



The Evaluation of the English Lesson Questions in TEOG Exams According To the Course Acquisitions

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ABSTRACT

The aim of this study is to determine the convenience to acquisitions in curriculum of the Passing from Basic Education to High education Exam (TEOG) English lesson questions belonging to 2013-2014-2015 academic years. In the study that document analysis method is used, survey datas have been reached by using the English lesson curriculum, English textbook, the questions of TEOG exam English lesson and common central examination study Schedules. The total 80 English lesson questions in the content of study that are examined in four TEOG exam as to the specified years are examined. In consequences of descriptive analyses of datas, it is determined that English lesson questions in TEOG exam does not show balanced distribution in terms of the unit and the acquisitions of questions. Also, it is concluded that the total acquisitions in some units are not directly proportionate to the number of questions of that unit.

Keywords: TEOG, Acquisitions, English lesson curriculum, evaluation.

1 INTRODUCTION

The future of countries depends on the productivity of schools aiming the socialization of individuals and personality improvement and their skills of the configuration of future (Can,2013:218). At the present time, rapid change in all fields requires the change of education programmes regulating the educational activities, as well (Tan, 2007:19).

According to the Varış (1988:18), the education programme is all of the activities provided for kids, youth and adults so as to realize the objectives of educational institution, the Ministry of National Education. And the curriculum includes the subjects within the grade and lessons in the certain level and all teaching activities (Demirel, 2004:7). Nowadays, following scientific and technological developments the changes in worldview enhances tendency to modern and democratic practices in our educational system. This change affects the assessment and evaluation process, the one of curriculum items (İşman, 1998:40).

The assessment and evaluation process can determine whether the educational objectives are attained. That's way, it is aimed that educational productivity is maximized with taken measures by overcoming the probable deficiencies in learning (Özçelik, 1998: 25). The purpose of examinations providing the judges about educational activities varies. Besides the improvement of examinations as their purposes, it is important to use the outcomes of them properly (Bal, 2011: 200). The reliability, validity and practicality of assessment and evaluation instrument play a significant role on determining the accuracies of outcomes (Doğan ve Sevindik, 2011:311).

In order to determine the acquisitions are achieved in which level, the examinations are held in Turkey where the exams vary in terms of usage objectives, and also the obtained grades are used to place students to the next level. There are some reasons why the examinations are held to pass from one education

level to the other one. One of the reasons is that the number of students applying to a certain institution are more than the schools' vacancy. Moreover, the schools want to choose the most appropriate one among the applied students (Kutlu ve Karakaya, 2007: 398).

The examinations held by The Minister of Education for the passing to higher education undergo a change over time. In an attempt to choose the students for the secondary education institutions, OKS (High Schools Entrance Exam) that just 8th grade students take was held from the academic years 1997-1998 to 2008-2009 (MEB, 2007). Unlike OKS, LDE (Level Determination Exam) that the foreign language questions are also present was introduced for 6th and 7th grades in 2008. According to the weekly course hours, LDE being determined the number of questions is planned to examine for 6th, 7th and 8th grades beginning from 2009 (MEB, 2010). However, the research was conducted by EARGED (2010:4) the impacts on teacher, student, parents, teaching-learning and evaluation phases of LDE was assessed. Negative results are attained that like the dependency on schoolrooms is increased, the parents and the students feel intense anxiety about their future, the examination is perceived as competition which distort the main purpose of it related to LDE in the survey that is present 8.100 participants including teacher, student and parents within 100 elementary schools (EARGED, 2010).

The need for the new practices in the process of passing to secondary education was fulfilled by Ministry of National Education by introducing new testing system called TEOG instead of SBS in 2013 (MEB, 2013). Within the scope of this new testing system the students are subjected to twelve exams containing the lessons Turkish, Mathematics, Science and Technology, Social Sciences, Education of Religion and Ethics and Foreign Language (mostly English) in both 1st and 2nd academic terms in total. Thanks to this new system the students' achievement can be determined within the process, not instantly; therefore the text anxiety can be reduced within the process. With this system, the main score for the placement to the secondary education institutions consists 30% of end of the year success point in 6th, 7th and 8th grades and 70% of the point obtained from the common central examination held in 8th grade (MEB, 2013).

It is important to prepare the test items, which are used to determine students' success, with the quality to evaluate the objectives being targeted (Kutlu and Karakaya, 2003, 212). Observing the structural characteristics of central examinations being used for placement in transition to secondary education in Turkey can contribute to overcome the deficiencies. For this purpose, some researches were conducted related to TEOG exams being held in 2013-2014 academic year for the first time (Kardeş Birinci, 2014; Kaşıkçı, Bolat and Değirmenci, 2015; Karadeniz, Eker and Ulusoy, 2015). In the research that the exam questions related to Social Sciences are examined with regards to acquisitions in TEOG exams of 2013-2014 academic year, the results show that the question items in both terms meet the acquisitions, but the number of questions are not directly proportional to the course period and units. Similarly, 2013-2014 academic year 2nd term TEOG is examined in terms of the meeting level of acquisitions in Science and Technology curriculum (Kaşıkçı vd., 2015). It is concluded that questions do not show homogeneous distribution in terms of units, subjects and course period.

