

The Washback Effect of TEFL University Entrance Exam on Academic Behavior of Students and Professors

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ABSTRACT: The present study was an attempt to investigate the washback effect of the TEFL MA University Entrance Exam on the teaching and learning behaviors of students and professors. The TEFL MA UEE consists of three sub-components that deal with particular aspects of applied linguistics; each of these parts measures the participants' knowledge in linguistics, language testing, and teaching methodology. To realize the effects of the TEFL test, the researchers developed an observation checklist and two questionnaires based on the underlying theories of washback. The questionnaires were answered by 32 professors and 210 students. In addition, 13 linguistics, testing, and methodology classes were also observed. Finally, to find answers to research questions, Chi-square test and frequency analyses were conducted using SPSS. The results of this study indicated that TEFL MA UEE had a negligible effect on the students' and professors' academic behavior.

Keywords: language testing, washback, university entrance exam, students' behavior

One of the issues that has attracted the attention of language teachers and testers is the "effect of the test on teachers, students, and their classroom behaviors" (Alderson & Wall, 1993, p.115). Scholars like Alderson and Wall (1996), Bachman and Palmer (2010), Davis (1968), Wall (2000) and Watanabe (1996) have worked on this phenomenon, known as washback, and have investigated it from different perspectives. Watanabe (1996) considers washback as a multifaceted phenomenon whose effects are mediated by the stake of the test and the use of the test scores. Since high stake tests are employed to make important decisions, scholars have conducted a number of studies to determine the washback effect of these tests. Studies on washback and its effects are poorly represented in Iran, a country with a centralized educational system that gives its graduates no other choice than taking a high stake test to enter universities. Therefore,

this test can permeate into every facet of students' lives and affect their future life and their academic career. To better clarify these effects, this study tries to examine the washback effect of TEFL entrance exam at the MA level.

Relatively at all levels of education, Iranian students should participate in high-stake tests to pursue their studies. TEFL MA UEE is administered annually to select eligible candidates for graduate level. Annually thousands of Iranian undergraduates take this test; however, only a small number of these applicants qualify for pursuing their studies at the MA level. This has led many of the students to attend MA preparation courses that are designed to prepare them for taking the TEFL exam. Without a doubt, such intensive preparatory programs are designed to teach for the test and, as a result, the effects of washback can evidently surface at such courses.

TEFL MA UEE is a multiple choice test consisting of two parts. The first part of the test aims at measuring students' language proficiency and the second part measures their technical knowledge. The proficiency section contains: grammar, reading comprehension, and vocabulary items. The technical part of the test contains items that measure such subject matters as language testing, teaching methodology and linguistics.

As a high-stake test, TEFL MA UEE, can exert considerable influence on teachers and students alike. Most students spend one or two years of their lives preparing for the test, and success or failure in passing the test sometimes bears personal and social consequences. As discussed above, high stake tests can seriously affect the lives of the candidates; therefore, if such tests are developed without considerable care and expertise, they might bring about undesirable effects that are difficult to mend. Therefore, teachers and test developers need to show more enthusiasm for the quality of the tests and should take heed of possible consequences of such tests. Having these points in mind, the researchers tried to find answers to the following questions:

1. Does Azad University's TEFL MA Entrance Exam have any washback effect on the students' academic behavior in general?
2. Does Azad University's TEFL MA Entrance Exam have any washback effect on professors' academic behavior in general?
3. Does Azad University's TEFL MA Entrance Exam have any washback effect on the types of tests employed at university classes?
4. Does Azad University's TEFL MA Entrance Exam have any washback effect on the professors' performance in undergraduate classes?

5. Does Azad University's TEFL MA Entrance Exam have any washback effect on the content of the professors' syllabus in undergraduate classes?
6. Does Azad University's TEFL MA Entrance Exam encourage any score pollution practices in university classes?

Literature Review

An overview of washback studies, specifically the ones conducted in recent decades, demonstrates that the concept of washback is highly complex, controversial, and context specific. Irrespective of all the given definitions of the concept, research into the effects of tests on teaching and learning activities bears the “backwash” or "washback" name in the literature of applied linguistics (Alderson & Wall, 1993; Hughes, 1989). This definition of the washback effect dates back to at least 60s or 70s. However, a glance at the literature on language teaching and testing reveals that there is considerable variation in the way different researchers have theoretically portrayed this phenomenon (Saif, 2006).

Alderson and Wall (1993) investigated the effects of the change in *Sri Lankan O level English Examination*. The researchers conducted a two year longitudinal observational study of English classes and concluded that an exam does not and cannot determine how teachers teach; however, the researchers suggested that the change might influence the content of the covered materials.

Alderson and Hamp-Lyons (1996) studied the washback effect of TOEFL preparation courses. They compared TOEFL preparation classes with non-TOEFL courses which were taught by the same teachers to separate TOEFL washback from any possible effect of individual teacher style. Their findings revealed that the simplistic treatment of the concept is not warranted, because the impacts of what happens in class environment are much more complex than what we expect. The researchers concluded that “tests will have different amounts and types of washback on some teachers and learners than on other teachers and learners” (P.294).

Shohamy, Dontisa-Schmidt, and Ferman (1996) also examined the impact of two national tests: Arabic as a second language (ASL) and English as a foreign language (EFL) in Israel through questionnaires, interviews, and document analysis from a sample of teachers, students and language inspectors. The results of this study showed different washback patterns for the two tests.

Andrew, Fullilove, and Wong (2002) investigated the impact of Hong Kong Advanced Supplementary Use of English test (introduction of oral exam) on students' performance in spoken English. They videotaped the test performance of the students for 3 years and analyzed the student's oral performance. The study revealed that the nature of the washback on the

learners' performance was not necessarily of the sort anticipated or intended by those responsible for the introduction of the oral test.

Luxia (2005) examined Natural Matriculation English Test which was developed to stimulate change in English language teaching. Eight NME test developers, six English inspectors, three hundred eighty eight teachers and nine hundred students took part in this study by answering questionnaires or attending interviews. The results of the study revealed that the test failed to achieve the desired washback effect due to the inconsistency between the selection function and the function of promoting change; therefore, this inconsistency made the test an ineffective agent for changing teaching and learning in the desired way.

It should be noted that the intensity of the washback effect also depends on the social and educational uses of the test scores. Cheng (1998) clarifies this point by suggesting that the intensity of the washback may be a function of its stake. In other words, high-stake tests might generate greater washback effect than low-stake tests. Luxia (2005) also states that there is a general consensus that high stake tests produce strong washback effect. Bachman and Palmer (1996) define high-stake decisions as "those decisions that are likely to have a major impact on the lives of large numbers of individuals, or on large programs" (p.96) .

Nikoopour (2005) investigated the washback effect of State and Azad University entrance exams on Iranian EFL candidates and high school teachers. He tallied 7 positive and 15 negative washback effects for the test. It was recommended that the Ministry of Higher Education take these negative effects into account and revise the test to enhance its positive aspects. Mohammadi (2007) also conducted a survey on the effects of MA Entrance Examination on the teaching practices and reported signs of washback effect for most of the respondents. These respondents were aware of the fact that the teaching methodology was sensitive to test format and content.

