



Hacettepe University Graduate School of Social Sciences
Department of Translation and Interpreting

**THE VALIDITY OF TRANSLATION ITEMS IN ENGLISH
LANGUAGE PROFICIENCY EXAMS IN TURKEY**

Betül Hazal DİNÇER

Master's Thesis

Ankara, 2019

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ABSTRACT

DİNÇER, Betül Hazal. *The Validity of Translation Items in English Language Proficiency Exams in Turkey*, Master's Thesis, Ankara, 2019.

While using translation items for measuring language proficiency is not common in language testing in the world (e.g. TOEFL, IELTS) such items are commonly used in Turkey. In the two standardized language proficiency exams, YDS and YÖKDİL, translation items are given in a multiple-choice format. Using them as a tool for measuring language proficiency raises a question about the validity of the items. Validity in language testing refers to the suitability of an item to the purpose of the test, and traditionally, it can be measured via correlation of the test score with a valid test. In this respect, the validity of the translation items in YDS and YÖKDİL was investigated together with the overall validity of these exams via correlating the scores of 32 participants with those of TOEFL PBT Reading Sample Test. Afterward, t-tests were conducted to see the compatibility of the difficulty level of translation items with the overall exams to see if the participants found them easier. Lastly, a translation task consisting of 20 sentences taken from the published e-YDS items by ÖSYM were given to the participants to find out the relation between the participants' production and recognition skills of translation. It has been found that YDS and YÖKDİL are both valid (.88 and .82 respectively). However, the translation items lower their validity coefficient; and especially for YDS, translation items group has the lowest correlation coefficient (.61). With the t-tests, it has been found the participants did significantly better on the translation items in both of the tests. Also, the production translation task indicated moderate validity (.66) and it was found to be more difficult than YDS, YÖKDİL and the translation items in these tests. It can be concluded that multiple-choice translation items lower the quality of the English language proficiency exams in Turkey.

Keywords

Language proficiency exams, validity, translation items

ÖZET

DİNÇER, Betül Hazal. *Türkiye’de İngilizce Dil Yeterlilik Sınavlarında Kullanılan Çeviri Sorularının Geçerliliği*, Yüksek Lisans Tezi, Ankara, 2019.

Yabancı dil yeterliliğini ölçmek için çeviri sorularının kullanımı dünya çapında dil sınavlarında (ör. TOEFL, IELTS) yaygın görülen bir şey değilken çeviri soruları Türkiye’de yaygın bir şekilde kullanılmaktadır. İki standart yabancı dil yeterliliği sınavı olan YDS ve YÖKDİL içerisinde çeviri soruları çoktan seçmeli yapıda verilmektedir. Bu soruların dil yeterliliği ölçmede kullanılması geçerlilikleri hakkında soru işareti doğurmaktadır. Dil sınavları için geçerlilik sorunun sınavın amacına uygunluğunu ifade eder ve geleneksel olarak geçerli bir sınavla korelasyonuyla ölçülebilmektedir. Bu bağlamda YDS ve YÖKDİL sınavlarındaki çeviri sorularının geçerliliği, 32 katılımcının skorlarının TOEFL Örnek Okuma Sınavı ile korelasyonuna bakılarak sınavların genel geçerliliği ile birlikte araştırılmıştır. Sonrasında, katılımcıların sınavın geneline göre çeviri sorularını kolay bulup bulmadığını öğrenmek ve çeviri sorularının sınavın genel zorluk seviyesine uygunluğunu bulmak için t-testler uygulanmıştır. Son olarak, katılımcıların çeviride üretme ve tanıma becerileri arasındaki ilişkiyi görmek için katılımcılara ÖSYM tarafından yayınlanmış e-YDS sorularından alınmış 20 cümleden oluşan bir çeviri sınavı uygulanmıştır. Sonuçlara göre, YDS’nin ve YÖKDİL’in geçerli sınavlar olduğu tespit edilmiştir (sırasıyla 0,88; 0,82). Ancak özellikle YDS için çeviri sorularının genel geçerliliği düşürerek sınavın genel olarak kalitesine zarar verdiği bulunmuştur (0,61). T-testler sonucunda katılımcıların her iki sınav için de çeviri sorularından daha iyi skorlar elde ettiği görülmüştür. Ayrıca, çeviri sınavı da orta seviyede geçerlilik (0,66) göstermiş; bu sınavın YDS, YÖKDİL ve bu sınavlardaki çeviri sorularından daha zor olduğu tespit edilmiştir. Sonuç olarak, çeviri soruları Türkiye’deki İngilizce dil yeterlilik sınavlarının kalitesini düşürmektedir.

Anahtar Sözcükler

Yabancı dil yeterlilik sınavları, geçerlilik, çeviri soruları

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INTRODUCTION

i. PRESENTATION

In this chapter, the background of the study, its purpose, scope and significance are presented together with the research questions.

ii. BACKGROUND TO THE STUDY

It is a requirement for people who want to improve their career, get into the postgraduate programs, and get a job or additional salary payment to take the standardized national language proficiency exams in Turkey. There are two main standardized tests for this purpose. The first one is *Yabancı Dil Sınavı*, YDS (Foreign Language Exam). It has been carried out by *Ölçme, Seçme ve Yerleştirme Merkezi*, ÖSYM (Assessment, Selection and Placement Center) since 2013. ÖSYM is the National Examination Board in Turkey and most of the standardized exams are performed by this institution. YDS is the national language proficiency exam which can be used for different purposes. For instance, state employees can take this exam to get an extra payment for being proficient in a foreign language or it can be used by academics for academic promotion. Although YDS was initially a paper-based exam, it has also been carried out computer-based as *e-YDS* since 2014.