Considering that TEOG exam score has influence on total score of placement to the secondary education at the rate of 70% (MEB, 2013), it is significant to determine the convenience of exam questions with acquisitions. The originality of this study is based on English lesson questions belonging to four TEOG exams being examined in the meeting level of acquisitions, obtained results are compared to one another since 2013- 2014 academic year.

1.1. Research Objective

The main aim of this study is to determine the English lesson questions' meeting level of acquisitions in curriculum in TEOG exams being held in 2013-2014 and 2014- 2015 academic years. In accordance with this main aim, questions that English lesson questions in four TEOG exams held since 2013-2014 academic year, are related to whatever units and acquisitions, how to range in accordance with the units and the number of acquisitions are searched for answers.

2. METHOD

In this section, the informations are submitted about research model, research material, data collection tools and datas analysis.

2.1. Research Model

TEOG exams being held in 2013-2014 and 2014-2015 academic years were regulated descriptively in this study survey model that English lesson exams are examined in the meeting level of acquisitions. In descriptive research process, variables are researched with the situation in subject without manipulating (Yıldırım ve Şimşek, 2013: 62).

In research, document review method among from qualitative research approaches was used. According to Yıldırım and Şimşek (2013: 217), document review is involved the analysis of written sources being provider information. The document review which can be also used alone as data collection method on the purpose of providing supplementary information, can be used with the other ones.

2.2. Research Material

The documents being reviewed within this research consist of total 80 questions that were questioned in English lesson TEOG exam were held in 2013-2014 and 2014-2015 academic years. It was achieved to the study materials by using the documents of TEOG exam English lesson questions (oges.meb.gov.tr, 2013, 2014, 2015), in 2013-2014 and 2014-2015 years, 8th grade English lesson curriculum (MEB, 2006), English course book (Durmaz, 2013), 2013 common exam study programme (MEB, 2013), 2014 common exam study programme (MEB, 2014).

2.3. Data Collection Tools

In evaluating TEOG exam English lesson questions in the meeting level of acquisitions 8th grade English lesson curriculum (MEB, 2006), English course book (Durmaz, 2013) and with the determined acquisitions being regarded as criterion in common exam study programmes (MEB, 2013, 2014) exam questions are assosiated with acquisitions.

2.4. Analysis Of Datas

With the aim of examining English lesson questions in TEOG exam, the question examination criterias were formed by scanning the body of literature about content validity and taking an expert opinionion. In accordance with these criteria, that a question is within scope of whichever unit, and meets whichever acquisitions in that unit is tried to be determined. Thus, English lesson questions in TEOG exams of academic years 2013-2014 and 2014-2015 are tried to be met the appropriate unit and acquisitions. The experts was consulted to ensure the study's validity and reliability in the process of analysis of data. After, it was determined whether the question evaluate the any acquisition or not. The analysis of datas was formed with three experts' feedback, including the researcher. The datas from that English lesson questions are examined in the meeting level of acquisitions are consistent at the rate of 88 %.

3. FINDINGS

In this section, the findings from data assessment are presented under the titles related to the research's sub problems.

3.1. English Lesson Questions' Meeting Level of Units and Acquisitions in Academic Year 2013-2014 I. Term TEOG Exam.

In academic year 2013-2014 I. term TEOG exam English lesson questions are examined in the meeting level of units and acquisitions and the findings are presented in Table 1.

Table 1. English Lesson Questions' Distribution By Unit and Acquisitions in Academic Year 2013-2014
I. TEOG Exam.

Question Number	Unit Name	Acquisitions	Period
1	Dreams	4.1.Talking about past events and states in the past. Understanding and producing simple narratives.	80 min
2	Improving One's Looks	3.1. Describing people (personal appearance, qualities)	80 min
3	Dreams	4.2.Expressing surprise. 4.4. Expressing (in)ability in the past.	80-80 min
4	Improving One's Looks	3.5. Responding to offers and suggestions	80 min
5	Improving One's Looks	3.5. Responding to offers and suggestions	80 min
6	Empathy	16.1.Inquiring about and expressing agreement and disagreement.	80 min
7	Friendship	1.1 Describing personal qualities	80 min
8	Improving One's Looks	3.3. Seeking and giving advice. 3.6.Drawing simple conclusions and giving recommendations.	40-80 min
9	Friendship	1.7. Asking for and giving information about habits and pastimes.	80 min
10	Improving One's Looks	3.1. Seeking and giving information	40 min
11*	Improving One's Looks	3.1. Seeking and giving information	40 min
12	Dreams	4.4. Expressing (in)ability in the past	80 min
13	Improving One's Looks	3.6. Drawing simple conclusions and making recommendations.	80 min
14*	Friendship	1.6. Inquiring about and expressing expectations.	80 min
15	Dreams	4.1. Imparting and seeking factual information. 4.3. Talking about past events and states in the past. Understanding and producing simple narratives.	80-80 min
16	Dreams	4.1. Imparting and seeking factual information	80 min
17	Dreams	4.1. Imparting and seeking factual information. 4.3. Talking about past events and states in the past.....	80-80 min
18	Improving One's Looks	3.7. Describing people(personal appearances, qualities)	80 min
19	Friendship	1.7. Asking for giving information about habits and pastimes.	80 min
20	Friendship	1.7. Asking for giving information about habits and pastimes.	80 min

When the 8th grade English lesson the Common Central Examinations study programme (MEB, 2013) of MEB 2013-2014 academic year are observed, TEOG exam English lesson questions being held on 29 Kasım 2013 are necessary to include in the top four units. These units are respectively Friendship, Road to Success, Improving One's Looks and Dreams. In 8th grade English lesson curriculum (MEB, 2006) and the course book (Durmaz, 2013), there are 7 acquisitions in Friendship unit, 4 acquisitions in Road to Success unit, 7 acquisitions in Improving One's Looks unit and 4 acquisitions in Dreams unit. It is expected that the mentioned exam also includes these 22 acquisitions.