Ghorbani (2008) investigated the washback effect of the University Entrance Examination on language teachers' curriculum planning and instruction. This study focused on six dimensions: classroom activities and time arrangement, teaching methods, teaching materials, syllabus design, teaching contents, and classroom assessment. Almost all language teachers, regardless of their teaching experience, educational background, gender, the school type, and the school location, perceived the negative effects of the UEE. Rahimi (2009) compared online IELTS speaking courses with other online speaking courses. The result revealed that the preparation courses, as expected, covered a relatively narrower range of skills than other courses.

Method

Participants

Two groups participated in the present study. The first group included university students at BA level and the second included university professors teaching undergraduate courses. Demographic and academic features of both groups are illustrated in the following tables:

Table1. The Demographic Distribution of Students

Sex		Age				Major				University			
Male	female	18-22	22-26	26-30	Older than 31	Literature	Translation	TEFL	Tehran NorthjkkkttN	Tehran central	Islamshahr	Takestan	Karaj
13/8	86/2	23	63	9.8	3	26	60	12	22/8	20/5	25/4	18/8	12

Table2. The Academic Features of Students

Linguistics Passed		Testing Passed		Methodology passed		Exam participation					
Yes	No	Yes	No	Yes	No	Yes	No	Maybe			
90	2.7	7	16	12.9	71	62.5	45	33	39	17	44

Table3. The Demographic Distribution of Professors

Sex		Age			Degree		MA Major			PH.D Major		
Female	Male	30-35	36-40	41-50	Older than 50	MA	PH.D	Literature	Teaching	Translation	Linguistics	Teaching
53	49	37	46	12.5	3.1	53	46	9	90	0	0	46

Table 4. *The Academic Features of Professors*

	Location			Courses			Linguistics		Testing		Methodology			
	Tehran North	Tehran Central	Islamshahr	Karaj	Roodchen	Special	General	Both	Yes	No	Yes	No	Yes	No
25	15	18	21	15	32			65	84	12	68	28	84	9

Instrumentation

Three instruments were employed in the present study based on the theoretical principles of washback in the literature. The instruments included: students' questionnaire, teachers' questionnaire, and observation checklist. One of the questionnaires was designed for the professors who were teaching courses like linguistics, language testing, or teaching methodology at BA level at different branches of Azad University. The other questionnaire was designed for students who had passed or were taking the above-mentioned courses at different branches of Azad University. The professors' questionnaire was in English as the participants were all MA or PhD holders. However, the students' questionnaire was in Persian to avoid any problems caused by the use of English as a second language.

Professors' Questionnaire

Rationale and aim. The purpose of this questionnaire was to explore the impact of the TEFL MA University Entrance Exam (UEE) on professors. In fact, this questionnaire investigated whether or not the TEFL MA UEE had any effect on professors' teaching method, syllabus, and their test type selection.

Structure, content, and sources. The questionnaire comprised of four parts: Part one consisted of eight categories of professor's demographic information. Most of the questions in this part were in multiple-choice format. In the second part of the questionnaire, professors had to rank (from 1 to 5) the impact of TEFL MA UEE on their syllabus content, test types, teaching methods, the students' perception, and their own perception. Part three consisted of 41 items dealing with the professors' syllabus, curriculum alignment aspects, score pollution practices, test type, students' motivation, students' perception, and the teaching method. All the items in this part were designed on a four-point Likert scale (never, sometimes, most of the times, and always). Part four consisted of 13 items dealing with professors' perception of TEFL MA UEE and the effect of the test. All the items in this

part were designed on a four-point Likert scale (strongly agree, relatively agree, strongly disagree, and relatively disagree).

Design and validation procedures: The prepared questionnaire was distributed among 25 professors teaching linguistics, language testing, and teaching methodology in different branches of Azad University and they were asked to answer each question in the questionnaire and write the problems of each question separately to ensure that every respondent arrived at the same interpretation of the items.

Students' Questionnaire

Rationale and aim. The purpose of the students' questionnaire was to explore the effect of TEFL MA UEE on students' feeling, learning, and classroom behavior.

Structure, content, and sources. Students' questionnaire consisted of three parts. In the first part, students were asked to provide demographic features like their age, sex, major, university, term, and average. They were also asked to provide some information on the courses they had passed. In the second part, there were ten items asking students about the effects of the success or failure in passing TEFL MA UEE. They also provided their reasons for attending exam preparation courses. It is worthwhile to mention that all the items in this part were on a four-point Likert scale (a little, little, much, and very much).

The third part of the questionnaire consisted of 38 items dealing with the curriculum alignment aspects, score pollution practices, test type, students' motivation, the teaching method, students' classroom behavior, and students' learning. The items in this part were designed on a four-point Likert scale (always, most of the times, sometimes, and never). In addition, each item was divided into three parts (linguistics, methodology and testing) and each of these parts was divided into two parts, namely self-study and classroom. That is, students were asked about their classroom and their self-study behavior. A clear outline of students' and professors' questionnaires is displayed in the following chart:

Table 5. Structure and Themes of Students' and Professors' Questionnaires

Structure	Content	Items
Theme 1	Demographic feature Age, sex, major, place of university, average, Linguistics, Testing, Methodology passed or not, participation in exam	
Theme 2	Impact of the test on students' perception The importance of the test for students, the impact of the test on students' future, feeling, future career, and motivation to learn	5
Theme 3	Financial issues Parents tendency to pay expenses for university and preparation classes. Students do not participate in exam due to financial problem.	5
Theme 4	Score pollution practices Using of test taking strategies, practicing test taking strategies, practicing past years' exam, presenting and explaining the sample items of the exam by professors.	7
Theme 5	Curriculum alignment aspects Paying more attention to the topics of past years' exam, study TEFL MA preparation books, professors emphases on the source books, providing step-by-step information and pamphlet which contain the tested topics by professors.	9
Theme 6	students' learning ● Students learn teaching points as a whole ● Students learn important teaching points. ● Students memorize important teaching points. ● Students learn the teaching points deeply. ● Students think or speak critically. ● Students like to conduct research in the field.	9
Theme 7	Teachers and students behavior ● Professor Lectures/ the class discussion is interactive. ● The pacing of the lessons ● Professor teaches teaching point wholly. ● Professor teaches the tested points.	6
Theme 8	Final tests ● Multiple- choice/ essay type ● Wrong responses will get negative point. ● professor extract the important sentences from the book and use them for multiple-choice tests.	5

Design and validation procedures. The students' questionnaire was first distributed among 40 students at Azad University, North Tehran Branch, in the presence of their professor and the researchers. Students were asked to identify the questionnaire's wording problems. Following the questionnaire administration, the faulty items were revised and modified. The reliability coefficient of the student questionnaire was 0.96. The reliability of the questionnaire showed that the responses of the participants were consistent and the consistency of the result was the basic concept of the reliability of the test.

