modern society _____ .

- A) medieval institutions have not been neglected.
- B) democracy has been of little significance.
- C) technological supremacy has been the ultimate aim.
- D) the impact of secularization has been of fundamental importance.
- E) individual rights have been curtailed.

74. - 76. Soruları aşağıdaki parçaya göre cevaplayınız.

Although rarely spoken about by society, child abuse is one of the nation's most pressing problems today. As population continues to grow, so does the number of unwanted and unplanned children. It is estimated that six or seven out of a hundred children will be maltreated or neglected. Child abuse can come in three forms: (1) passive cruelty in the neglect of children by an unloving or uneducated parent; (2) occasional cruelty in the momentary violent reaction of a frustrated or overburdened parent; and (3) consistent, deliberate cruelty in uncontrollable actions by a mentally sick parent. Simple neglect is easiest to correct. Actual abuse on the spur of the moment is more serious, but still much less so than continual abuse due to mental illness.

74. The passage suggests that the problem of child abuse _____ .

- A) is slowly being overcome.
- B) has been greatly overestimated.
- C) does not receive as much attention as it should.
- D) is confined to only a little over 10% of the population.
- E) has led to an increase in mental illness.

75. The most serious type of child abuse _____ .

- A) is that perpetuated willfully by an unbalanced parent.
- B) is also the type that can most easily be corrected.
- C) first occurred when parents had to work longer hours and were under stress.
- D) is due to ignorance or lack of interest and so is impossible to correct.
- E) can be reduced by family planning programmes.

76. The passage points out that the parents of abused children _____ .

- A) are often very well educated people.
- B) usually take pleasure in hurting their children.
- C) are never deliberately cruel.
- D) normally regret any pain they have caused.
- E) very often have social or mental problems.

77. - 79. Soruları aşağıdaki parçaya göre cevaplayınız.

The great wave of transitional terrorism that first reached a climax in 1972 showed no signs of abating in 1975. Strictly speaking, the phenomenon was not new; what was new was its rapid growth in the 1970s, made possible by increasingly sophisticated technology. Some of this new technology consists of specialized equipment, such as miniaturized or remote-control detonating devices, hand-held rocket launchers, and the like, which make terrorism more lethal, more effective, and less risky for the terrorist. But even improvements in generally available technology are important. For example, self-dialling international telephone communications and jet travel facilitate conspiracies across national boundaries and the perpetration of political crimes by nationals of one country operating in another. The growth of television has contributed to the easy dissemination of terrorist techniques, such as the hijacking of aircraft and the kidnapping of diplomats or businessmen for ransom.

77. It is argued that _____ .

- A) governments have not taken adequate measures to protect diplomats and businessmen.
- B) owing to technological innovations terrorism has been on the decline since the early 1970's.
- C) among the methods resorted to terrorists, kidnapping and hijacking are the most common.
- D) the manufacture of sophisticated technological equipment should be under strict governmental control.
- E) various advances in technology have contributed to the increase in terrorism throughout the world.

78. Among the terrorist activities mentioned in the passage is _____ .

- A) drug-trafficking
- B) smuggling
- C) the taking of hostages
- D) propaganda
- E) infiltration

79. It is pointed out in the passage that _____ .

- A) political crimes make up only a small part of terrorism.
- B) today terrorism is no longer confined to one country alone.
- C) because of more lethal weapons terrorists find themselves in greater danger.
- D) prior to the 1970's terrorism was unknown.
- E) improved communications have led to the capture of more terrorists.

80. - 82. Soruları aşağıdaki parçaya göre cevaplayınız.

From the point of view of the control of diseases, World War II represented a transitional period for industrialized combatant countries. As far infectious diseases are concerned, the five years of continual war and occupation had affected civilian populations in Europe surprisingly less than did warfare in previous conflicts. The most notable increases in disease levels were those of new cases of tuberculosis, which rose steadily throughout Western Europe, and of reported cases of typhoid fever. Most seriously affected were displaced persons, encamped refugees and inmates of concentration camps. In marginally nourished and starving patients, typhus, dysentery, scarlet fever, and diphtheria caused sporadic outbreaks and many deaths.

80. It is emphasized in the passage that _____.

- A) many of the deaths could have been avoided through better health care.
- B) Western Europe was not exposed to any of the infectious diseases during the war.
- C) most of Western Europe was occupied for a large part of the war.
- D) refugees and the homeless were adequately taken care of during the war.
- E) such infectious diseases as typhus and dysentery caused the loss of many lives among the undernourished.

81. The author explains that _____.

- A) among the homeless, it was the children who were most seriously affected.
- B) sanitary conditions in concentration camps were terrible.
- C) owing to malnutrition, there was an unprecedented outbreak of tuberculosis among the fighting men.
- D) due to the efficiency of health precautions, all the infectious diseases had only a marginal effect.
- E) During the Second World War, civilians were not affected by infectious diseases as much as it might have been expected.

82. The experience of the Second World War _____.

- A) showed how inhuman were the conditions in the concentration camps.
- B) encouraged industrialized countries to provide housing for the homeless.
- C) proved valuable as regards the control of diseases.
- D) has inspired many countries of Western Europe with the idea of a lasting peace.
- E) has contributed to the rapid industrialization of the Western world.

83. – 88. Sorularda, parçada boş bırakılan yere uygun düşen ifadeyi bulunuz.

83. _____. In other words, all our power is based upon the control of natural sources, in the sense that the energy or fuel is never man-made. It already exists as in the wind and rivers; it may be stored up as in oil or coal or uranium.

- A) Man derives energy from many different sources.
- B) All our sources of power are "natural".
- C) Energy is as indestructible as matter itself.
- D) Power can be defined as energy under control.
- E) In due course all energy returns whence it came.

84. During the Middle Ages, Venice flourished greatly as her trade expanded. _____. At that time she not only controlled the main trade route between East and West, but she also built up a considerable empire on the mainland of Italy and down the Adriatic Coast, including parts of Greece. Apart from the Ottoman Empire, there was no other power to challenge her.