When the findings in table 1 are analyzed, it is seen that 5 questions in Friendship units, 8 questions in Improving One's Looks units and 6 questions in Dreams units are asked. While no question is asked in Road to Success unit, one question are asked in 16. unit not taking place in the scope of this exam.

According to the findings in table 1, it is seen that the question relating to the three of 7 acquisitions belonging to Friendship are asked. While the two of these questions are associated with 1.1 and 1.6 acquisitions, it is confirmed/determined that 3 questions are asked in "1.7 Asking for giving information about habits and pastimes" acquisitions. And no question is asked relating to Road to Success unit. It is stated that there is the questions being relating to 5 of them in 7 acquisitions in Improving One's Looks unit. Notwithstanding that the two of these acquisitions are associated with 3.3 and 3.7 acquisitions, 2 questions in "3.5 Responding to offers and suggestions" and "3.6 Drawing simple conclusions and making recommendations" acquisitions. It is determined that there are 3 questions being related to "3.1. Seeking and giving information" acquisition. It is seen that 6 questions asked in Dreams unit are associated with all 4 acquisitions. According to this, it is confirmed/determined that 1 question are asked in "4.1 Expressing surprise" acquisitions, 4.3 "Talking about past events and states in the past. 2 questions are asked in "Understanding and producing simple narratives" and 4.4. "Expressing(in) ability in the past" acquisitions and 4 questions are asked in "4.1 Imparting and seeking factual information" acquisitions.

3.2. The examination of English Lesson Questions Within The Number of Unit and Acquisition in 2013-2014 Academic Year I. TEOG Exam.

The findings are presented in Table 2 by I. term English lesson TEOG exams are being examined within the context of unit and the numbers of acquisition.

Table 2. English Lesson Questions' Distribution By The Numbers Of Unit and Acquisition in Academic Year 2013-2014 I. TEOG Exam.

Unit Name	Total Acquisitions Number	Acquisition Number Of Questions	TEOG Question Number	TEOG Question Percentage
Friendship	7	2	1	%5
Road to Success	4	1	*	*
Improving One's Looks	7	-	-	-
Dreams	4	1	*	*
Atatürk: The Founder of The Turkish Republic	3	1	1	%5
Detective Stories	4	2	1	%5
Personal Experiences	2	2	2	%10
Cooperation in The Family	7	5	3	%15
Success Stories	3	2	4	%20
Reading for Entertainment	4	1	2	%10
Personal Goals	5	3	2	%10
Personality Types	2	2	3	%15
Language Learning	1	1	1	%5
TOTAL	53	23	20	%100

* Due to the fact that 6 numbered question in exam correlates with “16.1. Inquiring about and expressing agreement and disagreement” acquisition of Empathy unit, it is not indicated in table.

When the exam questions are evaluated by the numbers of unit and acquisition, it is seen that approximate half of questions are asked in Improving One’s Looks unit. Whereas the questions, which correlate with the acquisitions in Friendship unit, constitute 25%, the questions relating to Dreams unit constitute 30%. Whereas there is no question in Road to Success unit, it is determined that one question is associated with the acquisitions that 16. unit lies beyond the scope of exam (Empathy).

3.3. English Lesson Questions’ Meeting Level of Units and Acquisitions in Academic Year 2013-2014 II. Term TEOG Questions.

In academic year 2013-2014 second term TEOG exam English lesson questions are examined in the meeting level of units and acquisitions and the findings are presented in Table 3.

According to 8th grade English lesson common central examination study programme in 2013-2014 academic year (MEB, 2006), it is expected that the English lesson questions, TEOG exam being held in II. Term include in the first 13th units. Accordingly, based on English lesson curriculum (MEB, 2006), it is necessary the exam questions are for 53 acquisitions within these 13 units.

According to findings in table, one question was asked in each of Road to Success, Dreams, Atatürk: The Founder of Turkish Republic, Detective Stories and Language Learning units; two questions were asked in each of Personal Experiences, Reading For Entertainment and Personal Goals units; three questions were asked in each of Cooperation in the Family and Friendship units; four questions were asked in each of Success Stories and Personality Types units in Academic Year 2013-2014 II. Term English Lesson TEOG exam. It was determined that no question was asked in Improving One’s Looks unit.