As for YÖKDİL, it is the other national language proficiency exam which was announced by The Council of Higher Education (*Yükseköğretim Kurumu*, YÖK) in 2017. It had been prepared and conducted by two state universities together; Ankara University and Anadolu University. However, it has started to be conducted by ÖSYM in 2019¹. YÖKDİL can be used by academics or the ones who want to be an academic as the proof of foreign language proficiency.

Though YDS and YÖKDİL are two different tests, the content of them is quite similar. Both consist of 80 multiple-choice items and aim to assess the foreign language

¹ For detailed information please see <https://www.yok.gov.tr/Sayfalar/Haberler/yokdil-sinavini-osym-gerceklestirecek.aspx>

proficiency with a focus on reading skills. For this purpose, there are different types of items in both tests, such as grammar, vocabulary, cloze test, translation, reading texts, sentence completion, etc. Among all the items, the number of the translation items is six in YDS, while YÖKDİL contains 12 of them.

Using translation skills as an indicator of foreign language proficiency dates back to the first methods and approaches of foreign language teaching. In addition, it is possible to see translations tasks in the first examples of foreign language proficiency tests (Weir, 2005). They were preferred as they were easy to prepare and the methods and approaches of language testing and teaching were at the phase of development (Lado, 1961).

Another point is the use of translation items in the multiple-choice format. While translation tasks were used in the first examples of language proficiency exams, they were generally in the open-ended format. Using translation in the multiple-choice format was not preferred in most of the language proficiency tests. With developments in language testing, translation skill was later understood to be a suitable task for the students of translation departments or professional translators and abandoned as a language testing method (Lado, 1961).

There are various foreign language proficiency exams around the world, especially in the language of English. When these are examined in terms of the item types they include, it may be seen that the use of translation is not the common practice. Limited use of translation may be seen in some examples (such that they are used in the sentence completion format in College English Test in China, Sun & Cheng, 2013). Thus, the use of them in the multiple-choice format in two of the national foreign language proficiency exams in Turkey raises questions and calls for validity studies.

Moreover, regarding the difficulty level of YDS and YÖKDİL and their items, it is known that most people find the overall exams quite difficult (Şahin, 1997; Arslan, 2005; Elaldı, 2005; Güleç, 2013; Aghabalazadeh 2014) but along with it they admit that among all the item types the translation items seem the easiest ones for them, and they

also add they could score lower without them (personal communication with the exam takers).

In May 2018, ÖSYM published an Evaluation Report about *e*-YDS tests conducted in 2017. According to the report, the percentage of correct answers for the translation items is 77%, which is the highest one among all the item types in the test, which makes the reflections of the test-takers consistent with the Report. The percentage of correct answers for each item group is presented in Table 1 (adapted from the data given in the Report).

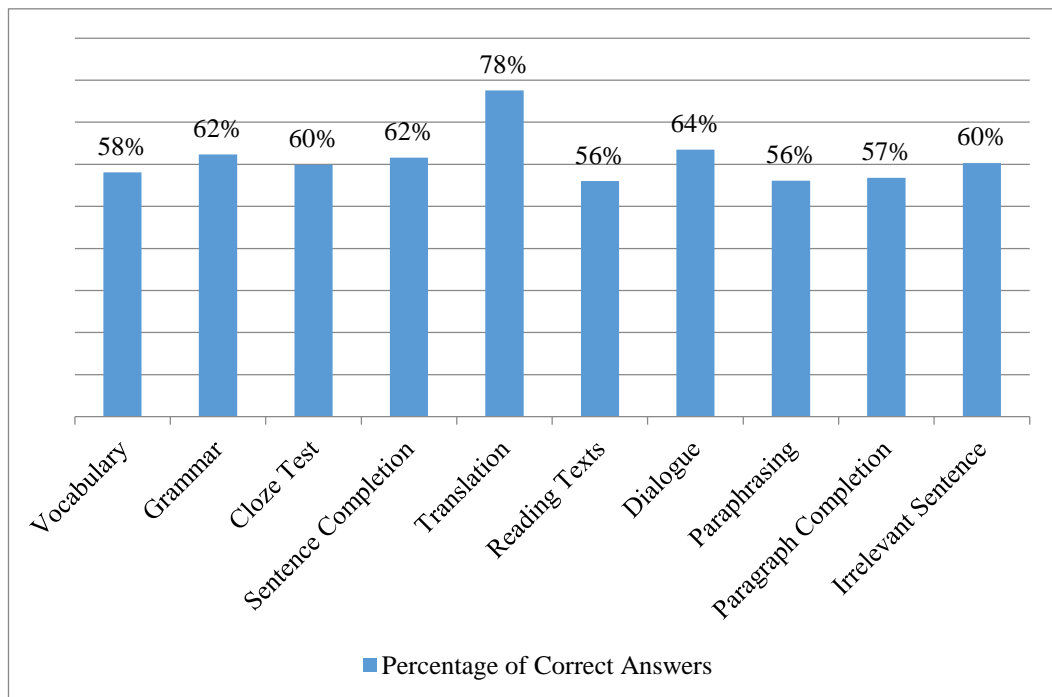


Table 1. Percentage of Correct Answers for Item Groups in *e*-YDS exams of 2017

YDS and YÖKDİL are nation-wide standardized language proficiency tests. Considering the significance of them, the reflections about translation items lead to the question of whether they are valid in measuring language proficiency in the multiple-choice format. And if not, it is worth investigating whether it is related to the translation task itself or to the multiple-choice format of the translation items. So far to my knowledge, no study has been done on this topic.

iii. PURPOSE AND SCOPE OF THE STUDY

The aim of the study is to examine whether multiple choice translation items used in the national language proficiency tests in Turkey are suitable for measuring language proficiency. For this purpose, the validity of the translation items used will be examined. Secondly, the study tends to examine whether the degree of difficulty of the translation items in the multiple-choice format is compatible with the other item types in the proficiency exams. And finally, if it turns out that the translation items are less valid and/ or significantly easier than the rest of the items, the study will investigate whether this is related to the translation task or the multiple-choice format of the translation task.