- A) Furthermore, the city was originally founded by refugees who had fled here from the attacks of Attila and his armies on the mainland of North Italy.
- B) However, when new routes to the East were discovered, her power and wealth began to decline.
- C) On the other hand, it was ruled by a supreme magistrate, called the "Doge". and by councillors elected from among the aristocracy.
- D) In fact, by the fifteenth century she was enjoying her golden age.
- E) Moreover, she came into more fierce conflict with the other sea-trading power, Genoa.

85. There are no less than 140 countries comprising the so-called "third world" known variously as "less developed" or "developing" or "poor" countries. There is a great diversity among them, and yet they have a number of features in common. _____. For instance, some of the oil-producing countries have achieved very high levels of income per capita while retaining many of the other characteristics of less developed countries.
- A) Their natural sources are so limited that economically they are mostly dependent on international aid.
 - B) Population explosion is a major problem many countries are unable to cope with.
 - C) In such countries there is a great demand for an educated and skilled workforce.
 - D) Death rates have fallen sharply in response to improved health service.
 - E) Foremost among these is their poverty, but even poverty is not universal.
86. Trade Unions started out as small social clubs. _____. It was not until 1871 that they were legally recognized. From that date on they rapidly grew in power. The important question today is whether they really use that power in the interests of the members.
- A) Then they simply aimed at getting fair treatment for the workers and better working conditions.
 - B) Within a short space of time they grew into powerful organizations.
 - C) Consequently membership has never been optional.
 - D) The movement turned out to be short-lived.
 - E) Surprisingly enough it hasn't attracted much attention.
87. It is the sports pages that enable a lot of evening papers to sell well. _____. Those people who have made bets on horse races are anxious to know whether the horse on which they have bet has come first and so they buy an evening paper.
- A) The popular newspapers have much larger circulations than the serious newspapers.
 - B) These have many pages of photographs and numerous strip cartoons.
 - C) The London newspaper that is best known abroad is probably The Times.
 - D) These give the latest sports results of the day.
 - E) In winter people are more interested in football matches than horse races.
88. _____. Today the kinds used by gliding clubs for sport are usually known as sail planes. The word "glider" is now mainly used for motorless aircraft that are towed behind powered aircraft.
- A) When motorless aircraft were first made, they were all called gliders.
 - B) Today, in America, gliders are used for carrying mail.
 - C) Sailing became a popular sport in this country in the 1920's.
 - D) Many gliding clubs are hilly districts.
 - E) Powered aircraft are noisy even inside the cabin.

89. - 94. Sorularda, sırasıyla okunduğunda anlam bütünlüğünü bozan cümleyi bulunuz.

89. I. Before Galileo, it was thought that a lifeless body would not move of itself.
 II. It was further believed that such a body, once in motion would gradually come to rest.
 III. Experimental science was not even permitted during the Middle Ages.
 IV. But Galileo and Newton proved that all the movements of the planets proceed according to the laws of physics.
 V. And that once they are set in motion they will continue indefinitely.

A) I B) II C) III D) IV E) V

90. I. The acts of a single man are as a rule unimportant nowadays.
 II. But the acts of groups are more important than they used to be.
 III. If one man refuses to work, that is his own affair.
 IV. After all, everyone stops working when he retires.
 V. But if there is a strike in a vital industry the whole community suffers.

A) I B) II C) III D) IV E) V

91. I. Actually London dates back to Roman times.
 II. Greater London, with its nine million population, includes the City and the County of London.
 III. It also includes the outer suburbs and much land that looks more urban than rural.
 IV. There are no definite boundaries, but it covers an area of some twenty miles radius from Oxford Circus.
 V. It is surrounded by a "green belt" and here it is forbidden to build.

A) I B) II C) III D) IV E) V

92. I. People used to think that germs appeared from nowhere when things went bad.
 II. Today we know that germs are living things born of other germs.
 III. Very few germs survive when exposed to sunshine.
 IV. For instance, food goes bad because germs get into it and grow on it.
 V. It does not go bad of its own accord.

A) I B) II C) III D) IV E) V

93. I. Fears of one kind or another are almost universal in early childhood.
 II. Yet, psychologists disagree about the methods used in child care.
 III. Experimental studies have shown that their highest incidence is at around three years of age.
 IV. Fear is, of course, a normal response to real danger.
 V. However, the little child can be as intensively afraid of imaginary danger as of real danger.

A) I B) II C) III D) IV E) V

94. I. Economists have long known that people are an important part of the wealth of a nation.
 II. However, drastic measures are needed to prevent a rapid increase in the population.
 III. Obviously, the productive capacity of human beings is what really contributes to a nation's wealth.
 IV. Therefore, it is imperative that every nation should invest in its people.
 V. Clearly, the most effective form of investment in people is through good education in all its aspects.

A) I B) II C) III D) IV E) V

95. - 100. Sorularda, verilen cümleye anlamca en yakın olan cümleyi bulunuz.

95. Sometimes there is so much traffic on the roads that it's quicker to walk than to go by car.

- A) There is so much traffic these days that it is easier to walk than to drive.
 B) The traffic is at times so heavy that you can walk there faster than you can go in a car.
 C) At certain times of the day it really is better to walk than drive in the heavy traffic.
 D) If there is no special hurry we may walk instead of going by car.
 E) When the traffic is really heavy, the cars can only move at walking-pace.

96. He's only just arrived, so he still doesn't know what's happened.

- A) It's a long time since he came, so he doesn't know what's been happening.
 B) He hasn't been here long, so nobody thought the news would interest him.
 C) As he only got here a minute or two ago, he hasn't heard the news yet.
 D) All that happened just before he arrived.
 E) If he had arrived a little earlier he would have been given all the news.

97. The newspapers are putting the blame on his private secretary, but I think several other people are equally guilty.

- A) The names of some of the guilty people were given to the newspapers by his private secretary
 B) Quite a lot of people are annoyed at the attitude of the newspapers towards his private secretary.
 C) According to the newspapers, it is not only his private secretary who is to blame; several other people are involved.
 D) Some of the people who are quite as guilty as his private secretary have managed to avoid getting their names in the newspapers.
 E) It seems to me that several people are at fault, not just his private secretary as the newspapers are suggesting.