Analyzing table 3, it is seen that there is the question being related to the two of 7 acquisitions. Those which, the three questions being related to “1.1 Describing personal qualities” acquisitions are included. It is understood that the question being related to the three of 4 acquisitions that is in Road to Success unit. While no question is asked in Improving One’s Looks unit, the question is for single acquisition is asked in Dreams unit that contains 4 acquisitions. It is provided the question that is only related to “5.1. Imparting and seeking factual information” acquisition of three acquisitions in Atatürk: The Founder of Turkish Republic unit. While two of the 4 acquisitions are included in Detective Stories unit, one each question that is related to 2 acquisitions is included in Personal Experiences unit. 7 acquisitions are in Cooperation unit. The question being related to five of them is included in II. Term TEOG exam. It is seen that two acquisitions are included in Success Stories unit having 3 acquisitions. Those which, “9.1 Imparting and seeking factual information” acquisition was examined in 4 varied questions. Whereas the two question that is related to “10.1. Understanding and producing simple narratives” in Reading For The Entertainment unit are included it is determined that there is no question being related to the other three acquisitions in unit. It is stated that three question is related to “11.2. Expressing personal goals and outcomes”, “11.4. Asking and answering questions to check on meaning and intention”, “11.5. Expressing purpose, cause and result, giving reasons” acquisitions; however, it was observed that the question of the other two acquisitions in unit was not asked. The questions that are also related to 2 acquisitions in Personality Types unit were included in II. Term TEOG exam. From these acquisitions, 3 separate questions that are related to “Describing people in terms of personal qualities” acquisitions are observed to be in exam. In conclusion, it is determined that the question being related to single acquisition was included in.

Table 3. English Lesson Questions' Distribution By Unit and Acquisitions in Academic Year 2013-2014
II. TEOG Exam.

Question Number	Unit Name	Acquisitions	Period
1	Dreams Reading for Entertainment*	4.1. Expressing surprise 10.1.Understanding and producing simple narratives.	80-80 dk
2	Cooperation in the Family	8.1.Requesting others to do something 8.7. Expressing gratitude	40-40 dk.
3	Language Learning	13.1. Expressing opinions and judgments.	12x40 dk
4	Friendship* Road to Success Personality Types	1.1.Describing personal qualities 1.5. Inquiring and expressing how certain/uncertain one is of something 2.4. Imparting and seeking factual information: identifying, asking and describing personal qualities 12.2.Describing people in terms of personal qualities	80-80- 80- (4x40) dk
5	Cooperation in the Family	8.3. Requesting assistance	80 dk
6	Cooperation in the Family	8.2.Instructing and directing others to do sth. 8.4. Refusing	80-80 dk
7	Personal Goals	11.4.Asking and answering questions to check on meaning and intention.	80 dk
8	Personal Experiences	7.1. Imparting and seeking factual information 7.2. Talking about personal experiences	8x40 dk
9	Success Stories	9.1. Imparting and seeking factual information 9.3.Talking about accomplishments.	(4x40)- (4x40)dk
10	Personal Goals	11.2. Expressing personal goals and outcomes 11.5. Expressing purpose, cause and result, giving reasons	80-80dk
11	Personal Experiences	7.1. Imparting and seeking factual information	4x40dk
12	Atatürk: The Founder of Turkish Republic	5.1.Imparting and seeking factual information	80dk
13	Detective Stories	6.1.Imparting and seeking factual information 6.3.Understanding and producing simple narratives	80-80dk
14	Reading For Entertainment	10.1.Understanding and producing simple narratives	80dk
15	Friendship Personality Types*	1.1 Describing personal qualities 12.2 Describing people in terms of personal qualities	80- (4x40) dk
16	Personality Types*	12.1.Identifying and expressing personal strenghts and weakness	(4x40)dk
17	Friendship Personality Types*	1.1 Describing personal qualities 12.2 Describing people in terms of personal qualities	80- (4x40)dk
18	Success Stories	9.1. Imparting and seeking factual information	(4x40) dk
19	Success Stories	9.1. Imparting and seeking factual information	(4x40) dk
20	Success Stories	9.1. Imparting and seeking factual information	(4x40) dk

** The aforementioned questions were asked within these unit themes. However, due to the fact that the questions have the quality to meet to the acquisitions in other units being stated, these units were included under the title of “Unit Name”*

3.4. The examination of English Lesson Questions Within The Number of Unit and Acquisition in 2013-2014 Academic Year II. TEOG Exam.

In academic year 2013-2014 II. term TEOG exam English lesson questions are examined within the unit and acquisition and the findings are presented in Table 4.

Table 4. English Lesson Questions’ Distribution By The Numbers Of Unit and Acquisition in Academic Year 2013-2014 II. TEOG Exam.