Classroom Observation

Rationale and aim: The purpose of this observation checklist was twofold: first, recording the interaction of professors and students; second, confirming what students and professors uttered in their questionnaires. As a result, the observation checklist and the questionnaires were used as complementary instruments for finding answers to research questions. Since no observation checklist existed at the time for examining the washback effect, the researchers had to come up with their own checklist. It is worth mentioning that the researchers used watching and asking technique to develop this observation checklist. According to Bailey (1999), the core of any definition of washback has to do with the effects of tests on learning and teaching; then, it is necessary to document those effects-both by asking about and by watching the teaching and learning processes. The researchers developed a systematic approach for undertaking the classroom observations. The approach helped researchers reduce classroom behaviors to small scale units under predetermined categories suitable for tabulation and statistical analysis. The designated observation checklist consisted of two parts. The first part included ethnographic features of the professor who had been observed, and the second part consisted of a four-point Likert scale (little, a little, much, very much questions). The themes and the content of the observation checklist are displayed in the following table.

Table 6. *Structure and Themes of the Observation Checklist*

Structure	Content	Items
Theme one	demographic feature of the observed professor <ul style="list-style-type: none"> ● Such as age, gender, degree, major field of study, average hours of teaching in university, and courses they teach ● places of observation, and observed class 	8
Theme two	The observer perception of the effect of TEFL MA UEE on <ul style="list-style-type: none"> ● content of syllabus, the type of final test, Teaching method of professors, the students' Perception, the professors' perception 	
Theme three	Teachers and students classroom behavior <ul style="list-style-type: none"> ● Interactive/ lecture ● Teachers' talk ● students' participation ● The pacing of lesson 	8
Theme four	Students' learning and thought <ul style="list-style-type: none"> ● Critical thinking ● superficial learning or deep learning 	5
Them five	Students' motivation <ul style="list-style-type: none"> ● Seeking information about TEFL in class or out of class 	2
Theme six	Score pollution practices <ul style="list-style-type: none"> ● Practicing test taking strategies ● Presenting past years' item ● Explaining them ● Introducing and work on preparation books 	5
Theme seven	curriculum alignment aspects <ul style="list-style-type: none"> ● providing handouts and step-by-step information ● Study the extracts/ chapters of the book ● Learning/ teaching tested subject ● Providing the students with the list of source books 	9
Theme eight	Final exam <ul style="list-style-type: none"> ● Multiple choice/ essay type 	2
Theme nine	Students' feeling <ul style="list-style-type: none"> ● Anxiety for the test ● Nervousness for the test ● Emotional impact of the test 	3
Theme ten	Financial problem <ul style="list-style-type: none"> ● Students can afford the expense of Azad University at MA level/ preparation classes. 	3

Design and validation procedures. Ten classes were observed in the pilot study at different branches of Azad University. Out of these classes, five were language testing, three methodology classes, and two Linguistics classes. The modification of some items in questionnaire was the outcome of this observation.

Procedure

The researchers took the following steps to undertake the present research:

The questionnaires and the observation checklist were piloted with the target group.

The reliability and construct validity of the students' questionnaire and observation checklist were also estimated. Based on the pilot study, the questionnaire and the observation checklist were revised, and the finalized form of the questionnaire was administered. Some linguistics, methodology, and testing classes were also observed.

Having collected the data through different research instruments, the researchers analyzed the data using different statistical techniques including Chi-square and frequency analysis. Considering the nature of the research questions and the washback phenomenon, this study is a descriptive study.

Results

The findings of the present study are reported in three sections, each dealing with students' and professors' responses to the questionnaires and observation checklist.

Students' Questionnaire

The students' questionnaire included seven different variables. The variables and the corresponding number of items are provided in Table 7. Since all questions in each group elicited information on the same construct, responses to the items for each variable were added up. To do so, the frequency of selected items in a set of questions was tallied and the interpretation was made using X² test. The result of X² test for all variables in students' questionnaire turned out to be significant at 3 degrees of freedom (i.e., critical X² 7.82.). There were significant differences among the answers given to the set of questions concerning each variable. Since the questionnaire included four alternatives, "never" and "sometimes" or "little" and "a little" these choices were interpreted as negative factors, and "most of the times" and "always" or "much" and "very much" were interpreted as positive factors.

Table 7. *The Categorization of Students' Questionnaire*

Variables	Number of Items
Importance of the test for students.	Q3 to Q7
Financial impact of the test on students	Q8 to Q12
Score pollution practices	Q13 to Q19
Curriculum alignment aspects	Q20 to Q28
Students' learning	Q29 to Q36
Professors' teaching method	Q37 to Q43
Test types	Q44 to Q48

The importance of the test for students. As displayed in table 8., the number of positive choices was 645 and the negative ones was 475. In fact, students believed getting admitted to TEFL MA UEE plays a significant role in their professional life.

Table 8. *Frequency of Cluster of Responses to Questions on the Importance of the Test for Students*

	Observed N	Expected N	X ²
Little	180	280.0	81.964
A little	295	280.0	
Much	390	280.0	
Very much	255	280.0	
Total	1120		

It seems that students have a positive view toward the importance of TEFL exam; however, they are not anxious about taking it. It can be argued that students did not feel anxious because they had not yet made up their mind to take the test.

Financial impact of the test on students. As shown in Table 9., the number of positive choices was 626, while the negative ones was 473.

Table 9. Frequency of Cluster of Responses to the Questions on Financial Impact

CHOICES			
	Observed N	Expected N	X ²
little	188	279.8	
A little	285	279.8	
Much	293	279.8	49.997
Very much	353	279.8	
Total	1119		
Test Statistics			

It is worth mentioning that all the above mentioned findings indicate that the test has a paramount importance for students. It is apparent that paying the tuition is to some extent problematic and discouraging. However, financial problems do not deter students from taking the exam.

Score pollution practices. Score pollution practices relate to students' test taking strategies and experience with TEFL MA UEE sample tests. As displayed in table 10., the size of the negative choices in Linguistics, Methodology, and Testing come to 1697, 1653, and 1553, respectively, and the magnitude of positive choices indicated 226, 241, and 236.

Table10. Frequency of the Cluster of the Responses to Questions on Score Pollution Practices

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	1885	602	1879	610	1802	582	3680.499	3442.081	3567.544
Sometimes	300	602	320	610	293	582			
Most of the times	75	602	85	610	77	582			
Always	151	602	156	610	159	582			
Total	2411		2440		2331				

Note: ON= Observed Number EN= Expected Number

With reference to Table 10, we realize that most of the participants answered negatively. This means that TEFL MA UEE did not make students practice related test taking strategies or previous sample test items. In fact, TEFL MA UEE did not encourage score pollution practices among students.

Curriculum alignment aspects. These items focus on whether or not TEFL MA UEE makes students or teachers put more emphasis on some specific topics. It should be mentioned that most of the responses in the three courses have a tendency toward the negative part. As displayed in Table 11., the number of negative choices was 1697, 1563, 1553 in Linguistics, Methodology, and Language Testing, respectively, while the number of positive ones was 515, 556, and 485 respectively.