To fulfill this goal, we will also need to check the overall validity of the exams with a standardized valid test. As far as I know, such an analysis has not been done either. In this respect, the study will also contribute to the discussion of the quality of the national language proficiency exams.

iv. RESEARCH QUESTIONS

The research questions that the study aims to answer are the following:

1. Are translation items in the multiple-choice format valid tools to measure the language proficiency of second/foreign language learners in reading skill-based exams?
2. Is the degree of difficulty of the multiple-choice translation items compatible with the rest of the exams?
3. If the translation items in the multiple-choice format are less valid and/or significantly easier in the language proficiency exams, is it because of their multiple-choice format?

v. THE SIGNIFICANCE OF THE STUDY

There are lots of studies investigating the validity of items or many other aspects of language assessment regarding well-known standardized tests such as International English Language Testing System (IELTS), or Test of English as a Foreign Language

(TOEFL). Considering that translation is not a common tool for measuring language proficiency, it is interesting to see that they are still used in Turkey. And more interestingly, their validity has not been investigated so far.

To this end, via examining the validity and the degree of difficulty of the translation items, the study will answer the question whether the multiple-choice translation items are suitable for measuring proficiency in foreign language.

This study will contribute to the fields of language assessment and translation studies as it will evaluate the use of translation in the standardized exams with the aim of measuring foreign language proficiency.

CHAPTER 1: THEORETICAL BACKGROUND

1.1. PRESENTATION

In this chapter, the foreign language teaching and its assessment methods are given with their historical development with the focus on English as a foreign language. Also, the topics of the use of translation in language teaching and testing are given with their historical backgrounds. Since the TOEFL is used as the benchmark of the study, its development and structure are given in detail. Moreover, the history of the language testing and its current trends in Turkey are also presented with the focus on YDS and YÖKDİL as they are the national foreign language exams.

1.2. HISTORICAL BACKGROUND OF FOREIGN LANGUAGE TEACHING

Bachman (1990, p.3) states “[...] advances in language testing do not take place in vacuum; they are stimulated by advances in our understanding of the processes of language acquisition and language teaching” after mentioning how inter-related the approaches and methods of the two fields have been developed in time. Therefore, it is important to know the historical development of these two fields together to understand the changes in the approaches and the commonly adopted ones.

Foreign language teaching in Europe started with the teaching of Latin and Greek in the 18th century. They were taught by memorization of vocabulary with the focus on translation (Brown, 2007).

As more languages came into use and teaching in the late 18th century, the same methods were kept. As a result of the translation exercises and the grammar-focused lessons and the books, the Grammar-translation Method was the most common method (Richards and Rodgers, 2001). Oral production and listening were ignored in this method, which led to harsh criticism of it. As Rivers stated (1981, p.30),

The grammar-translation method is not successful, however, with the less intellectual students, who muddle through, making many mistakes over and over

again, thus building up cumulative habits of inaccuracy which are difficult to eradicate at a more advanced stage.

The most criticized part of it was the lacking of oral language use and interaction. It was focused on literary texts and communication skills were neglected (Rivers, 1981).

In their criticisms, the reformers stressed the lack of teaching the spoken language, phonetics and listening skills. Though many of them suggested different methods for corresponding these requirements, they generally focused on these three concepts and they also stressed grammar should be taught within the specific context 'inductively' and use of translation should be avoided (Rivers, 1981).

As a result of these criticisms, the grammar translation method was replaced by the Direct Method. It required the use of the target language in the class and it brought success in foreign language teaching in the US and Europe. However, this method was not very popular in abroad since it required native speakers as teachers who should have native-like fluency in the target language. As a consequence, the educators and scholars started to suggest various methods such as the Audio-lingual Method, the Situational Method, the Silent Way, the Natural Approach and Total Physical Response.

Together with the methods, new approaches were also discussed. Among these methods and approaches, the Communicative Language Approach (CLA) became the center of discussions and it determined today's strategies for foreign language teaching and also the assessment and evaluation of it. The CLA enabled the different skills of language to be combined in teaching and assessment, and placed all of these skills in the teaching process. The main purpose of the language learning was regarded as the communication; thus, the emphasis of the CLA lied on the functional use of language for communicative purposes. As the adoption of the approach spread, the significance of the four main skills of the language became clearer. Reading, listening, speaking and writing grew into the indicators of language proficiency.

In today's world the communicative approach for language teaching seems to be the dominant paradigm. Nowadays teaching and testing of foreign languages are

standardized by these four skills all over the world. Various methods suitable for the purpose of the CLA can be used in both the teaching and testing process.

Although the CLA is the commonly accepted one, the method and approach adopted for teaching and testing may vary according to the purpose of them. Thus, all the methods and approaches could be useful in foreign language teaching depending on the context and addressee. Brown stated (2007, p.18) “Every learner is unique. Every teacher is unique. Every learner-teacher relationship is unique, and every context is unique”. The suitable method and approach should be decided on in its own context.

It can be concluded that a teacher should know all the methods and approaches, but select the most appropriate one according to the student. In that, the teaching process should be student-based.

1.3.FOREIGN LANGUAGE TESTING

As English has become very common and is regarded as the lingua franca of the world, the developments in language testing for English have increased and gained significance. To understand the developments, specific concepts related to the field need to be clarified. Brown (2004, p.3) defines the concept of ‘test’ as “a method for measuring a person’s ability, knowledge or performance in a given domain”. And he clarifies (2008, p.4) the scope of the testing with the words method, measurement, knowledge and performance and the domain by saying “a well-constructed test is an instrument that provides an accurate measure of the test-taker’s ability within a particular domain”.