Unit Name	Total Acquisition Number	Acquisition Number Of Questions	TEOG Question Number	TEOG Question Percentage
Friendship	7	2	1	%5
Road to Success	4	1	*	*
Improving One’s Looks	7	-	-	-
Dreams	4	1	*	*
Atatürk: The Founder of The Turkish Republic	3	1	1	%5
Detective Stories	4	2	1	%5
Personal Experinces	2	2	2	%10
Cooperation in The Family	7	5	3	%15
Success Stories	3	2	4	%20
Reading for Entertainment	4	1	2	%10
Personal Goals	5	3	2	%10
Personality Types	2	2	3	%15
Language Learning	1	1	1	%5
TOPLAM	53	23	20	%100

**Even though it is stated that there are the questions being related to the each acquisitions of Road to Success and Dreams, the question that is related to these units is not asked in exam. Therefore, “TEOG Number of Question” column that is relating to these units was left blank.*

Examining of findings, while there are 53 acquisitions being related to 13 units, 23 of these acquisitions are included in II. Term TEOG exam. Accordingly, it can be said that the question relating to the half of acquisitions is not included. There are differences between the acquisition number in some units and the questions number of that unit. For instance, whereas there are 7 acquisitions in Friendship unit, 2 acquisitions were in exam. While the students are made responsible for acquisitions in each Road to Success, Dreams and Reading for Entertainment units, the questions that are related to the one of these acquisitions were asked.

3.5. English Lesson Questions’ Meeting Level of Units and Acquisitions in Academic Year 2014-2015 I. Term TEOG Exam.

English lesson questions are evaluated based on the acquisitions within the scope of curriculum and study programme. Related findings are presented in table 5.

Table 5. English Lesson Questions' Distribution By Unit and Acquisitions in Academic Year 2014-2015
I. TEOG Exam.

Question Number	Unit Name	Acquisition	Period
1	Improving One's Looks	3.4.Responding to offers and suggestions	40 dk
2	Dreams	4.2. Expressing surprise 4.5. Expressing (in)ability in the past	80-(3x40) dk
3	Improving One's Looks	3.4.Responding to offers and suggestions	40 dk
4	Dreams	4.3. Talking about past events and states in the past	(3x40) dk
5	Friendship	1.3. Inquiring and expressing how certain/uncertain one is of sth.	40 dk
6	Friendship	1.7.Asking for and giving information about habits and pastimes.	40 dk
7	Improving One's Looks	3.5. Warning others to take care or to refrain from doing sth., instructing or directing others to do sth.	80 dk
8	Friendship	1.5.Inquiring about and expressing expectations 1.2.Instructing or directing others to do sth	40 dk
9	Friendship Road to Success* Improving One's Looks	2.2. Following and giving simple instructions 3.2. Seeking and giving advice 3.6.Drawing simple conclusions and making recommendations.	40-80- 80-80 dk
10	Road to Success	2.2. Following and giving simple instructions 2.4.Drawing simple conclusions	80-80 dk
11	Road to Success	2.3. Describing simple processes	80 dk
12	Improving One's Looks	3.2. Seeking and giving advice 3.6.Drawing simple conclusions and making recommendations.	80-80 dk
13	Road to Success	2.1.Imparting and seeking factual information: identifying, asking, describing	80 dk
14	Road to Success	2.4.Drawing simple conclusions	80 dk
15	Friendship	1.6. Describing personal qualities	80 dk
16	Friendship	1.6. Describing personal qualities	80 dk
17	Friendship	1.6. Describing personal qualities	80 dk
18	Dreams	4.1. Imparting and seeking factual information	80 dk
19	Dreams	4.1. Imparting and seeking factual information	80 dk
20	Dreams	4.1. Imparting and seeking factual information	80 dk

* 9. question was asked within Road to Success unit. However, due to the fact that the question has the quality to provide the acquisitions in stated other units, these units are also included under the head of "Unit Name".

According to the study programme stating 8th grade English lesson acquisitions in 2014-2015 academic year, it is seen that TEOG exam questions that were held in I. term involve in the first 4 units. Total acquisition number that students are made responsible in Friendship, Road to Success, Improving One's Looks and Dreams units are 23. It is determined that 18 of the stated acquisitions are tested in this exam that was held. As indicating in table 5, it can be observed that the question being related to 5 acquisitions in Friendship unit including in 7 acquisitions is asked. From these acquisitions, while "1.6. Describing personal qualities" acquisition is evaluated with 3 questions, one each question is asked related

to 1.2, 1.3, 1.5, and 1.7 acquisitions. The questions that are related to “1.1. Instructing or directing others to do something” and “1.4. Expressing opinions and making choices” acquisitions are not included the scope of this exam.

It is seen that the questions for all 4 acquisitions that are in Road to Success unit are included in I. Term TEOG exam. From these acquisitions, 2 questions are asked related to “2.2. Following and giving simple instructions” and “2.4. Drawing simple conclusions”.

It is seen that as well as in Friendship unit, in Improving One’s Looks unit that has 7 acquisitions, the questions being related to 2 acquisitions are not included in this exam. These acquisitions are determined as “3.1. Seeking and giving information” and “3.7. Describing people (personal appearance, qualities” acquisitions.

Finally, it is seen that the questions that are related to 4 of 5 acquisitions are included in Dreams unit. “4.1. Imparting and seeking factual information” acquisition tried to evaluate with 3 questions being asked for paragraph in exam. The acquisition not being included in exam, in Dream unit was determined as “Understanding and producing simple narratives”.

3.6. The examination of English Lesson Questions Within The Number of Unit and Acquisition in 2014-2015 Academic Year I. TEOG Exam.

English lesson questions are evaluated within the number of correlating with unit and acquisition, related findings are presented in table 6 in academic year 2014-2015 I. Term TEOG exam.