Table 11. Frequency of the Cluster of the Responses to Questions on Curriculum Alignment Aspects

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	1226	553	1181	502	1132	553	1172.828	1017.642	1115.283
Sometimes	471	553	472	502	421	553			
Most of the times	342	553	348	502	293	553			
Always	173	553	208	502	165	553			
Total	2212		2209		2011				

Considering Table11, it can be concluded that this exam does not cause curriculum alignment. That is, the majority of students assign equal importance to all sections of their textbooks and they do not put emphasis on some specific chapters or books.

Students' learnin. In this section, students were asked whether their learning style followed an atomistic trend or a holistic one. In addition, students were asked about critical thinking and deep learning factors. As Table 12 represents, the number of negative choices was 1063, 1158, and 848 in Methodology, Testing, and Linguistics courses respectively, while the positive ones were 704, 807, and 563, respectively.

Table 12. Frequency of the Cluster of Responses to the Questions on Students' Learning

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	465	441	482	491	411	332	95.151	105.304	59.149
Sometimes	598	441	676	491	437	332			
Most of the times	374	441	436	491	292	332			
Always	330	441	371	491	271	332			
Total	1767		1965		1411				

As for the learning of important points, the frequency distribution is the same at both ends. It can be concluded that the exam does not influence

how students study. Even though the exam is a multiple choice type and encourages memorization and learning of important points, students do not pay much attention to exam style and they study the teaching points holistically.

Teachers' methodology. This variable deals with teachers' classroom behavior. In fact, these set of questions asked students whether the professors spent the class time lecturing or discussed the main issues (see Table13).

Table 13. Frequency of the Custer of the Response to Questions on Professors' Methodology

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	410	338	393	386	358	347	25.376	28.600	20.011
Sometimes	452	338	452	386	405	347			
Most of the times	317	338	305	386	289	347			
Always	373	338	395	386	337	347			
Total	1552		1545		1389				

As shown in Table 13, students believed that classroom discussions were not interactive because professors spent most of the class time delivering lectures.

Teacher made test. In fact, this set of questions explored whether professors followed TEFL MA UEE test' style in their test development or not.

Table 14. Frequency of the Cluster of the Responses to Questions in Teacher Made Test

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	426	275.5	418	247.3	372	274.3	25.376	28.600	20.011
Sometimes	306	275.5	297	247.3	290	274.3			
Most of the times	194	275.5	199	247.3	186	274.3			
Always	176	275.5	183	247.3	141	274.3			
Total	1102		1097		989				

It can be argued that the teacher-made tests are a combination of both multiple choice and essay types. Most of the students stated that wrong responses in the final or midterm exam were not given negative points. It shows that professors do not follow TEFL scoring procedure. Reviewing TEFL MA UEE, Farhady (2003) stated that some questions in this exam

are copied from certain books and in order to get these questions right the examinees should memorize these sentences and should be familiar with the texts. The fact is that the test developers omit words from sentences and change them into test items. Considering this point, it can be argued that TEFL MA UEE had a weak washback effect on the development and scoring of the tests.

Professors' Questionnaire

Professors' questionnaire contained eight variables. The variables and the corresponding number of questions are presented in Table 15.

Table 15. *Categorization of the Professors' Questionnaire*

Variables	Number of Items
Professors' syllabi	Q1 to Q 6
Curriculum alignment aspects	Q7 to Q14
Students' way of learning and thinking	Q15 to Q 20
Professors' Methodology	Q 21 to Q25
Students' motivation	Q26 and Q27"
Score pollution practices	Q28 to Q34
Professors' made test	Q35 to Q40
Professors' perceptions	Q41 to Q46

It is worth mentioning that the Chi-square values for all variables exceed the critical Chi-square at 3 degrees of freedom, i.e., 7.82. It can be concluded that there are significant differences among the answers given to the set of questions concerning each variable. Since the questionnaire included four alternatives, "never" and "sometimes" or "relatively disagree" and "strongly disagree" these choices were interpreted as negative factors, and other alternatives "most of the times" and "always" or "relatively agree" and "strongly agree" were interpreted as positive factors.

Professors' Syllabi. These items explored whether professors take TEFL MA UEE into account while designing their syllabi.

Table 16. Frequency of the Cluster of the Responses to Questions about Professors' Syllabi

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	56	42	59	42	45	33	23.095	22.048	14.727
Sometimes	59	42	55	42	42	33			
Most of the times	25	42	24	42	18	33			
Always	28	42	30	42	27	33			
Total	168		168		132				

As the frequency table displays, what the majority of the professors do not take into account in designing their syllabi is the content of the exam. They do not even review the test in their classes. Moreover, they do not even change their syllabus to cover the topics that appear in the exam. It can be concluded that TEFL MA UEE hardly affects the professors' syllabi; therefore, it has weak washback effect on the syllabus design.

Curriculum alignment aspects. It is worth mentioning that the majority of professors provide students with long reading lists; however, they do not have enough time to go through the books and they focus on some specific books. As Smith (1991, cited in Gipps, 1994) puts it "teachers deal with the tendency to curriculum alignment with requirements which exceed the ability and time of any teacher to cover all completely. Therefore, a low degree of curriculum alignment can be claimed" (p.49).

Table 17. Frequency of the Cluster of the Responses to Questions on Curriculum Alignment Aspects

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	74	56	79	56	66	44	23.893	14.179	17.409
Sometimes	73	56	54	56	43	44			
Most of the times	46	56	50	56	39	44			
Always	31	56	41	56	25	44			
Total	224		224		176				

Professors showed almost no tendency toward adapting their selected course books to the ones used by test developers in constructing TEFL MA UEE tests. In fact, they stated that Azad University administrators decide upon the textbooks and professors have almost no control over the materials.

Students' way of learning and thinking. In fact, this set of questions explore professors' opinion about students' critical thinking and their interest in conducting research in the field (see Table 18).

Table 18. Frequency of the Cluster of the Responses to Questions on Students' Way of Learning

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	54	42	59	42	51	33	27.762	33.238	23.333
Sometimes	61	42	61	42	40	33			
Most of the times	36	42	31	42	27	33			
Always	17	42	17	42	14	33			
Total	168		168		132				

As the results depict, the majority of professors reported almost no attempt to make students underline the important sentences for TEFL MA test in their course books. Nor did they concentrate on students' memorization of important points. As a result, it can be concluded that the format and the test questions do not influence what and how the learners learn.

Professors' teaching. This set of questions explore whether professors spend class time on delivering lectures or spend it on discussing important points.

Table 19. Frequency of the Cluster of the Responses to Questions on Professors' Teaching

Scale	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	14	35	15	28	11	34	32.400	21.761	24.841
Sometimes	50	35	46	28	39	34			
Most of the times	53	35	51	28	41	34			
Always	23	35	26	28	22	34			
Total	140		138		113				

As the table shows, the majority of professors prefer to discuss the issues than spending time on lecturing.