There are various types of foreign language tests used for different purposes. Hughes (2003, p.11) defines the different categories of them in his book *Testing for Language Teachers* as proficiency tests, achievement tests, diagnostics tests and placement tests. As the scope of the study is the use of translation items in the proficiency test it is necessary to define what a proficiency test is and describe the standardized ones used in the world.

Hughes (2003) defines proficiency tests as designed for measuring one's ability in a language; regardless of any training, they may have held in that language. Therefore, the structure of the test is not depended on the content or objectives of a language course. The test is structured to indicate how proficient the person taking the test in the foreign language. The aim of the test generally includes the proof of the language level one has in order to use for different purposes such as studying abroad. Heaton says (1975, p.172) "the proficiency test looks forward, defining a student's language proficiency with reference to a particular task which she or he will be required to perform." Proficiency tests refer to an audience from different backgrounds, education levels and countries. Therefore, it does not follow curricula or a program. They are utilized as proof of one's level of language proficiency, which has become very important in today's globalized world.

'Being proficient' or 'proficiency in the language' means 'having sufficient command of the language for a particular purpose', Hughes defines (2003). He also adds while particular exams prepared for specific purposes in different fields of study could be the example of these tests, the ones which do not require any course of study or occupation in mind could also be the example of proficiency tests. We can exemplify them with the exams such as Cambridge Certificate of Proficiency in English Examination (CPE), IELTS or TOEFL. These are used for assessing the general knowledge of language of the test-takers and they identify the language level of the test-takers.

In addition to these standardized exams used all over the world, commonly every country and institutions develop and utilize their own proficiency exams which they validate and correlate with standardized proficiency exams.

When the approaches or methods the institutions adopted are examined, different combinations of them could be detected. Heaton (1975, p.15) divides the language testing approaches into four main ones as the essay-translation approach, the structuralist approach, the integrative approach and the communicative approach. He adds several approaches for a test can be adopted for it to become more successful and not limited to one strict area.

With the effect of the Grammar-Translation method, the essay-translation approach in language testing was very common in the past. Generally, tasks of translation or writing were given to the test-taker and the evaluation of the test was carried out by the teacher. Heaton (1975) defines this approach as “the pre-scientific stage of language testing”, which reminds the first language tests conducted by Cambridge University (e.g. CPE).

He defines the structuralist approach with “the view that language learning is chiefly concerned with the systematic acquisition of a set of habits”. The tests adopting this approach take the skills or categories of the foreign language in separate groups. All the categories are tested in different parts. And for the integrative approach, it is “concerned primarily with meaning and the total communicative effect of discourse”. Integrative testing includes tasks requiring different skills at the same time. Heaton (1975) exemplifies it with the use of cloze tests, dictation and translation as all of these tasks require more than one skill. As for the communicative approach, it is focused on the communication in the real-life. Thus, the tasks contain elements suitable for testing the use of language in communication. With this approach, the scores are interpreted skill-based.

It is accepted that each method may be suitable for different kinds of purposes. And the national or international exams all make use of these approaches individually or together. Yet, it is possible to see the communicative approach is the commonly adopted one, especially for the international examples.

Similar to the approaches and methods in the foreign language teaching, those in the language testing are also shaped with the purpose and context of the test. The test developers should define the purpose of the test and determine the approach and methods of the test complying with the purpose of it. These approaches may be adopted as individually or with a combination. A test can be formed with the adoption of communicative, integrative and even structuralist approach and this makes it successful (Heaton, 1975).

1.4. QUALITY CRITERIA FOR TESTING

The most important characteristics of the test may be defined with the concepts of validity and reliability.

Reliability refers to the consistency of the scores obtained at different conditions by the same test-taker. Validity is more about the appropriateness of the test to its aim (Bachman, 1990).

In this study, the validity of the translation items will be investigated. Thus, we will examine the concept of validity in more detail.

1.4.1. Validity

Validity is defined by many scholars as ‘the extent to which the test measures what it is supposed to measure *and nothing else*’ (Lado, 1961; Heaton, 1975; Messick, 1989; Hughes, 2003; Bachman, 1990)

The validity is a broad and a unitary term as defined by many scholars (Bachman, p.240). It can be identified with three different types: face validity, criterion-validity and construct validity.

There are many different ways of interpreting validity. Today, the validity studies focus on a very broad field and they suggest complex and integrated methods for measuring it. As it provides evidential data on the interpretations of the scores, validity is regarded something broader. Thus, further investigations should be carried out to see ‘the validity’ of a test.

However, in a traditional way, measuring validity corresponds to the correlation method. To get the evidential data about the validity of a test, it is correlated with a valid one. Many scholars defined the measurement of validity via correlation (Lado, 1961; Heaton, 1975; Hughes, 2003; Bachman, 1990; among others). In the very first book which inspects language testing elaborately, Lado says,

Validity can be achieved and verified indirectly by correlating the scores on a test with those of another test or criterion which is valid. If the two sets of scores correlate highly, that is, if students who make high scores on the valid criterion test also score high on the experimental test and if those who score low on one also score low on the other, we say that the test is valid.(1961)

The correlation results indicate the relationship between the two tests. Correlation coefficients are interpreted as follows:

Correlation Coefficient	Interpretation
Exactly -1	A perfect negative linear relationship
-0.70	A strong negative linear relationship
-0.50	A moderate negative linear relationship
-0.30	A weak negative linear relationship
0	No linear relationship
+0.30	A weak positive linear relationship
+0.50	A moderate positive linear relationship
+0.70	A strong positive linear relationship
Exactly +1	A perfect positive linear relationship

Table 2. Interpretation of Correlation Coefficients²

While a strong relationship may allow us to interpret a test as valid, the other results may raise questions or further research may be necessary to find the weak points of the test.