Table 6. English Lesson Questions’ Distribution By The Numbers Of Unit and Acquisition in Academic Year 2014-2015 I. TEOG Exam.

Unit Name	Total Acquisition Number	Acquisition Number of Question	TEOG Question Number	TEOG Question Percentage
Friendship	7	5	6	%30
Road to Success	4	4	5	%25
Improving One’s Looks	7	5	4	%20
Dreams	5	4	5	%25
TOPLAM	23	18	20	%100

Examining the table 6, it can be said that English lesson questions almost show equal distribution according to units in TEOG exam that was held in I. Term. When comparing with the stated 4 units, it is concluded that while the questions being related to the most Friendship unit are included, there is the question the least in One’s Looks unit.

3.7. English Lesson Questions’ Meeting Level of Units and Acquisitions in Academic Year 2014-2015 II. Term TEOG Exam.

In academic year 2014-2015 II. term TEOG exam English lesson questions are examined in the meeting level of units and acquisitions and the findings are presented in Table 7.

It is expected that English lesson questions being related to total 56 acquisitions in first thirteen units as mentioned in the study programme in academic year 2014-2015 II. Term TEOG exam. Analyzing based on acquisition of the questions are observed to be related to 23 acquisitions. Thus, it can be said that the question that is related to 33 acquisitions being within the exam program is not included in exam.

Table 7. English Lesson Questions' Distribution By Unit and Acquisitions in Academic Year 2014-2015
II. TEOG Exam.

Question Number	Unit Name	Acquisition	Period
1	Friendship	1.6. Describing personal qualities	80 dk
2	Language Learning	13.1. Expressing opinions and judgements	12x40 dk
3	Improving One's Looks	3.5. Warning others to take care or to refrain from doing sth., instructing or directing others to do sth.	80 dk
4	Cooperation in the Family	8.5. Apologizing	40 dk
5	Cooperation in the Family	8.7.Expressing gratitude	40 dk
6	Cooperation in the Family	8.1.Requesting others to do sth. 8.3. Requesting assistance	40 dk 40 dk
7	Personal Experinces	7.2.Talking about personal experinces	4x40 dk
8	Atatürk: The Founder of Turkish Republic	5.1.Imparting and seeking factual information 5.2.Talking about past events and states in the past	80 dk 80 dk
9	Personal Goals	11.3.Expressing want and desire 11.5.Asking and answering questions to check on meaning (purpose) and intention 11.6.Expressing purpose, cause and result and giving reasons.	40 dk 40 dk 80 dk
10	Success Stories	9.1.Imparting and seeking factual information 9.3.Talking about accomplishments	80 dk 80 dk
11	Personal Goals	11.2. Expressing personal goals and outcomes 11.6. Expressing purpose, cause and result and giving reasons.	80 dk 80 dk
12	Personal Goals	11.2. Expressing personal goals and outcomes 11.3.Expressing want and desire	80 dk 40 dk
13	Detective Stories	6.1.Imparting and seeking factual information 6.2.Talking about past events and states in the past 6.3.Understanding and producing simple narratives.	80 dk 80 dk 80 dk
14	Success Stories	9.1. Imparting and seeking factual information	80 dk
15	Cooperation in the Family	8.6.Talking about past activities and completed actions	80 dk
16	Reading for Entertainment	10.1. Understanding and producing simple narratives	80 dk
17	Personality Types	12.2.Describing people in terms of personal qualities	4x40 dk
18	Personality Types	12.1. Identifying and expressing persoanl strengths and weaknessess 12.2. Describing people in terms of personal qualities	4x40 4x40 dk
19	Personality Types	12.1. Identifying and expressing persoanl strengths and weaknessess 12.2. Describing people in terms of personal qualities	4x40 4x40 dk
20	Personality Types	12.1. Identifying and expressing persoanl strengths and weaknessess 12.2. Describing people in terms of personal qualities	4x40 4x40 dk

According to the findings that are presented in table 8, it is seen that there is the question being only for the one of 7 acquisitions in Friendship and Improving One's Looks units. While 2 acquisitions in Atatürk: The Founder of Turkish Republic unit having 4 acquisitions are included in this exam, it is observed that the questions being related to "5.3. Understanding and producing simple narratives" and "5.4. Expressing (in)ability in the past" acquisitions are included in. Each of 3 acquisitions in Detective Stories unit try to evaluate with one each question, it is not reached the question that are associated with "6.4. Expressing (in)ability in the past" acquisition in this unit. It is seen that only one question, which is associated with "7.2. Talking about personal experiences" acquisition in Personal Experiences unit, is included in the scope of exam. It is observed that the question being related to 5 of 7 acquisitions in Cooperation in the Family unit is one of the units that are most included in acquisition in II. Term TEOG exam. While 2 question that are related to "9.1. Imparting and seeking factual information" acquisition in Success Stories unit having 3 acquisitions is included, it is determined that there is no question that is related to "9.2. Describing education, qualifications and skills" acquisition. The 3 of acquisitions that are determined not to be included in exam are in Reading for Entertainment unit. It is only analyzed that the question that are associated with "10.1. Understanding and producing simple narratives" acquisition in this unit. It is analyzed that 7 questions in exam are related to 4 acquisitions in Personal Goals unit, but it is concluded that the question being for 2 acquisitions in this unit is not included in exam. The most associated acquisitions of the exam questions II. Term TEOG are included in Personality Types unit. Thus, it is seen that being associated with "12.1. Identifying and expressing personal strengths and weaknesses" acquisition in unit is 3 question are asked and as being for acquisition is 4 question are asked. According to the findings are in table, it is seen that one question being associated with one acquisition of Language Learning unit is the last unit that is made responsible for students is included within the scope of this exam.