Students' motivation, Table 20 shows that professors discern the students' lack of motivation and their indifference toward the test.

Table 20. Frequency of the Cluster of the Responses to Questions on Students' Motivation

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	25	14	26	13	22	11	16.286	14.467	18.000
Sometimes	17	14	14	13	10	11			
Most of the times	7	14	8	13	6	11			
Always	7	14	6	13	7	11			
Total	56		54		45				

Score pollution practices. This section asks professors whether they teach test taking strategies or explain sample test items. As Table 21 shows, negative choices come to 149, 111, and 151, while positive choices come to 47, 45, and 43 in this set of questions.

Table 21. Frequency of the Cluster of the Responses to Questions on Score Pollution Practices

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	84	49	88	49	64	38	60.449	66.000	36.701
Sometimes	65	49	63	49	47	38			
Most of the times	33	49	30	49	29	38			
Always	14	49	15	49	14	38			
Total X ²	196		196		154				

Teacher- made test. As Table 22 depicts, negative choices are 149, 111, and 151, while positive choices are 47, 45, and 43 in this set of questions.

Table 22. Frequency of the Cluster of the Responses to Questions on Teacher Made Test

	Linguistics		Methodology		Testing		X ²		
	ON	EN	ON	EN	ON	EN	Linguistics	Methodology	Testing
Never	57	40	60	32	45	41	32.018	25.574	39.921
Sometimes	59	40	63	32	48	41			
Most of the times	31	40	20	32	20	41			
Always	16	40	22	32	16	41			
Total	163		165		129				

The majority of professors reported that they do not use TEFL MA UEE test items for their final exam. They also said that they would not penalize students for wrong answers if the test is in multiple-choice format. As a result, it can be claimed that TEFL MA UEE has very little effect on teacher- made tests.

Professors' perceptions. As presented in Table 23, the positive choices in this set of questions come to 114 and the negative choices come to 72.

Table 23. *Frequency of the Cluster of the Responses to Questions on Professors' Perceptions*

	Observed N	Expected N	Chi-Square(a)
Strongly agree	42	46.5	
Relatively agree	72	46.5	
Relatively disagree	39	46.5	19.548
Strongly disagree	33	46.5	
Total	186		

Observation Checklist

The observation checklist included nine variables. The variables and the corresponding number of questions are given in Table 24. Responses to the items in each variable are added, since all questions in each group elicit information on the same construct. That is, the numbers of times that observers chose an alternative in the set of questions were counted and the interpretation was made by using X2 test. Except Variable 2(Students' classroom behavior), in all variables, the Chi square values exceed the critical Chi-square at 3 degrees of freedom, i.e., 7.82 as it will be shown in the following tables. It can be concluded that there are significant differences among the answers given to questions in each group.

Table 24. *Categorization of the Observation Checklist*

	Variables	Number of Items
1	Teachers' classroom behavior	Q 1 to Q10
2	Students' classroom behavior	Q 11 to Q14
3	Students 'thinking and learning	Q 15to Q18
4	Score pollution practices	Q22 toQ27
5	Students 'motivation	Q 19-Q21
6	Curriculum alignment aspects	Q28to Q34
7	Students' emotion	Q37 to Q39
8	Financial impact	Q40to Q43

Teachers' classroom behavior. Regarding the effect of the test on the teaching, it should be mentioned that most of the observers disagreed on this issue. Moreover, it can be claimed that professors are aware of ups and downs of this test, but their teaching method is not influenced by this test.

Table 25. Frequency of the Cluster of the Responses to Questions on Teachers' Classroom Behavior

	Observed N	Expected N	Chi-Square(a)
Relatively disagree	67	38.8	
Strongly disagree	27	38.8	
Relatively Agree	34	38.8	28.303
Strongly disagree	27	38.8	
Total	ISS		

Students' classroom behavior. The number of positive responses in this set of questions is 28, while the number of negative choices is 24. As Table 26 represents, the Chi-Square value is less than the critical value. i.e, 7.82 at 3 degrees of freedom. It can be concluded that there is not any significant difference among the answers given to questions on the students' classroom behavior.

Table 26. Frequency of the Cluster of the Responses to Questions on Students' Classroom

	Observed N	Expected N	Chi-Square(a)
Strongly disagree	16	13.0	
Relatively disagree	8	13.0	2.923
Relatively Agree	13	13.0	
Strongly disagree	15	13.0	
Total	52		

Students' thinking and learning. Through this set of questions, observers focus on the ways that students express their ideas in the class. In fact, these items investigate whether students think critically and like to do research in the field or not. The number of negative responses is 35, while the number of positive responses is 14.

Table 27. *Frequency of the Cluster of the Responses to Questions on Students' Thinking and Learning*

	Observed N	Expected N	Chi-Square(a)
Strongly disagree	26	13.0	
Relatively disagree	9	13.0	
Relatively Agree	3	13.0	22.000
Strongly disagree	14	13.0	
Total	52		

Score pollution practices. This section examines aspects of score pollution practices such as practicing explanation of multiple choice test strategies and practicing previous exams.

Table 28 . *Frequency of the Cluster of the Responses to Questions on Score pollution Practices*

	Observed N	Expected N	Chi-Square(a)
Strongly disagree	67	26.0	
Relatively disagree	10	26.0	
Relatively Agree	8	26.0	88.846
Strongly disagree	19	26.0	
Total	104		

As Table 28 indicates, the number of negative choices is 77 in this set of the questions, while the number of positive choices is 27. Regarding the students' tendency to learn test taking strategies, the observers' reports signify a high degree of disagreement about the issue. The majority of the observers stated that the professors do not present sample test items in classes. With reference to the results of the observations, it can be concluded that this the entrance exam does not encourage score pollution practices.

Students' motivation. This section addresses whether students are motivated or not. As Table 29 reveals, the number of negative choices is 30, while the number of positive choices is 9.

Table 29. Frequency of the Cluster of the Responses to Questions on Students' Motivation

	Observed N	Expected N	Chi-Square(a)
Strongly disagree	28	9.8	
Relatively disagree	2	9.8	
Relatively Agree	3	9.8	46.436
Strongly disagree	6	9.8	
Total	39		

Students' emotion. These items aim at clarifying whether students look nervous or anxious. As displayed in Table 30, the number of negative responses is 27, while the sum of positive responses is 12. It can be claimed that in observers' opinion, this test does not cause anxiety and only a few number of students are anxious about the test.

Table 30. The Cluster of the Responses to Questions on Students' Emotion

	Observed N	Expected N	Chi-Square(a)
Strongly disagree	13	9.8	
Relatively disagree	14	9.8	
Relatively Agree	10	9.8	9.103
Strongly disagree	2	9.8	
Total	39		

Financial impact. these items tried to determine whether students could pay their tuition or not. As displayed in Table 31, the number of negative responses is 13, while the number of positive responses is 39.