1.5. FOUR SKILLS IN TESTING AND ITEM TYPES

With the adoption of CLA, the use of four skills; reading, writing, speaking and listening, became a standard of the construct of foreign language proficiency tests.

To understand the proficiency in each level, different item types and test techniques are used in language proficiency tests. The reason why various test techniques exist is that they attempt to indicate a reliable and valid proof of each language skill. Hughes (2003,

² Please see <https://www.dummies.com/education/math/statistics/how-to-interpret-a-correlation-coefficient-r/>

p.75) defines the functions of the techniques as “to elicit behavior which is a reliable and valid indicator of the ability in which we are interested, to elicit behavior which can be reliably scored, to be as economical of time and effort as possible, to have a beneficial backwash effect, where this is relevant”. He gives the commonly used item types as multiple-choice items, Yes/No and True/False, short-answer and gap filling items.

While selecting items when forming a test, it is important to combine different approaches and types aiming at assessing different skills. It is accepted that in a well-developed test, all of the items should refer to production and recognition skills of the test-taker. Having an overview of the standardized tests, it can be realized that most of the tests make use of various item types for different language skills. They do not stick to one type, which may contribute to the reliability and validity of the tests.

As for the recognition and production skills, they are two main language skills. Heaton (1975, p.11) defines recognition as the identification of the correct words and forms of language generally in a multiple-choice item. However, production requires not identification but producing the correct answer, such as an exercise of filling the blanks. It is a common view (Brown, 2004; Heaton, 1975; Hughes, 2003 among others) that multiple-choice items are adopted by the majority of the institutions for language proficiency tests or for other language tests conducted. Hughes (2003, p.76) states “the advantages of the multiple choice technique were so highly regarded at one time that it almost seemed that it was the only way to test”. The easiness of the evaluation of the multiple-choice items and practicality for scoring may be the reasons of its common use. However, there are some disadvantages of this technique. As Hughes explained (2003), the technique is limited to the recognition skill, guessing may have an effect on test scores, and the technique limits what can be tested, cheating may be facilitated, backwash can be harmful, and it is hard to produce good items.

As the disadvantages may harm the validity and reliability of the test, the multiple-choice items can be seen less common in language proficiency test than they used to be. Now, assessing both recognition and production skills of a test-taker is the main goal of

a language proficiency test. Therefore, various item types referring to both skills are generally preferred according to their suitability.

It is possible to see that the international examples such as TOEFL and IELTS include both of the skills with their various tasks in reading and listening sections especially.

Production skill is generally preferred in the writing section or it can be measured with the integrated tasks. Translating can also be included in the production skill in the open-ended or limited translation tasks. Since the pre-linguistic period of translation studies, translation process and work are undeniably defined as a 'production' or 'reproduction' process (Newmark, 1988). Therefore, the translation tasks used in the open-ended format (which I prefer to call 'the usual translation tasks') require a dense process for producing the target text. Translation practice necessitates the production of the target language through several steps. Thus, the production pertaining on the translation process is also directly linked to the language skills mentioned above.

In the first language proficiency exam or in the other exams conducted in Europe, the translation task was given for measuring English language proficiency. Though it was abandoned and found to be wrong, it was at the level of production skill, which may indicate a correlation between language proficiency and translation skill as Lado mentioned (1961). However, this correlation may not be strong enough as desired by the test developers and its use referring to recognition skill may raise questions about the reliability and validity of them.

1.6. THE HISTORY OF LANGUAGE PROFICIENCY EXAMS

The first language proficiency tests were conducted and developed by Cambridge University in the UK. Weir states (2005, p.5) "The Cambridge ESOL Certificate of Proficiency in English (CPE) has by far the longest track record of any serious EFL examination still in existence". Thus, we can say the language testing and its development were directed with English Language Testing and through the perspective of Europe.

The first language proficiency test (1913) consisted of translation from English into French or German and vice versa, writing an English essay, a task for English literature, another task about English Phonetics and lastly an oral task including dictation and reading and conversation (2005). The test was limited with a construct formed by the common language teaching principles of its time. It was mostly based on translation, grammar, and the importance was on pronunciation in terms of oral production. There was also an oral part focusing on pronunciation and phonetics.

Other examples of tests appeared after the 1950s. Weir states (2005):

In the 1960s tests such as the English Language Battery Version A (ELBA) and the English Proficiency Test Battery (EPTB) were used in university admissions and even later in the Professional and Linguistic Assessments Board (PLAB) test for overseas doctors wishing to practice in Britain. Grammar translation as a basis for testing proficiency was also to endure into the 1970s in most foreign language testing in the UK and still lingers on in the university sector. In contrast, the testing of English as a foreign language was to progress more quickly.

The developments in methods and approaches of English language teaching reflected the content of the tests and determined them. Especially the improvements in the language teaching steered the language testing in a focus of four skills. The test developers started to generate tasks referring to all of the skills and besides the content of the tests; they started to take the attention on the concepts such as reliability and validity.

While the British were conducting the tests mentioned above for language proficiency, in the US there were also developments in language testing with the Test of English as a Foreign Language, which is called TOEFL.

As the number of people who wanted to study or work in the US and Europe increased, the issue of language proficiency gained importance. People from different countries were coming to study or work in the medium of English; therefore, the need for the proof of their language proficiency was significant in the selection of the candidates. For this purpose, exams such as IELTS and TOEFL were formed and they have become the benchmarks of the standardized English language proficiency exams.

Though it is possible to detect the use of translation in the first language proficiency exam (CPE), it can be seen that the method was abandoned, and the tests are constructed only focusing on the four skills and most importantly, they are monolingual.