3.8. The examination of English Lesson Questions Within The Number of Unit and Acquisition in 2014-2015 Academic Year II. TEOG Exam.

English lesson questions are evaluated within the number of correlating with unit and acquisition, obtained results are presented in table 8 in academic year 2014-2015 I. Term TEOG exam.

Table 8. English Lesson Questions' Distribution By The Numbers Of Unit and Acquisition in Academic Year 2014-2015 II. TEOG Exam.

Unit Name	Total Acquisitions Number	Acquisition Number of Question	TEOG Question Number	TEOG Question Percentage
Friendship	7	1	1	%5
Road to Success	4	-	-	-
Improving One's Looks	7	1	1	%5
Dreams	5	-	-	-
Atatürk: The Founder of The Turkish Republic	4	2	1	%5
Detective Stories	4	3	1	%5
Personal Experiences	2	1	1	%5
Cooperation in The Family	7	5	4	%20
Success Stories	3	2	2	%10
Reading for Entertainment	4	1	1	%5
Personal Goals	6	4	3	%15
Personality Types	2	2	4	%20
Language Learning	1	1	1	%5
TOPLAM	56	23	20	%100

According to the findings are in table, it is observed that there are 56 acquisitions within 13 units in English curriculum. However, It is determined that TEOG exam questions that were held in academic year 2014-2015 II. term have quality to obtain 23 of these acquisitions. Furthermore, it can be said that there are imbalances between the acquisition numbers of units and the question numbers that are related to that units. Thus, it can be observed that only one question is included in Friendship and Improving One's Looks units that are determined to have 7 acquisitions. Moreover, no question is asked in Road to Success and Dreams unit in exam. However, 2 acquisitions of Personality Types unit are included in 4 separate question.

3.9. Comparison With The English Lesson Question For Being Associated With Units and Acquisitions in Academic Year 2013-2014 and 2014-2015 I. Term TEOG Exam.

English lesson questions are compared with in the way of related units and acquisitions TEOG exam being held in November in 2013-2014 academic year. Based on study programme (MEB, 2013, 2014), when the questions in the exam are examined, it is seen that there are the questions being related to 12 questions of 22 acquisitions in 2013 I. Term TEOG exam. And it can be stated that the questions are prepared the way that they are included in 18 acquisitions of 23 in the study programme in the exam in 2014. That's why, it can be stated that the content validity of I. Term TEOG exam in 2014 is more higher for English lesson. When worked through, for example, it can be observed that the exam in 2013 has quality to meet the 3 acquisitions of 7 for Friendship unit. One of these acquisitions are included in 3 separate questions. On the other hand, the questions being associated with 5 of 7 acquisitions were included in 2014 TEOG exam.

When it is worked through, for instance, for Friendship unit it can be observed that the exam in 2013 has quality to meet 3 of 7 acquisitions. One of these acquisitions is included in 3 separate questions. On the other hand, the questions that are associated with 5 of 7 acquisitions in this unit in 2014 TEOG exam.

Any questions are not related to the acquisitions in Road to Success unit in 2013 exam. Alternatively, it is determined that the question in exam is related to "*16.1. Inquiring about and expressing agreement and disagreement*" acquisition in 16. unit that lies beyond the scope of this exam. But, it is observed that 6 questions are associated with the acquisitions in Road to Success unit in 2014 I. Term TEOG exam. While it is observed that 4 questions being included in the same exam are associated with the acquisitions in Improving One's Looks, in 2013 exam 5 acquisitions in Improving One's Looks unit were evaluated with 8 questions in exam. Thus, this unit is the unit that has the most (%40) percentile of the questions in exam.

Dreams unit was the last unit that students were made responsible in I. Term TEOG exam every two years. It is determined that the 6 questions that were asked in TEOG exam 2013 and the all of 4 acquisitions in unit were included in. It is seen that while the acquisition number that students were made responsible for this unit is increased, it is seen that 5 questions being related to 4 of these are included in exam.

In conclusion, the distribution number of English lesson questions by units was comparatively evaluated in 2013-2014 academic year I. Term TEOG exam. Accordingly, it can be concluded that I. Term questions in 2014 show more balanced distribution to units.

3.10. Comparison With The English Lesson Question For Being Associated With Units and Acquisitions in Academic Year 2013-2014 and 2014-2015 II. Term TEOG Exam.

English lesson questions were analyzed based on acquisitions for the study programmes (MEB, 2013 and 2014) being published by Ministry of Education, II. Term TEOG exam that was held in April, in 2014 and 2015 academic years and some comparisons were done. According to the findings, whereas students are made responsible for 53 acquisitions in first thirteen units within the scope of TEOG exam, exam questions could be associated with 23 of these acquisitions. That almost similar table can be found in the 2015 TEOG exam, as well. The scope of this exam is limited with 56 acquisitions in first thirteen unit, it is understood that the held exam has quality to meet 23 of stated acquisitions.