Table 31. The Cluster of the Responses to Questions ODS on Financial Impact

	Observed N	Expected N	Residual
Strongly disagree	4	13.0	
Relatively disagree	9	13.0	
Relatively Agree	34	13.0	46.308
Strongly disagree	5	13.0	
Total	52		

Most observers stated that students should attend preparation courses. The observers noted that it is hard for students to pay the expenses, though. However, a good number of the observers reported that financial problems do not prevent students from participating in the exam.

Conclusion and Pedagogical Implications

The present study aimed at finding the effects of the TEFL MA UEE on students' and professors' behavior. The effects of the test can be divided into positive and negative effects. As for the positive effects, the results showed that the test does not encourage score pollution practices. Nor does it cause strong degree of curriculum alignment. Even though many test items solely measure the students' memorized information, it fails to make students memorize their course books. In fact, the majority of students learn the teaching points as a whole and the majority of teachers teach holistically.

The test also generates some negative effects. For instance, students show very little interest in the test despite being aware of its importance. Professors also disregard the tests as they show little sensitivity to its content and format. Even though the university professors are aware of the significance of this test, they do not bother to motivate students or prepare them for such tests. Therefore, students need to attend preparation courses if they want to have a greater chance of success in passing the entrance exam. According to Madaus (1988, in Gipps, 1994), the power of the test is a perceptual phenomenon and participants themselves should realize whether a test is a high stake or not. The controversial issue is that students consider TEFL MA UEE as a high stake test, while the majority of the professors hardly believe that is the case.

With regard to the professors' teaching, an interesting point is that students and professors believe in interactive class discussions; however, observers believe that most of the professors deliver lectures in the classrooms. Observers also reported that students' interaction within the classroom is limited to asking questions. Therefore, it does not seem to be interactive. The point which attracts the attention, with regard to students' motivation, is that 59% of the students stated that this exam motivates them to learn more, however, as the observers and professors reported, students are not motivated to plan their studies toward this test.

The result of this study may have useful implications for teachers, test developers, and researchers. First and foremost, professors are recommended to provide students with better instruction and help them to achieve their goals. Secondly, this study provides program developer with some useful information that can help revise the TEFL MA UEE. Thirdly, the study shows that test developers should change the content of the test by employing more analytical approaches. It may affect the professors'

teaching and classroom discussions. And finally, the results indicated the need for creating motivation, critical thinking, and research spirit among teachers and students.

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Appendix A Professors' Questionnaire

Dear Professors

As you know Iranian MA University Entrance Exam (UEE) for the course of Teaching English as a Foreign Language (TEFL) is a high stake test and you as professors are the "front line" conduits for the washback process. Therefore, this research is conducted to find out the negative and positive impact of this test on you and students. It is worth mentioning that this research deals with the Knowledge test of TEFL MA UEE which consists of three parts Linguistics, Methodology, and Testing.

Thank you for your cooperation

Demographic features

Age:

30-35		36-40		41-50		Older than 51	
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Sex:

Female		Male	
--------	--	------	--

Degree

MA		PH.D	
----	--	------	--

Major Field of study

MA	Literature	Teaching	Translation	Linguistics
PH.D	Literature	Teaching	Translation	Linguistics

Average hours of teaching in university per week: _____

Places of teaching: _____

Courses I teach:

Special General Both of them

I have taught the following courses:

Linguistics Yes No

Testing Yes No

Methodology Yes No

	Questions	Courses	never	sometimes	Most of the times	always
1	I review recent past years' (recent past years: 3 years ago) past knowledge test of Azad University's TEFL MA Entrance Exam every year.	Linguistics Testing Methodology				
2	I review old past years' (old past years: 10 years ago) knowledge test of Azad University's TEFL MA Entrance Exam every year.	Linguistics Testing Methodology				
3	In designing my syllabus, I take into account the content of the knowledge test of TEFL MA Entrance Exam.	Linguistics Testing Methodology				
4	I overload my syllabus and do my best to cover the whole content needed for TEFL MA Entrance Exam.	Linguistics Testing Methodology				
5	I change my syllabus with regard to topics in the previous test of TEFL MA Entrance Exam every year.	Linguistics Testing Methodology				
6	In developing my syllabus, I give priority to those topics which were in TEFL MA Entrance Exam in the previous years.	Linguistics Testing Methodology				
7	I provide my students with the list of important books for TEFL MA preparation.	Linguistics Testing Methodology				
	Questions	Courses				
8	I have enough time to teach all recommended books for TEFL MA UEE.	Linguistics Testing Methodology				
9	I select the books which were the source of the exam in the previous years.	Linguistics Testing				

10	I emphasize source books more than the other books.	Methodology Linguistics Testing				
11	I teach some chapters of the recommended books.	Methodology linguistics Testing				
12	I suggest my students to study just some extracts of the recommended books.	Methodology linguistics Testing Methodology				
13	I provide the handouts which contain points covered in TEFL MA Exam for my students.	Linguistics Testing Methodology				
14	I provide my students with materials that cover the content of TEFL MA Entrance Exam in a step-by-step manner.	Linguistics Testing Methodology				
15	For instance: Poranpazhoresh preparation books I make my students to underline the sentences that seem important for TEFL MA Test in their books.	Linguistics Testing Methodology				
16	My students memorize important points & sentences related to the content of the test. Example: names	Linguistics Testing Methodology				
17	I think students do not learn materials deeply. They learn objectives for the course.	Linguistics Testing Methodology				
18	I think learning objectives for the courses are limited.	Linguistics Testing Methodology				
	Questions	Courses	Never	Sometimes	Most of the times	always
19	Students think critically and express their thoughts.	Linguistics Testing Methodology				
20	Students are eager to conduct research in the field.	Linguistics Testing Methodology				
21	Good students just ask questions and the rest are silent.	Linguistics Testing Methodology				
22	My students and I discuss the teaching points	Linguistics Testing				

23	together. I conduct the class through lectures.	Methodology Methodology linguistics Testing				
24	My students just ask questions and they want me to make clear some points for them.	Methodology linguistics Testing				
25	Students eagerly look for information about TEFL MA Entrance Exam.	Methodology linguistics Testing				
26	Students individually inquire about the knowledge test of MA Entrance Exam.	Methodology linguistics Testing				
27	I avoid teaching the topics which did not appear in the TEFL MA UEE.	Methodology linguistics Testing				
28	I increase the pace of my teaching and try to present issues which were covered in the test during last years.	Methodology linguistics Testing				
29	I teach <u>multiple choice test taking strategies</u> to my students.	Methodology linguistics Testing				
	Questions	Courses	Never	Sometimes	Most of the times	always
30	I present recent past years' sample test items of TEFL MA Entrance Exam in class.	Methodology linguistics Testing				
31	I present old years' sample test items of TEFL MA Entrance Exam in class.	Methodology linguistics Testing				
32	I explain some items of the knowledge test of MA Entrance Exam to my students.	Methodology linguistics Testing				
33	I review TEFL MA preparation materials.	Methodology linguistics Testing				
34	I introduce TEFL MA preparation sources to students.	Methodology linguistics Testing				
35	I give multiple choice tests as a final test to my students.	Methodology linguistics				