IELTS and TOEFL are used as the golden criteria in foreign language testing and TOEFL will be studied more carefully since it is taken as the reference criteria for the standardized language test in this study.

1.6.1. The US Tradition - TOEFL

Although there are lots of international English language proficiency tests for different purposes (e.g. TOEIC, Pearson Test of English, etc.), the TOEFL was the first one structurally developed and used as the standardized English language proficiency test. In the *TOEFL Program History (Vol. 6)* published by ETS, the development of the test structure and its history are mentioned elaborately. The test was prepared with the primary goal of ‘assessing the English proficiency of second language speakers of English who intend to study in institutions where English is the language of instruction’ (p.4). There was a problem with identifying the language proficiency of the students coming to the US to study in the universities. To solve this problem, it was first conducted in 1964 by Modern Language Association, ‘commissioned under the auspices of the National Council of the Testing of English as a Foreign Language’. As it is mentioned in the same source, it was developed by various groups from public and private institutions who were dealing with the English proficiency of second language speakers. After it was financed by grants from the Ford and Danforth Foundations, the College Board® and ETS took the responsibility for the Test. In the mentioned booklet, the development of TOEFL was separated into three parts as follows:

Stages	Construct	Content
1. The First TOEFL Test 1964–1979	Discrete components of language skills and knowledge	Multiple-choice items assessing vocabulary, reading comprehension, listening comprehension, knowledge of correct English structure and grammar
2. A Suite of TOEFL Tests 1979–2005	Original constructs (listening, reading, structure, and grammar) retained but two additional constructs added—writing and speaking ability	In addition to multiple-choice items assessing the original constructs, separate constructed-response tests of writing and speaking were developed—the <i>Test of Written English</i> (now known as the TWE [®] test) and the <i>Test of Spoken English</i> [™] (now known as the TSE [™] test).
3. The TOEFL iBT Test 2005–present	Communicative competence—the ability to put language knowledge to use in relevant academic contexts	Academic tasks were developed that require the integration of receptive and productive skills such as listening, reading, and writing or speaking, as well as multiple-choice items for listening and reading.

Figure 1. The Historical Development of TOEFL

First, it was a paper-based test focusing on reading and listening skills, then evolved into an internet-based test which consists of four main skills with the content appropriate for the academic context.

With the advancements in technology, it has become possible for test developers to conduct their test through computer-aided technology. Whereas the TOEFL Paper-Based Test (PBT) is still used in some regions, the TOEFL Internet-Based Test (IBT) became the most commonly used one thanks to these advancements.

The TOEFL IBT consists of 4 parts as Reading, Listening, Speaking and Writing respectively. The standard time allocated for the test is four and a half hour with a 10-minute break after the first two sections. In the Reading and Listening parts, the items are generally created in the multiple-choice format. There are also other types of items such as filling the table with the summarizing sentences in both these sections. In the speaking section, 6 tasks are given, consisting of three different levels. While the first two tasks assess the oral proficiency at a more fundamental level, the other tasks are integrated with listening skill at a more academic and educational level. Lastly, in the

writing section, two tasks are given to assess the writing skill. And it is the same with the speaking section; one task assesses the skill at a more fundamental level while the other is for more academic and educational level.

Though it is the standard construct of the test, sometimes ETS do the pre-tests of the items in the Reading and Listening section of the real exams. They collect data by putting extra items in the test to get the statistical information of the prepared question; thus, decide to use it or not in the future tests. The test content can be summarized as follows:³

TOEFL iBT Test Sections

Section	Time Limit	Questions	Tasks
Reading	60-80 minutes	36-56 questions	Read 3 or 4 passages from academic texts and answer questions.
Listening	60-90 minutes	34-51 questions	Listen to lectures, classroom discussions and conversations, then answer questions.
Break	10 minutes	—	—
Speaking	20 minutes	6 tasks	Express an opinion on a familiar topic; speak based on reading and listening tasks.
Writing	50 minutes	2 tasks	Write essay responses based on reading and listening tasks; support an opinion in writing.

Figure 2. The Test Construct of TOEFL

Thanks to its success in meeting the required criteria in language testing and solving the problem of identifying the English language proficiency of the second language learners, the TOEFL became the most popular and valid tool in the field. Also, the research carried out for investigating the validity of its items and structure (see Chapelle et al. 2008; Philip & Sheppard, 2004; Brown & Ross, 1996) strengthened its place and made it the pioneer in the language testing and assessment field.

³ See the official website of ETS: <https://www.ets.org/toefl/ibt/about/content/>

1.6.2. The European Tradition - IELTS

Whereas TOEFL was defining the standards of an English language proficiency test in the US, European institutions and universities were also working on the same subject. The journey beginning with the Communicate Language Testing triggered new developments in language testing area. CPE was also evolving into a new test which aimed at assessing four skills for academic purposes. Weir states the shift in the testing structure by saying (2005, pp.17-18):

In the early 1960s we see the beginnings of a critical shift in the language testing tradition in Britain towards a view that language might be divorced from testing literary and cultural knowledge. It is thus possible in this period to date the start of a gradual but critical change of the English language examination to one which focuses on language as against an assortment of language, literature and culture.

The content of the CPE was changed in 1966 and 1975 with an understanding through communicative language testing and a distance from the British culture and literature (Weir, 2005). The first major standardized test for international students applying for the universities in the UK was the English Proficiency Test Battery (EPTB) conducted by the British Council and the University of Birmingham in 1960s.⁴ It was criticized for not being suitable for assessing the ‘real world’ language needs and a revision on the structure of the test was required. The test was carried out by English Language Testing Services and used by postgraduate students.