98. I didn't enjoy his last novel nearly as much as his early ones.

- A) I thought his early novels were good, but this last one was even better.
 B) His early novels gave me far more pleasure than his last one did.
 C) His novels begin well, but towards the end they are really not very enjoyable.
 D) His first novel was his best, but I quite enjoyed his last one too.
 E) In comparison with his last novel, even his early novels were good.

99. The only underdeveloped country not to send a representative, was Sudan.

- A) Only the underdeveloped countries sent a representative to Sudan.
- B) Sudan was the only underdeveloped country to send a representative.
- C) The underdeveloped countries were only represented by Sudan.
- D) Sudan sent someone to represent the underdeveloped countries.
- E) Except for Sudan, all the underdeveloped countries sent a representative.

100. The mineral deposits in this area are so deep that it is not economical to mine them.

- A) The only worthwhile minerals in these parts are too deep to be mined.
- B) Minerals in this region are close enough to the surface to be economically mined.
- C) In these parts, the mineral deposits are too deep for the mining of them to be worthwhile.
- D) The area is rich in mineral deposits which can be mined.
- E) The mining of minerals, however deep, is a profitable business in this area.

TEST BİTTİ, CEVAPLARINIZI KONTROL EDİNİZ!!!

Answer Key

1- D	26- B	51- B	76- E
2- D	27- A	52- A	77- E
3- D	28- E	53- E	78- C
4- A	29- D	54- A	79- B
5- C	30- B	55- D	80- E
6- E	31- A	56- A	81- E
7- D	32- C	57- B	82- C
8- B	33- B	58- C	83- B
9- C	34- D	59- E	84- D
10- B	35- E	60- B	85- E
11- E	36- B	61- D	86- A
12- A	37- C	62- B	87- D
13- E	38- C	63- A	88- A
14- C	39- D	64- B	89- C
15- E	40- E	65- B	90- D
16- B	41- C	66- C	91- A
17- A	42- D	67- E	92- C
18- C	43- E	68- E	93- B
19- E	44- B	69- D	94- B
20- D	45- B	70- B	95- B
21- B	46- C	71- E	96- C
22- C	47- A	72- C	97- E
23- C	48- B	73- D	98- B
24- E	49- A	74- C	99- E
25- E	50- D	75- A	100- C

APPENDIX B

Complete Interview Questions about the KPDS Preparation Courses

- 1- To what extent is the KPDS a test which tests test-taking techniques and a test which tests overall language ability? How is your view reflected in your teaching?
- 2- Which of the following language areas do you emphasize more in your courses: Reading, Grammar, Translation, and Vocabulary? What is the basis of your decision?
- 3- What kind of materials do you use for each of the above language areas?
- 4- How do you approach your teaching for this test? What teaching method do you use? What is the rationale underlying this?
- 5- What do you think is effective for self-study for KPDS preparation course students? What are some of the ways you can guide them for self-study?
- 6- What should be taken into consideration in the formation of a KPDS class?
- 7- How do you train your students about the problematic items emerging in the KPDS test?

Here are some examples of problematic items emerging in a sample KPDS test applied to 45 university graduates from different departments including English teachers. What would you tell your students to do if they confronted such items in the test? What is your own solution to the problematic items on the KPDS test in general?

APPEXDIX B (continued)

Item 25: It is surprising _____.

- A) so that his childhood was not spent very profitably.
- B) that she had given in her resignation so suddenly.
- C) where such accurate and detailed information had come from.
- D) how much attention even the more serious newspaper will have given him.
- E) how few people have ever seen an original Van Gogh painting.

(For this item, 'e' is the correct option but the majority chose 'b')

Item 42: In developed countries, social security has been a major issue since the beginning of this century.

- A) Bu yüzyılın başından itibaren, gelişmiş ülkelerin en başta gelen sorunu sosyal güvenlik olmuştur.
- B) Bu yüzyılın başlarında, gelişmiş ülkelerde ciddi bir sorun olarak sosyal güvenlik konusu üzerinde çok tartışılmıştır.
- C) Gelişmiş ülkelerdeki sosyal güvenlik uygulaması, bu yüzyılın başlarında görülen en önemli olaydır.
- D) Gelişmiş ülkelerde, sosyal güvenlik, bu yüzyılın başlarından beri önemli bir konu olmuştur.
- E) Bu yüzyılın başında, sosyal güvenliğin gelişmiş ülkelerde görülen önemli bir sorun olduğu kabul edilmiştir.

('d' is the correct option but the percentages show that students regard 'a' as the correct option)

APPENDIX C-1

Table C-1
 Answers of the Three Groups to Individual Items and Their Total Scores

Group	Test	Item															
	Taker	Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
High	A		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	B		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	C		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	D		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	E		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	F		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	G		1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
	H		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	I		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	J		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	K		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	L		0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
	M		1	1	1	1	1	1	1	1	1	0	0	1	1	1	0
	N		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	O		1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
Middle	P		1	1	0	1	1	1	0	1	1	1	1	1	1	1	1
	Q		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	R		1	1	0	0	1	1	0	1	1	1	1	1	1	1	1
	S		1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
	T		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	U		1	1	1	0	0	0	0	1	1	1	1	1	1	1	1
	V		1	0	1	1	1	1	1	0	1	1	1	1	1	1	1
	W		1	0	1	1	0	1	1	0	1	1	1	1	1	1	1
	X		1	1	0	1	0	1	1	0	1	1	1	1	1	1	1
	Y		1	0	1	1	0	0	0	1	1	1	1	1	1	1	1
	Z		0	1	1	1	1	1	1	0	1	1	1	1	1	1	1
	AA		1	0	1	1	0	1	1	0	1	1	1	1	1	1	0
	AB		1	1	1	1	0	1	0	0	1	1	0	1	1	1	0
	AC		1	1	0	0	1	0	0	0	1	1	1	1	1	1	0
	AD		0	1	0	1	0	1	0	1	1	1	0	1	1	0	1
Low	AE		1	1	0	0	1	1	1	0	1	0	1	1	1	0	1
	AF		1	0	0	0	1	0	0	0	1	1	1	1	0	1	1
	AG		1	0	1	1	0	0	0	1	1	1	1	1	1	1	0
	AH		0	1	1	0	0	1	1	1	0	0	0	0	1	1	1
	AI		0	1	1	0	0	0	0	0	0	1	0	1	0	1	0
	AJ		1	0	1	1	0	0	1	1	0	0	0	0	1	0	1
	AK		1	1	1	0	1	1	0	0	1	1	0	1	1	1	1
	AL		1	0	0	1	0	1	1	0	1	1	1	1	1	1	1
	AM		1	1	0	0	0	0	0	0	1	1	1	0	1	0	1
	AN		0	0	1	0	0	0	0	1	1	1	0	1	1	1	0
	AO		1	0	0	0	0	1	0	0	1	0	0	0	0	0	0
	AP		0	0	0	0	0	1	0	0	1	0	1	1	1	0	1
	AQ		1	0	0	0	0	0	0	0	1	1	0	1	1	0	1
	AR		0	0	0	0	1	0	0	0	0	0	0	1	1	1	0
	AS		1	0	1	0	0	0	1	0	0	0	0	1	0	1	0
Item Facility			0.82	0.69	0.71	0.64	0.60	0.73	0.60	0.58	0.91	0.82	0.73	0.91	0.91	0.84	0.76