36	I choose some points of the knowledge test of TEFL MA Entrance Exam and use them in my final exam.	Testing Methodology linguistics				
37	I try to extract the important sentences from the book and use them for my tests.	Testing Methodology linguistics				
38	Wrong responses will get negative mark.	Testing Methodology linguistics				
39	I change multiple choice items of TEFL MA Entrance Exam to the essay type items.	Testing Methodology linguistics				
40	Final tests are essay-types.	Testing Methodology linguistics Testing				

Questions		Strongly agree	Relatively agree	Relatively disagree	Strongly disagree
41	Announcement of the test score of the knowledge test of TEFL MA Entrance Exam produces feeling of guilt & anger in me.				
42	I try to teach points in the test to avoid feeling of guilt and anger.				
43	TEFL MA Entrance Exam is a valid test.				
44	I believe that this test is educationally valuable.				
45	I believe that the test has emotional impact on students.				
46	Students suffer from anxiety for the test.				
47	Teacher and students know what the knowledge test of TEFL MA Entrance Exam demands them.				
48	The objectives of the test are clear.				
49	The exam notebook explains relatively superficial points about the exam.				
50	The sources of the exam are known by teachers and students.				
51	Students should know the sources of the exam.				
52	I can predict some questions of the knowledge test of TEFL MA Entrance Exam each year.				
53	Items of TEFL MA UEE should be analytic.				
54	Nature of questions should be changed.				

Appendix B Students' Questionnaire

پرسشنامه دانشجویان

دانشجویان گرامی

همانطور که میدانید امتحان کارشناسی ارشد آموزش زبان انگلیسی یک آزمون سرنوشت ساز است. اساساً مطالعات دانشجویان مستقیماً تحت تاثیر این آزمون می باشد. بنابراین این تحقیق به منظور بررسی تاثیرات مثبت و منفی این آزمون بر شما اجرا می گردد. لازم به ذکر است که این تحقیق به بخش آزمون تخصصی کارشناسی ارشد آموزش زبان انگلیسی که شامل سه بخش زبان شناسی آزمون سازی و روش تدریس است مربوط میباشد. از همکاری شما متشکریم.

بخش الف: مشخصات فردی

سن :

۱۸-۲۲		۲۲-۲۶		۲۶-۳۰		بالتر از ۳۱	
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جنس :

	زن		مرد	
--	----	--	-----	--

رشته تحصیلی :

	ادبیات زبان انگلیسی		مترجمی زبان انگلیسی	
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دانشگاه محل تحصیل:

ترم:

معدل:

۱) آیا واحدهای آزمون سازی روش تدریس و زبان شناسی را گذرانده اید؟

زبان شناسی بله خیر در حال گذراندن هستم

آزمون سازی بله خیر در حال گذراندن هستم

روش تدریس بله خیر در حال گذراندن هستم

۲) در امتحان کارشناسی ارشد آموزش زبان انگلیسی شرکت خواهم کرد.

خیر

شاید

بله

ردیف	سئوالات	خیلی زیاد	زیاد	کم	خیلی کم
۳	قبولی در امتحان ورودی کارشناسی ارشد آموزش زبان انگلیسی زندگی من را تحت تاثیر قرار می دهد.				
۴	قبولی در امتحان ورودی کارشناسی ارشد آموزش زبان انگلیسی برای من اهمیت دارد.				
۵	با قبولی در امتحان ورودی کارشناسی ارشد آموزش زبان انگلیسی در آینده فرصتهای شغلی بیشتر و بهتری خواهم داشت.				
۶	امتحان ورودی کارشناسی ارشد آموزش زبان انگلیسی در من ایجاد اضطراب می نماید.				
۷	امتحان ورودی کارشناسی ارشد آموزش زبان انگلیسی برای یادگیری بیشتر در من ایجاد انگیزه می نماید.				
۸	والدینم مایلند که برای قبولی من در دانشگاه هزینه کنند.				

Mousavi and Amiri

				۹	باید در کلاسهای آمادگی کنکور برای آزمون تخصصی شرکت کنم.
				۱۰	تامین هزینه کلاسهای کنکور دشوار است.
				۱۱	تامین هزینه دانشگاه آزاد دشوار است.
				۱۲	به علت عدم توانایی پرداخت هزینه های مالی در آزمون شرکت نمی کنم.

هیچ وقت	بعضی وقتها	اکثر اوقات	همیشه	واحد ها	سوالات	
				زبان شناسی	استاد به آزمون ورودی کارشناسی ارشد آموزش زبان انگلیسی در هنگام تدریس اشاره می نماید.	۱۳
				آزمون سازی		
				روش تدریس		
				مطالعه فردی	زبان شناسی	۱۴
				کلاس		
				مطالعه فردی	آزمون سازی	
				کلاس		
				مطالعه فردی	روش تدریس	
				کلاس		
				مطالعه فردی	زبان شناسی	۱۵
				کلاس		
				مطالعه فردی	آزمون سازی	
				کلاس		
				مطالعه فردی	روش تدریس	
				کلاس		
				مطالعه فردی	زبان شناسی	۱۶
				کلاس		
				مطالعه فردی	روش تدریس	
				کلاس		
				مطالعه فردی	آزمون سازی	
				کلاس		

هیچ وقت	بعضی وقتها	اکثر اوقات	همیشه	واحدھا	سوالات	
				مطالعه فردی	نمونه سوالات کارشناسی ارشد آموزش زبان انگلیسی سالهای قدیمی دور را تمرین می کنم.	۱۷
				کلاس		
				مطالعه فردی		
				کلاس		
				مطالعه فردی		
				کلاس		
				زبان شناسی	استاد نمونه سوالات کارشناسی ارشد آموزش زبان انگلیسی را ارا یم مینماید.	۱۸
				روش تدریس		
				آزمون سازی		
				روش تدریس	استاد نمونه سوالات کارشناسی ارشد آموزش زبان انگلیسی سالهای قدیمی را توضیح می دهد.	۱۹
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد به مباحث (سر فصلهایی) که در سنوات گذشته در آزمونهای کارشناسی ارشد آموزش زبان انگلیسی موجود بودند توجه بیشتری می نماید.	۲۰
				آزمون سازی		
				زبان شناسی		
				روش تدریس	به مباحث (سر فصلهایی) که در سنوات گذشته در آزمونهای کارشناسی ارشد آموزش زبان انگلیسی موجود بودند توجه بیشتری می نمایم.	۲۱
				آزمون سازی		
				زبان شناسی		
				کلاس	کتابهایی را که برای آمادگی بخش تخصصی آزمون کارشناسی ارشد آموزش زبان انگلیسی طراحی شده اند مطالعه می کنم.	۲۲
				مطالعه فردی		
				کلاس		
				مطالعه فردی		
				کلاس		
				مطالعه فردی		
				روش تدریس	استاد بر روی کتابهایی که منبع سوالات کارشناسی ارشد بوده اند بیشتر از کتابهای دیگر تاکید می کند.	۲۳
				آزمون سازی		
				زبان شناسی		