The exchange of ideas internationally on the language testing enabled a specific standardization in the field by making contributions and bringing together the two traditions mentioned here. The demand for a standardized test for undergraduate students in Australia led to the congregation of the three institutions come together around developing a new test meeting the required criteria. Similar to the appearance of the TOEFL, The International English Language Testing System (IELTS) was developed by the congregation of the British Council, IDP: Education and Cambridge Assessment English. In 1976, IELTS appeared as the solution of the problems regarding language proficiency. The test had revisions twice in 1989 and 1995.

⁴ For detailed information please see <https://www.manhattanreview.com/ielts-history/>

In today's version, the test can be taken in two types as IELTS Academic and IELTS General Training. Its construct complies with the Communicative Language Testing approaches and is formed with the focus on the four skills.⁵ The Listening and Speaking sections for both types of the test are the same. However, in the Reading and Writing sections, different subjects are given according to the test type. The time allocated for the test is two hours and 45 minutes. There are six task types in the Listening and three task types in the Speaking; 11 task types in Academic Reading and General Training Reading, two tasks in Academic Writing and General Training Writing. The item types varied in all of the tasks from multiple-choice items to matching, sentence completion, etc.

Together with the TOEFL, IELTS is also a proven and valid test used worldwide for academic or immigration purposes. There are also other standardized English Language Proficiency Tests used for different specific purposes such as academic, general or business (e.g. Test of English for International Communication, TOEIC; Examination for the Certificate of Competency in English, ECCE, etc.); however, TOEFL and IELTS are regarded as the pioneers and the golden standards of this field for measuring general language proficiency.

1.7. ENGLISH LANGUAGE PROFICIENCY TESTS IN TURKEY

When we go back further in the past, it is not possible to find factual information about the language proficiency exams in Turkey. It can be said that they were developed with the language proficiency exam prepared for academic promotion for the associate professor degree and conducted by The Inter-University Board within very similar content to ÜDS (*Üniversitelerarası Kurul Yabancı Dil Sınavı*, Foreign Language Exam of Inter-University Board), KPDS (*Kamu Personeli Yabancı Dil Seviye Tespit Sınavı*, Foreign Language Exam for State Employees) and today's YDS and YÖKDİL. As the exam started to be taken by a broader audience it was first turned into KPDS and ÜDS.

It is important to know the relation between The National Board of Examination (ÖSYM) and The Council of Higher Education (YÖK) while examining the language

⁵For detailed information please see <https://www.ielts.org/about-the-test/test-format>

proficiency exams in Turkey. The universities in Turkey in the 1960s accepted students without an examination, yet they had difficult times because of the limited capacity they had. And they started to choose the students according to their high school education field/quality or ranking the students with their high school GPA, or accepting as many students as the university required according to the applicant ranking. As the number of high school graduates increased, a new method for selecting students among many applications became a necessity.

In 1974 Inter-University Board decided that there should be an institution governing and defining all the requirements for universities. As a result, YÖK was founded in the late 1900s as the higher institution of all the universities in Turkey.

With Law No. 2547 dated 6 November 1981 establishing YÖK, all higher education institutions in Turkey have gathered under one institution; academies, universities, educational institutions have been transformed into the faculties of education, and conservatories and vocational higher schools have been affiliated to the universities.

As it is stated in the website of YÖK⁶, “YÖK became responsible for all higher education institutions as an institution that has autonomy and public identity within the framework of powers and duties given to it with Article 130 and 131 in Constitution and the said provisions of Law”.

The authorities were trying to provide a standard in the higher education and also the placement and selection of the students into the universities and vocational higher schools. The institution was founded on this basis;

For this reason, YÖK has focused on being mainly responsible for the strategic planning of higher education, the coordination between universities, and most importantly establishing and maintaining quality assurance mechanisms. (YÖK, 2019)

While it was the responsible institution for the higher education planning and administration, there was a need for the standardization in the assessment, selection and

⁶ All the information regarding YÖK are obtained from the official website of it. Please see <https://www.yok.gov.tr/en>

placement of the students into higher education, too. Therefore, The Inter-University Board made another decision about this issue by founding ÜSYM (*Üniversitelerarası Öğrenci Seçme ve Yerleştirme Merkezi*, The Inter-University Centre of Student Selection and Placement) in 1974 by stating that all the exams should be carried out by an institution. In 1981, ÜSYM was transformed into an institution working under YÖK with its name changing to ÖSYM (Student Selection and Placement Center). Another change was made about the institution in 2011 and ÖSYM became an independent institution with its own budget and administration. Its name was also changed to “Assessment, Selection and Placement Center. (ÖSYM, 2019).

Since its establishment, all the nation-wide exams, or institutional exams for specific purposes have been prepared and given by ÖSYM. Though tests for foreign language proficiency have also been conducted by the same institution, YÖK has also conducted another alternative exam since 2017. Although there are no significant changes in the structure of the tests used, the standardized language proficiency tests used nation-wide faced some changes in time.

ÜDS and KPDS were the first language proficiency exams carried out by ÖSYM in Turkey. ÜDS was used by academicians for proving foreign language proficiency and KPDS was for the state employees to get extra payment for being proficient in a foreign language or to apply for employment to the governmental institutions.

They were both conducted twice a year as Spring and Fall terms. ÜDS was formed with three different areas according to the theme of the texts in the test. It was for Social Sciences, Physical Sciences and Health Sciences. It consisted of 80 items formed with multiple-choice. The content of the exam was as follows:

Item Type	Number
Vocabulary	6
Grammar	11
Cloze Test	10
Sentence Completion	10

Translation	4
Reading Texts	24
Dialogue	5
Paragraph Completion	5
Irrelevant Sentence	5
Total	80

Table 3. The content of ÜDS

As for KPDS, it contained 100 questions. The content of it was quite similar to ÜDS. However, it was known that the length of the paragraphs and the item stems of ÜDS were much longer than KPDS (Aşkaroğlu, 2014). This may stem from their different purposes for use. The question types of KPDS were as follows:

Item Type	Number
Vocabulary	5
Grammar	9
Cloze Test	10
Sentence Completion	10
Translation	6
Situation	4
Reading Texts	20
Dialogue	4
Paraphrasing	4
Paragraph Completion	4
Irrelevant Sentence	4
Total	80

Table 4. The content of KPDS

It can be seen that the distribution of the question types in KPDS was different from those in ÜDS. Yet, the item types were quite similar. The number of translation items was higher in KPDS with 6 items. And there were also two different item types: situation and paraphrasing.