Note. 1 indicates correct answer, 0 indicates wrong answer.

Table C-1 (continued)
Answers of the Three Groups to Individual Items and Their Total Scores

Group	Test Taker	Item Number														
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
High	A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	C	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
	D	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	E	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	F	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	G	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	H	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	I	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1
	J	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	K	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	L	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	M	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	N	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	O	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
Middle	P	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
	Q	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1
	R	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1
	S	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1
	T	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
	U	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
	V	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1
	W	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0
	X	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
	Y	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0
	Z	1	0	0	1	1	0	1	1	0	1	1	1	0	0	0
	AA	1	0	1	0	0	0	0	1	1	0	1	1	1	0	0
	AB	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0
	AC	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1
	AD	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Low	AE	0	1	1	0	0	1	1	1	1	0	1	0	0	1	0
	AF	1	0	1	0	1	1	1	1	0	0	0	1	0	0	0
	AG	0	0	1	1	1	1	1	1	1	0	0	1	1	0	0
	AH	1	1	1	1	1	0	1	1	0	0	0	0	1	1	0
	AI	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0
	AJ	1	1	1	1	1	0	1	1	1	0	0	0	1	0	0
	AK	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0
	AL	1	0	1	1	0	0	1	1	1	0	1	0	1	1	0
	AM	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0
	AN	0	0	1	0	1	0	1	1	0	0	1	0	1	1	0
	AO	0	0	1	0	1	0	1	1	1	0	1	0	1	0	0
	AP	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0
	AQ	0	0	1	1	0	0	1	0	1	0	0	0	1	0	0
	AR	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0
	AS	0	0	1	1	1	0	1	0	0	0	1	0	1	0	0
Item Facility		0.84	0.58	0.96	0.89	0.87	0.71	0.98	0.91	0.76	0.31	0.80	0.71	0.80	0.67	0.51

Note. 1 indicates correct answer, 0 indicates wrong answer.

Table C-1 (continued)
 Answers of the Three Groups to Individual Items and Their Total Scores

Group	Test Taker	Item Number														
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
High	A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	D	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	E	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	G	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	H	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	J	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	K	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	N	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	O	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
Middle	P	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
	Q	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	R	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
	S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	T	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	U	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	V	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
	W	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Y	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Z	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
	AA	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
	AB	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1
	AC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	AD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Low	AE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	AF	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1
	AG	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1
	AH	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
	AI	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1
	AJ	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1
	AK	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1
	AL	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1
	AM	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1
	AN	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
	AO	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1
	AP	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1
	AQ	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1
	AR	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
	AS	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0
Item Facility		0.96	0.78	0.91	0.96	1.00	0.96	0.91	0.87	0.98	1.00	0.96	0.80	0.89	1.00	0.98

Note. 1 indicates correct answer, 0 indicates wrong answer.

Table C-1 (continued)
Answers of the Three Groups to Individual Items and Their Total Scores

Group	Test	Item															
	Taker	Number															
		46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	
High	A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	D	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	E	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	G	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	H	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	
	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	J	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	K	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	N	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
Middle	O	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	
	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Q	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	
	R	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
	S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	T	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
	U	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
	V	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	W	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
	X	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Y	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Z	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	
	AA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
	AB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
Low	AC	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	
	AD	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	
	AE	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	
	AF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	AG	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	
	AH	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	
	AI	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	
	AJ	1	1	0	0	0	1	1	1	0	1	1	0	0	1	1	
	AK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
	AL	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	
	AM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
	AN	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	
	AO	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	
	AP	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	
AQ	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1		
AR	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0		
AS	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1		
Item Facility		1.00	1.00	0.96	0.93	0.89	1.00	0.98	1.00	0.78	0.96	0.96	0.96	0.84	0.93	0.64	

Note. 1 indicates correct answer, 0 indicates wrong answer.

Table C-1 (continued)
Answers of the Three Groups to Individual Items and Their Total Scores

Group	Test Taker	Item Number														
		61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
High	A	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	B	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	D	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
	E	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
	F	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
	G	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
	H	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1
	I	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
	J	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1
	K	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1
	L	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1
	M	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
	N	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1
	O	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
Middle	P	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1
	Q	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1
	R	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1
	S	1	1	1	1	0	0	0	0	0	1	1	1	1	1	0
	T	1	1	0	1	1	1	1	0	0	0	1	1	0	0	0
	U	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0
	V	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0
	W	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0
	X	1	1	0	1	1	1	1	0	0	1	1	0	1	0	1
	Y	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0
	Z	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0
	AA	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1
	AB	1	1	1	1	0	0	1	0	0	0	1	1	1	0	0
	AC	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0
	AD	0	0	1	1	0	1	0	0	0	0	1	1	1	0	1
Low	AE	0	0	1	0	1	1	1	1	1	0	1	1	0	0	1
	AF	1	1	1	0	0	1	0	1	1	0	0	0	0	1	1
	AG	1	0	0	1	1	0	0	0	0	0	1	1	0	1	0
	AH	1	1	1	0	0	0	1	0	0	1	0	1	1	0	0
	AI	1	1	1	0	1	0	1	0	0	0	0	1	0	0	1
	AJ	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0
	AK	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
	AL	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0
	AM	0	0	0	0	1	1	0	1	1	0	1	1	1	0	1
	AN	0	1	0	0	1	1	1	1	0	1	1	1	0	0	1
	AO	1	1	0	1	0	0	0	1	0	0	0	0	0	0	1
	AP	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0
	AQ	0	1	1	0	0	1	0	0	1	1	0	1	0	0	1
	AR	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1
	AS	0	0	1	1	1	1	0	0	1	0	0	0	1	0	0
Item Facility		0.76	0.73	0.76	0.64	0.62	0.56	0.56	0.60	0.62	0.62	0.64	0.82	0.64	0.56	0.67