هیچ وقت	بعضی وقتها	اکثر اوقات	همیشه	واحدھا	سوالات	
				روش تدریس	استاد بر روی بعضی از بخشهای کتابها بیشتر از بخشهای دیگر آنها تاکید می کند.	۲۴
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد جزواتی را که فقط حاوی نکات مهم است و دانشجو را برای آزمون آماده می کند در اختیار دانشجویان قرار می دهد.	۲۵
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد لیست کتابهایی که برای آزمون ورودی کارشناسی ارشد آموزش زبان انگلیسی مهم است در اختیار دانشجو قرار می دهد.	۲۶
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد همه کتابهای معرفی شده را کار می کند.	۲۷
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد اطلاعات طبقه بندی شده را در اختیار دانشجو قرار میدهد.	۲۸
				آزمون سازی		
				زبان شناسی		
				روش تدریس	هدف از مطالعه یادگیری نکات مهم و کلیدی برای تست تخصصی کارشناسی ارشد می باشد.	۲۹
				آزمون سازی		
				زبان شناسی		
				روش تدریس	با هدف یادگیری کلی مباحث درسی را مطالعه می کنم.	۳۰
				آزمون سازی		
				زبان شناسی		
				روش تدریس	نکات مهم را که در آزمون کارشناسی ارشد دارای اهمیت است حفظ می کنم.	۳۱
				آزمون سازی		
				زبان شناسی		
				روش تدریس	مسائل درسی را عمیق مطالعه می کنم.	۳۲
				آزمون سازی		
				زبان شناسی		

				آزمون سازی		
				زبان شناسی		
				روش تدریس	مسائل درسی را نقادانه بررسی می کنم.	۳۳
				آزمون سازی		
				زبان شناسی		
				روش تدریس	در مورد مسائل درسی نقادانه صحبت می کنم.	۳۴
				آزمون سازی		
				زبان شناسی		
				روش تدریس	دوست دارم در مورد مسائل درسی تحقیق و بررسی نمایم.	۳۵
				آزمون سازی		
				زبان شناسی		
				روش تدریس	مسائل درسی را سطحی یاد می گیرم.	۳۶
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد مباحث را به صورت کلی درس می دهد.	۳۷
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد فقط نکات مهم و کلیدی (کنکوری) را تدریس می نماید	۳۸
				آزمون سازی		
				زبان شناسی		
				روش تدریس	موضوعات درسی را استاد و دانشجو با هم بحث می نمایند.	۳۹
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد به تنهایی موضوعات درسی را در توضیح دهد.	۴۰
				آزمون سازی		
				زبان شناسی		
				روش تدریس	استاد با سرعت مناسب مباحث درسی را تدریس مینماید.	۴۱
				آزمون سازی		
				زبان شناسی		
				زبان شناسی		

هیچ وقت	بعضی وقتها	اکثر اوقات	همیشه	واحدھا	سوالات	
				روش تدریس	دانشجویان مجال پرسیدن سوال و بحث در مورد مسایل درسی را دارند.	۴۲
				آزمون سازی		
				زبان شناسی		
				روش تدریس	سوالات پایان ترم چند گزینه ای است.	۴۳
				آزمون سازی		
				زبان شناسی		
				روش تدریس	در سوالات چند گزینه ای استا د جملات مهم را از کتاب استخراج می نماید وعینا انها را سوال می دهد.	۴۴
				آزمون سازی		
				زبان شناسی		
				روش تدریس	در سوالات چند گزینه ای بیشتر مسایل حفظ کردنی مد نظر است.	۴۵
				آزمون سازی		
				زبان شناسی		
				روش تدریس	برای پاسخهای نادرست نمره منفی کم میشود.	۴۶
				آزمون سازی		
				زبان شناسی		
				روش تدریس	سوالات پایان ترم تشریحی است.	۴۷
				آزمون سازی		
				زبان شناسی		

Appendix C
Observation Checklist

Demographic features of the teacher

Age:

30-35		36-40		41-50		Older than 51	
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Sex:

Female		Male	
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Degree

MA		PH.D	
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Major Field of study at MA level:

MA	Literature	Teaching	Translation	Linguistics
PH.D	Literature	Teaching	Translation	Linguistics

Average hours of teaching in university per week: _____

Places of observation: _____

Courses teacher teaches:

Special General Both of them

Observed class:

Linguistics Testing Methodology

	Questions	strongly disagree	relatively disagree	Relatively agree	Relatively disagree
1	The knowledge test of MA UEE affects the teaching method.				
2	Professor knows about the knowledge test of MA UEE.				
3	Teaching in each classroom is unique.				

	Questions	strongly disagree	relatively disagree	Relatively agree	Relatively disagree
4	Professor uses interactive method.				
5	Professor arranges his teaching method toward MA UEE.				
6	Professor lectures issues in the class.				
7	The pacing of the lesson is appropriate.				
8	There is a right amount of teacher talk.				
9	The teacher offered opportunity for learners to talk about teaching points.				
10	The teacher makes sure all students understood the teaching points.				
11	Every student is involved in discussion.				
12	Students speak less than teacher.				
13	Good students just ask questions and Professor ignores the rest.				
14	Students just ask questions and professor makes clear some points for them.				
15	Students speak critically about different issues.				
16	Classroom discussions make students think deeply.				
17	Students' learning is superficial.				
18	Learning goals are limited in classes.				
19	Most of the students eagerly seek information about TEFL MA Entrance Exam.	Out of the class			
20		In the class			
21	Students raise questions in the class about the knowledge test of TEFL MA Entrance Exam.				
22	.Students want to learn test taking strategies				
23	Students take notes and write the important points.				
24	Students want to learn just the important points which were in TEFL MA Entrance Exam last years.				
25	Professor makes students memorize the important points.				
26	Professor presents sample test items of TEFL MA Entrance Exam in class.				
27	Professor explains some items of the knowledge test of MA Entrance Exam to my students				
28	Professor introduces TEFL MA preparation materials to students.				
29	Professor teaches some chapters of the books.				
30	Professor suggests students to study just some extraction of the books. That is, just few pages that related to the important topics.				
31	Professor provides the handouts which contain the important sentences of the books for students.				
32	Professor attracts students' attention to step by step information.				

	Questions	strongly disagree	relatively disagree	Relatively agree	Relatively disagree
33	Professor go through the entire recommended book, he just introduces them.				
34	Professor provides students with the list of important books for TEFL MA preparation.				
35	The final exam is multiple choice type.				
36	The final test is essay type.				
37	Students have anxiety for the test.				
38	Students look nervous for the test.				
39	The test has emotional impact on students.				
40	.Studetns should participate in the crammers				
41	It is difficult for students to pay for the crammers.				
42	It is difficult for students to pay for Azad University tuition.				
43	Students donot participate in the exam due to financial problems				