When the acquisitions that are evaluated in the both exam are analyzed the distribution by units comparatively, it can be seen that the four of 22 acquisitions belonging to the first four unit were asked in

the 2014 TEOG exam. It can be said that in the 2015 exam also similarly limited the scope of the first four units. Thusly, while the scope of the first four unit is determined with 23 acquisitions, only 2 acquisitions is observed to associate with the questions in exam.

While the single question was asked for one of 3 acquisitions in Atatürk: The Founder of The Turkish Republic in the 2014 TEOG exam, it is observed that the one question in the 2015 exam has quality to meet both of the 2 acquisitions in this unit. Evaluation of acquisition more than one were assessed with one question being associated with Detective Stories unit in the 2014 exam. It is stated that the single question being asked within this unit associates with both of the 2 acquisitions. One question that is related to same unit, in the 2015 exam is associated with 3 acquisitions. According to these findings, it can be understood that there are aims for increasing the content validity by the questions are being designed as much acquisitions as possible of 2015 II. Term TEOG exam.

Based on the informations in table 4 and table 8, it can be seen that the total number of acquisitions that are associated with the questions belonging to Personal Experiences, Cooperation in the Family, Success Stories, Reading for Entertainment, Personal Goals, Personality Types and Language Learning units in both two years. However, the distribution numbers of exam questions for units differs. It is determined that the questions are more related to Success Stories unit in 2014 TEOG exam and no question is asked in Improving One's Looks unit. The most questions are asked in Cooperation in the Family and Personality Types in the 2015 exam. In fact, Personality Types unit that has 2 acquisitions is included in 4 questions. The units that no question is asked are determined as Road to Success and Dreams units.

4. RESULT

According to the findings, whereas there is no question that is related to some acquisitions in four TEOG exam, it is seen that more than one question that are related to some acquisitions. It was observed that no question was asked for total 10 acquisitions within the scope of four units in 2013-2014 academic year I. Term TEOG exam. In addition to this, it can be said that the questions being also related to Road to Success unit are not included in. Therefore, it can be stated that exam questions have no homogeneity in the distribution of units. It was observed that similar results are also in the study that was executed by Karadeniz and diğ (2015). That the question being related to 16. units which lie beyond the scope of exam, was asked is the situation that TEOG exam is out of purpose. This result is contrary to the statement published by The Ministry of Education. The statement is " the questions are prepared by basing the determined acquisitions of secondary educations' curriculum processed until the date of exams are examined, in having quality to evaluate the quality to measure the critical thinking, making analysis, problem solving, inference, construal etc. abilities of student."

Similarly, it can be adduced that the questions that are related to 20 of the total 53 acquisitions of 13 units were not included in 2013-2014 academic year I. Term TEOG exam. Unlike the acquisitions that were not included in also this exam, the certain acquisitions were evaluated in more than one questions. This result is paralel with the study findings that were executed by Kaşıkçı and diğ. (2015). It can be said that this situation has an impact on reducing the content validity of exam. Although the questions of 18., 19. and 20. that are related to the informations in table in exam are determined that they are associated with Stories unit, it is seen that it is not necessary to have English knowledge to answer these questions. That the same as those statements in table being included in choices will not motivate the critical thinking, inference and construal abilities of students. That's why, it can be said that the questions do not meet the determined acquisition completely.

The scope of TEOG exam was limited with the 23 acquisitions in the first 4 units in 2014-2015 academic year and it was determined that the questions that are for 18 of these acquisitions were included in. One of the 5 acquisitions that related questions were not included in exam was stated as "4.4. *Understanding and producing simple narratives*" acquisitions of Dreams unit. That the acquisitions can be evaluated with the skills based on productivity (yazma-konuşma) can explain that the acquisitions are not included in this exam that is formed on the basis of just reading skills. It can be said that English questions

show almost equal distribution for units, as well. In this sense, it can be concluded that the exam has higher content validity than I. Term exam in last year.

It was observed that in II. Term TEOG exams, the generally quite a few questions are associated with the first 4 units that were evaluated in I. Term exams. It is analyzed that the questions have quality to meet 23 of 56 acquisitions that students are made responsible in 2014-2015 academic year II. Term TEOG exam. Even though there are the questions that evaluate more acquisitions than one with single question in exam, it can be said that some questions are prepared for single one acquisition. For this reason, it is not included in the questions that are related to the more than half of acquisitions.

As a consequence, it can be stated that TEOG English lesson exam questions are not prepared equal for units and acquisitions. In contrast to the acquisitions that the questions in exams aim to measure, there are the units and the acquisitions that are not associated with questions, as well.

It is put forward these suggestions according to the study results:

- Because of the fact that the acquisition number being within the scope of measurement in every exam is more than the exam question, single question can be prepared in quality to meet the acquisitions more than one.
- The exam questions must be prepared as equal with the acquisition numbers in units.
- In order to meet the content of exam more qualified and to improve reliability, it can be increased the exam questions.
- Instead of the questions being associated with the certain acquisition repetitively, the questions that the different acquisitions being included can be prepared.

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