Note. 1 indicates correct answer, 0 indicates wrong answer.

Table C-1 (continued)
Answers of the Three Groups to Individual Items and Their Total Scores

Group	Test Taker	Item Number														
		76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
High	A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	D	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
	E	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1
	F	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
	G	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1
	H	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
	I	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1
	J	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
	K	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
	L	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
	M	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1
	N	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1
Middle	O	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
	P	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
	Q	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1
	R	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1
	S	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1
	T	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1
	U	0	1	0	1	0	0	0	1	0	0	1	1	1	1	1
	V	1	0	1	0	0	0	1	1	1	1	0	1	0	1	1
	W	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1
	X	0	1	0	0	1	0	0	1	1	0	1	1	1	1	1
	Y	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1
	Z	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1
	AA	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1
	AB	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1
Low	AC	0	1	0	0	0	1	0	1	1	0	0	1	0	1	1
	AD	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1
	AE	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1
	AF	0	1	1	0	1	0	1	1	0	0	0	1	0	1	1
	AG	1	1	1	0	1	0	1	0	1	0	0	1	1	1	0
	AH	1	1	1	0	0	0	0	1	0	0	0	1	1	0	0
	AI	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1
	AJ	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1
	AK	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0
	AL	1	0	0	0	1	0	0	1	1	1	0	0	1	0	0
	AM	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0
	AN	1	1	0	1	0	0	1	0	0	0	0	0	1	0	1
	AO	1	1	0	1	0	0	1	1	1	0	1	1	1	0	0
	AP	1	0	0	0	1	1	0	1	0	0	0	0	0	0	1
	AQ	1	1	0	0	0	0	0	1	0	1	0	1	1	1	0
	AR	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0
	AS	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Item Facility		0.84	0.82	0.64	0.51	0.58	0.49	0.53	0.82	0.73	0.47	0.42	0.84	0.82	0.78	0.82

Note. 1 indicates correct answer, 0 indicates wrong answer.

Table C-1 (continued)
Answers of the Three Groups to Individual Items and Their Total Scores

Group	Test Taker	Item Number										Score
		91	92	93	94	95	96	97	98	99	100	
High	A	1	1	1	1	1	1	1	1	1	1	99
	B	1	1	1	1	1	1	1	1	1	1	99
	C	1	1	1	1	1	1	1	1	1	1	99
	D	1	1	1	1	1	1	1	1	1	1	97
	E	1	1	1	1	1	1	1	1	1	1	96
	F	0	1	1	0	1	1	1	1	1	1	95
	G	1	1	1	1	1	1	0	1	1	1	94
	H	1	1	1	1	1	1	1	1	1	1	94
	I	1	1	1	1	1	1	1	1	1	1	94
	J	1	1	1	1	1	1	1	1	1	1	94
	K	1	1	1	1	1	1	1	1	1	1	93
	L	1	1	1	1	1	1	1	1	1	1	93
	M	1	1	1	1	1	1	1	1	1	1	93
	N	0	1	1	1	1	1	1	1	1	1	93
	O	1	0	1	1	1	1	1	1	1	1	90
Middle	P	1	1	1	1	0	1	1	1	1	1	89
	Q	0	0	1	0	1	1	1	1	1	1	88
	R	1	1	1	1	1	1	1	1	1	1	88
	S	1	0	1	1	1	1	1	1	1	0	84
	T	1	1	1	1	1	0	0	0	1	1	84
	U	1	1	0	1	1	1	1	1	1	1	83
	V	1	0	1	1	1	1	1	1	1	1	82
	W	1	1	1	1	1	1	1	0	1	1	82
	X	0	0	1	0	0	0	1	1	0	1	79
	Y	1	1	1	0	0	1	1	1	1	1	79
	Z	1	1	1	1	0	1	1	0	1	1	73
	AA	0	0	0	1	1	1	1	1	1	0	72
	AB	1	1	0	0	1	1	1	1	1	1	70
	AC	0	1	1	0	0	0	1	1	1	1	69
	AD	1	1	1	0	1	1	1	0	0	0	67
Low	AE	1	1	1	0	1	1	0	0	0	1	67
	AF	0	0	1	1	1	1	0	1	1	1	65
	AG	1	0	1	1	0	0	0	1	1	1	65
	AH	1	0	1	1	1	0	0	0	1	1	64
	AI	1	1	1	1	1	0	1	1	0	1	61
	AJ	1	0	1	1	1	0	1	0	1	0	61
	AK	1	0	0	0	0	0	0	0	1	0	60
	AL	0	0	0	1	1	1	1	1	1	0	60
	AM	0	0	0	1	1	1	0	0	0	0	60
	AN	0	0	0	0	1	1	0	0	0	0	57
	AO	1	1	1	0	0	0	0	0	1	1	55
	AP	0	0	0	1	1	1	0	0	1	1	53
	AQ	1	0	0	0	1	1	0	1	0	0	53
	AR	0	0	0	0	1	1	0	0	1	0	51
	AS	0	0	0	0	0	1	0	1	0	0	47
Item Facility		0.71	0.60	0.76	0.69	0.80	0.80	0.69	0.71	0.82	0.76	

Note. 1 indicates correct answer, 0 indicates wrong answer.

APPENDIX C -2

Table C-2
Frequencies of the Options for the Individual Items in the KPDS Test

<u>Item</u>				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
1	0.82	0.26	High	0	0	0.07	0.93*	0
			Middle	0	0	0.13	0.87*	0
			Low	0.07	0.07	0.07	0.67*	0.13
2	0.69	0.67	High	0	0	0	1.00*	0
			Middle	0.07	0.13	0.07	0.73*	0
			Low	0.13	0.20	0.27	0.33*	0.07
3	0.71	0.53	High	0	0	0	1.00*	0
			Middle	0	0.13	0.20	0.67*	0
			Low	0	0.07	0.40	0.47*	0.07
4	0.64	0.73	High	0.93*	0.07	0	0	0
			Middle	0.80*	0	0.20	0	0
			Low	0.20*	0.33	0.33	0	0.13
5	0.60	0.63	High	0	0	1.00*	0	0
			Middle	0.07	0.20	0.53*	0.07	0.13
			Low	0.07	0.13	0.27*	0.40	0.13
6	0.73	0.60	High	0	0	0	0	1.00*
			Middle	0.07	0	0.13	0	0.80*
			Low	0.13	0.07	0.27	0.13	0.40*
7	0.60	0.67	High	0	0	0	1.00*	0
			Middle	0.20	0.07	0.20	0.47*	0.07
			Low	0.13	0	0.13	0.33*	0.40
8	0.58	0.66	High	0.07	0.93*	0	0	0
			Middle	0.20	0.53*	0.07	0.07	0.13
			Low	0.13	0.27*	0.47	0.07	0.07
9	0.91	0.27	High	0	0	1.00*	0	0
			Middle	0	0	1.00*	0	0
			Low	0.13	0	0.73*	0	0.13
10	0.82	0.40	High	0	0.93*	0.07	0	0
			Middle	0	1.00*	0	0	0
			Low	0.40	0.53*	0	0	0.07
11	0.73	0.53	High	0	0.07	0	0	0.93*
			Middle	0	0.07	0.07	0	0.87*
			Low	0.13	0.33	0.07	0.07	0.40*

Table C-2 (continued)
 Frequencies of the Options for the Individual Items in the KPDS Test

<u>Item</u>				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
12	0.91	0.27	High	1.00*	0	0	0	0
			Middle	1.00*	0	0	0	0
			Low	0.73*	0.07	0.13	0.07	0
13	0.91	0.27	High	0	0	0	0	1.00*
			Middle	0	0	0	0	1.00*
			Low	0.07	0.13	0.07	0	0.73*
14	0.84	0.40	High	0	0	1.00*	0	0
			Middle	0	0.07	0.93*	0	0
			Low	0	0.33	0.60*	0	0.07
15	0.76	0.27	High	0.07	0.07	0	0	0.87*
			Middle	0.13	0.07	0	0	0.80*
			Low	0.07	0.33	0	0	0.60*
16	0.84	0.47	High	0	1.00*	0	0	0
			Middle	0	1.00*	0	0	0
			Low	0	0.53*	0.13	0.27	0.07
17	0.58	0.47	High	0.87*	0	0	0.07	0.07
			Middle	0.47*	0.13	0.27	0.13	0
			Low	0.40*	0.07	0.27	0.27	0
18	0.96	0	High	0	0	1.00*	0	0
			Middle	0	0	0.87*	0	0.13
			Low	0	0	1.00*	0	0
19	0.89	0.27	High	0	0	0	0	1.00*
			Middle	0	0	0	0.07	0.93*
			Low	0	0	0	0.27	0.73*
20	0.87	0.20	High	0	0	0	1.00*	0
			Middle	0	0	0	0.80*	0.20
			Low	0.13	0.07	0	0.80*	0
21	0.71	0.73	High	0	1.00*	0	0	0
			Middle	0	0.87*	0.07	0	0.07
			Low	0.07	0.27*	0.07	0.20	0.40
22	0.98	0	High	0	0	1.00*	0	0
			Middle	0	0	0.93*	0	0.07
			Low	0	0	1.00*	0	0
23	0.91	0.27	High	0	0	1.00*	0	0
			Middle	0	0	1.00*	0	0
			Low	0.07	0	0.73*	0.20	0
24	0.76	0.47	High	0	0	0	0	1.00*
			Middle	0.13	0.07	0	0.07	0.73*
			Low	0.07	0.07	0.07	0.27	0.53*

Table C-2 (continued)
 Frequencies of the Options for the Individual Items in the KPDS Test

<u>Item</u>				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
25	0.31	0.47	High	0	0.53	0	0	0.47*
			Middle	0	0.53	0	0	0.47*
			Low	0.07	0.87	0	0.07	0.00*
26	0.80	0.40	High	0	1.00*	0	0	0
			Middle	0.13	0.80*	0	0	0.07
			Low	0.27	0.60*	0	0.07	0.07
27	0.71	0.73	High	1.00*	0	0	0	0
			Middle	0.87*	0	0.07	0.07	0
			Low	0.27*	0.07	0.07	0.33	0.27
28	0.80	0.14	High	0	0	0.13	0	0.87*
			Middle	0	0	0.07	0.13	0.80*
			Low	0	0	0.13	0.07	0.73* 0.07
29	0.67	0.53	High	0	0	0	1.00*	0
			Middle	0.13	0	0.13	0.53*	0.20
			Low	0.13	0	0.33	0.47*	0.07
30	0.51	1.00	High	0	1.00*	0	0	0
			Middle	0.20	0.53*	0.07	0.07	0.13
			Low	0.27	0.00*	0.40	0	0.33
31	0.96	0.07	High	1.00*	0	0	0	0
			Middle	0.93*	0	0.07	0	0
			Low	0.93*	0	0	0.07	0
32	0.78	0.33	High	0.07	0	0.93*	0	0
			Middle	0.20	0	0.80*	0	0
			Low	0.13	0.20	0.60*	0	0.07
33	0.91	0.13	High	0	1.00*	0	0	0
			Middle	0	0.87*	0	0	0.13
			Low	0	0.87*	0	0	0.13
34	0.96	0.07	High	0	0	0	1.00*	0
			Middle	0	0	0	0.93*	0.07
			Low	0	0.07	0	0.93*	0
35	1.00	0	High	0	0	0	0	1.00*
			Middle	0	0	0	0	1.00*
			Low	0	0	0	0	1.00*
36	0.96	0.13	High	0	1.00*	0	0	0
			Middle	0	1.00*	0	0	0
			Low	0.07	0.87*	0.07	0	0
37	0.91	0.13	High	0	0	1.00*	0	0
			Middle	0	0.07	0.87*	0.07	0
			Low	0	0	0.87*	0.07	0.07
38	0.87	0.40	High	0	0	1.00*	0	0
			Middle	0	0	1.00*	0	0
			Low	0	0.33	0.60*	0	0.07

Table C-2 (continued)
Frequencies of the Options for the Individual Items in the KPDS Test

Item				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
39	0.98	0.07	High	0	0	0	1.00*	0
			Middle	0	0	0	1.00*	0
			Low	0	0	0.07	0.93*	0
40	1.00	0	High	0	0	0	0	1.00*
			Middle	0	0	0	0	1.00*
			Low	0	0	0	0	1.00*
41	0.96	0.13	High	0	0	1.00*	0	0
			Middle	0	0	1.00*	0	0
			Low	0	0.07	0.87*	0	0.07
42	0.80	0.46	High	0.07	0	0	0.93*	0
			Middle	0	0	0	1.00*	0
			Low	0.53	0	0	0.47*	0
43	0.89	0.20	High	0	0	0	0	0.93* 0.07
			Middle	0	0	0	0	1.00*
			Low	0	0.07	0.07	0.13	0.73*
44	1.00	0	High	0	1.00*	0	0	0
			Middle	0	1.00*	0	0	0
			Low	0	1.00*	0	0	0
45	0.98	0.07	High	0	1.00*	0	0	0
			Middle	0	1.00*	0	0	0
			Low	0	0.93*	0	0	0
46	1.00	0	High	0	0	1.00*	0	0
			Middle	0	0	1.00*	0	0
			Low	0	0	1.00*	0	0
47	1.00	0	High	1.00*	0	0	0	0
			Middle	1.00*	0	0	0	0
			Low	1.00*	0	0	0	0
48	0.96	0.07	High	0	1.00*	0	0	0
			Middle	0	0.93*	0.07	0	0
			Low	0	0.93*	0	0.07	0
49	0.93	0.13	High	1.00*	0	0	0	0
			Middle	0.93*	0	0	0.07	0
			Low	0.87*	0	0	0.13	0
50	0.89	0.27	High	0	0	0	1.00*	0
			Middle	0	0	0.07	0.93*	0
			Low	0	0.07	0.20	0.73*	0
51	1.00	0	High	0	1.00*	0	0	0
			Middle	0	1.00*	0	0	0
			Low	0	1.00*	0	0	0
52	0.98	0.07	High	1.00*	0	0	0	0
			Middle	1.00*	0	0	0	0
			Low	0.93*	0	0	0.07	0

Table C-2 (continued)
 Frequencies of the Options for the Individual Items in the KPDS Test

<u>Item</u>				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
53	1.00	0	High	0	0	0	0	1.00*
			Middle	0	0	0	0	1.00*
			Low	0	0	0	0	1.00*
54	0.78	0.40	High	0.93*	0	0	0.07	0
			Middle	0.87*	0	0.07	0.07	0
			Low	0.53*	0.13	0	0.33	0
55	0.96	- 0.13	High	0.07	0	0	0.87*	0 0.07
			Middle	0	0	0	1.00*	0
			Low	0	0	0	1.00*	0
56	0.96	0.13	High	1.00*	0	0	0	0
			Middle	1.00*	0	0	0	0
			Low	0.87*	0	0.13	0	0
57	0.96	0.13	High	0	1.00*	0	0	0
			Middle	0	1.00*	0	0	0
			Low	0.13	0.87*	0	0	0
58	0.84	0.20	High	0.07	0	0.93*	0	0
			Middle	0.07	0.07	0.87*	0	0
			Low	0.07	0	0.73*	0	0.20
59	0.93	0.07	High	0	0	0	0.07	0.93*
			Middle	0	0	0	0	1.00*
			Low	0	0.07	0.07	0	0.87*
60	0.64	0.60	High	0	1.00*	0	0	0
			Middle	0	0.53*	0.26	0.13	0.07
			Low	0.20	0.40*	0.20	0.20	0
61	0.76	0.46	High	0	0.07	0	0.93*	0
			Middle	0	0	0.07	0.87*	0.07
			Low	0.27	0.13	0.13	0.47*	0
62	0.73	0.60	High	0	1.00*	0	0	0
			Middle	0.20	0.80*	0	0	0
			Low	0.47	0.40*	0	0.07	0.07
63	0.76	0.60	High	1.00*	0	0	0	0
			Middle	0.87*	0.07	0	0.07	0
			Low	0.40*	0.13	0.07	0.27	0.13
64	0.64	0.73	High	0.07	0.93*	0	0	0
			Middle	0	0.80*	0.13	0.07	0
			Low	0.20	0.20*	0	0.40	0.20
65	0.62	0.60	High	0	1.00*	0	0	0
			Middle	0.13	0.47*	0	0.13	0.27
			Low	0.20	0.40*	0	0.20	0.20
66	0.56	0	High	0.40	0	0.53*	0	0.07
			Middle	0.30	0	0.60*	0.07	0
			Low	0.13	0	0.53*	0.13	0.20

Table C-2 (continued)
 Frequencies of the Options for the Individual Items in the KPDS Test

<u>Item</u>				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
67	0.56	0.40	High	0	0.13	0.07	0	0.80*
			Middle	0	0.40	0.13	0	0.47*
			Low	0.60	0	0	0	0.40*
68	0.60	0.40	High	0.07	0.07	0	0	0.87*
			Middle	0.13	0.13	0.20	0.07	0.47*
			Low	0.20	0	0.13	0.20	0.47*
69	0.62	0.53	High	0	0	0	0.93*	0.07
			Middle	0.13	0.20	0.13	0.53*	0
			Low	0.20	0.13	0.27	0.40*	0
70	0.62	0.40	High	0.07	0.80*	0.07	0.07	0
			Middle	0.13	0.67*	0.20	0	0
			Low	0.20	0.40*	0.33	0.07	0
71	0.64	0.47	High	0.07	0	0.07	0	0.87*
			Middle	0.07	0.20	0.07	0	0.67*
			Low	0.07	0.13	0.33	0.07	0.40*
72	0.82	0.14	High	0	0.07	0.87*	0	0.07
			Middle	0	0.07	0.87*	0.7	0
			Low	0	0	0.73*	0.27	0
73	0.64	0.60	High	0	0	0.07	0.93*	0
			Middle	0	0.07	0.07	0.67*	0.13 0.07
			Low	0	0.13	0.07	0.33*	0.47
74	0.56	0.80	High	0	0.07	0.93*	0	0
			Middle	0	0.13	0.60*	0	0.27
			Low	0.13	0.47	0.13*	0	0.27
75	0.67	0.40	High	1.00*	0	0	0	0
			Middle	0.40*	0.20	0.13	0.27	0
			Low	0.60*	0	0.13	0.20	0.07
76	0.84	0.20	High	0	0	0	0	1.00*
			Middle	0	0.13	0	0.13	0.73*
			Low	0.07	0.13	0	0	0.80*
77	0.82	0.27	High	0	0	0	0	1.00*
			Middle	0	0.07	0.13	0.07	0.73*
			Low	0	0	0	0.27	0.73*
78	0.64	0.53	High	0	0	0.93*	0	0.07
			Middle	0.13	0.07	0.60*	0.13	0.07
			Low	0	0.20	0.40*	0.27	0.13
79	0.51	0.67	High	0.07	0.87*	0.07	0	0
			Middle	0	0.47*	0.20	0	0.27 0.07
			Low	0.07	0.20*	0.20	0.07	0.47
80	0.58	0.60	High	0	0.07	0	0	0.93*
			Middle	0.07	0.07	0.27	0.13	0.47*
			Low	0.27	0.20	0.20	0	0.33*

Table C-2 (continued)
 Frequencies of the Options for the Individual Items in the KPDS Test

<u>Item</u>				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
81	0.49	0.60	High	0	0	0	0.13	0.87*
			Middle	0.13	0.13	0.33	0.07	0.33*
			Low	0.13	0.13	0.20	0.27	0.27*
82	0.53	0.27	High	0.07	0	0.87*	0	0.07
			Middle	0.07	0.13	0.13*	2.7	2.7 0.13
			Low	0.13	0.13	0.60*	0.13	0
83	0.82	0.07	High	0.07	0.80*	0	0.13	0
			Middle	0	0.93*	0	0.07	0
			Low	0.07	0.73*	0	0.20	0
84	0.73	0.60	High	0	0	0	1.00*	0
			Middle	0	0	0.07	0.80*	0.13
			Low	0.13	0.20	0.07	0.40*	0.20
85	0.47	0.60	High	0	0	0.13	0	0.80* 0.07
			Middle	0.40	0.07	0.13	0	0.40*
			Low	0.67	0.07	0.07	0	0.20*
86	0.42	0.47	High	0.60*	0.20	0	0	0.20
			Middle	0.53*	0.40	0	0.07	0
			Low	0.13*	0.60	0.13	0.07	0.07
87	0.84	0.37	High	0	0	0	1.00*	0
			Middle	0	0	0	0.87*	0.13
			Low	0	0.07	0	0.67*	0.27
88	0.82	0.40	High	1.00*	0	0	0	0
			Middle	0.87*	0	0.07	0.07	0
			Low	0.60*	0	0.13	0.27	0
89	0.78	0.53	High	0	0	0.93*	0	0.07
			Middle	0	0	1.00*	0	0
			Low	0	0.33	0.40*	0.13	0.13
90	0.82	0.53	High	0	0	0	1.00*	0
			Middle	0	0	0	1.00*	0
			Low	0	0.07	0.20	0.47*	0.27
91	0.71	0.34	High	0.87*	0	0	0	0.13
			Middle	0.73*	0.07	0.13	0	0.07
			Low	0.53*	0	0	0.20	0.27
92	0.60	0.73	High	0.07	0	0.93*	0	0
			Middle	0	0.07	0.67*	0.07	0.20
			Low	0.13	0	0.20*	0.27	0.40
93	0.76	0.53	High	0	1.00*	0	0	0
			Middle	0	0.80*	0.13	0.07	0
			Low	0.13	0.47*	0	0.20	0.13 0.07
94	0.69	0.40	High	0	0.93*	0.07	0	0
			Middle	0	0.60*	0.20	0.13	0.07
			Low	0.13	0.53*	0	0.13	0.20

Table C-2 (continued)
Frequencies of the Options for the Individual Items in the KPDS Test

<u>Item</u>				<u>Options</u>				
<u>Number</u>	<u>IF</u>	<u>ID</u>	<u>Group</u>	<u>a.</u>	<u>b.</u>	<u>c.</u>	<u>d.</u>	<u>e. Omit</u>
95	0.80	0.27	High	0	1.00*	0	0	0
			Middle	0.27	0.67*	0.07	0	0
			Low	0	0.73*	0.27	0	0
96	0.80	0.40	High	0	0	1.00*	0	0
			Middle	0.13	0.07	0.80*	0	0
			Low	0	0	0.60*	0.13	0.27
97	0.69	0.73	High	0	0	0.07	0	0.93*
			Middle	0	0	0.07	0	0.93*
			Low	0.13	0.07	0.20	0.33	0.20* 0.07
98	0.71	0.60	High	0	1.00*	0	0	0
			Middle	0	0.73*	0.07	0.13	0.07
			Low	0.20	0.40*	0	0.07	0.33
99	0.82	0.40	High	0	0	0	0	1.00*
			Middle	0	0.07	0	0.07	0.87*
			Low	0	0.20	0.07	0.13	0.60*
100	0.76	0.53	High	0	0	1.00*	0	0
			Middle	0.07	0.13	0.80*	0	0
			Low	0.13	0.13	0.47*	0.07	0.20

Note. * indicates the correct option.