After it was found that both exams intersected and assessed the similar criteria, they were combined into one exam as YDS in January 2013.⁷

YDS has continued to be the main language proficiency exam since the date it was released. It consists of 80 items with the item types of vocabulary, grammar, cloze test, sentence completion, translation, reading texts, paragraph completion, paraphrasing, and irrelevant sentence. The exam is structured with the focus on the reading skill.

Item Type	Number
Vocabulary	6
Grammar	10
Cloze Test	10
Sentence Completion	10
Translation	6
Reading Texts	20
Dialogue	5
Paraphrasing	4
Paragraph Completion	4
Irrelevant Sentence	5
Total	80

Table 5. The content of YDS

According to the YDS Guide prepared by ÖSYM⁸, YDS can be used for applications to post-graduate or graduate studies, all the required language proficiency assessments for the state employees, for academic promotions, for positions in the governmental institutions, for teacher employment by Ministry of Education and for the language proficiency requirements asked for by the governmental institutions.

Before the year of 2018, the test was conducted twice a year as the Spring and Fall terms. However, starting in 2018, it has been given three times a year. Different from the others, in the Spring Term, YDS is given in 25 languages as German, Arabic,

⁷ For detailed information please see <http://www.osym.gov.tr/TR,8860/hakkinda.html>

⁸ For detailed information regarding the Guide, please see <https://dokuman.osym.gov.tr/pdfdokuman/2019/YDS-1/kilavuz30012019.pdf>

Albanian, Bosnian, Bulgarian, Chinese, Danish, Armenian, Persian, French, Georgian, Dutch, English, Spanish, Italian, Japanese, Korean, Polish, Hungarian, Portuguese, Romanian, Russian, Serbian, Ukrainian and Greek. The test was formed in the multiple-choice format for the languages of English, German, Arabic, French, Russian, Italian, Spanish, Bulgarian, Greek and Persian. And for the rest 15 languages, a translation task formed with two sections; one from the tested language to Turkish and the other is from Turkish to the tested language is used.

In the Fall term, the test is conducted for the languages of German, Arabic, English, Russian and French. And the third one of the year is given only in the language of English.

Before the year of 2016, the time allocated for the test was 150 minutes. Later, the duration was changed to 180 minutes.

For the scoring of the test, points are calculated between 0-100. Each question corresponds to 1.25 points. And for the interpretation of the scores, ÖSYM gives the following table:

Scores	Levels
90-100	A
80-89	B
70-79	C
60-69	D
50-59	E

Table 6. The score table of YDS

The levels refer to the proficiency level of the test-taker. It is especially important for state employees as they get extra payment in different amounts according to the proficiency level they have. And also both governmental and some of the private institutions set standards for employment according to these levels.

The other language proficiency exam used is YÖKDİL. It was conducted for the first time in 2017 in the language of English. It was prepared by Ankara University and its organization and the application procedures were conducted by Anadolu University in the years of 2017, 2018 and at the first half of 2019. Later, the exam has started to be conducted by ÖSYM in 2019.

Though it was announced to be conducted biannually, it was exceptionally carried out three times in 2017. The second test also included the languages of German, Arabic and French. The test has been conducted in four languages in the same format since then. It is given in three fields in terms of the themes of the texts as Social Sciences, Physical Sciences and Health Sciences. The content of YÖKDİL is as follows:

Item Type	Number
Vocabulary and Grammar	20
Cloze Test	10
Sentence Completion	11
Translation	12
Paragraph Completion	6
Irrelevant Sentence	6
Reading Texts	15
Total	80

Table 7. The content of YÖKDİL

YÖKDİL is also formed with 80 multiple-choice items. It is seen that the content of both tests is very similar to each other. The only difference is that YÖKDİL does not contain items of dialogue and paraphrasing. And the number of translation items is twice as it is in YDS.

The scoring is done between the points of 0-100. The Council of Higher Education did not announce any scoring tables for the exam, but the required scores are most probably known by the test-takers as this exam can be used by academicians and the ones who apply for academic positions in the universities. For these purposes the criteria were set

in the past. For instance, scoring 55 will be enough for someone to be appointed as an associate professor as set by The Council of Higher Education earlier.

It can be seen that the foreign language testing in Turkey has been focused on the assessment of reading skill for a very long time. When compared with the other language proficiency exams which are widely and universally used, there are many points to discuss both about the content of the tests and the other specifications related to language testing.

CHAPTER 2: LITERATURE REVIEW

2.1.PRESENTATION

In this chapter, a literature review is presented with the studies carried out on YDS, YÖKDİL and the use of translation in foreign language testing.

2.2.STUDIES ABOUT YDS AND YÖKDİL

In the literature, there are several studies investigating YDS, KPDS and ÜDS within different perspectives.

In 1997, Şahin examined the shortcomings of the reading passages in KPDS and their effects on testee's success. He devised a reading test composed of the reading passages of the earlier published KPDS tests to 100 participants together with a questionnaire. It was found that the reading passages in the test were found to be more difficult than the average level, influence the testee's success negatively and very difficult for the participants in general.

Yücel (1999) also investigated KDPS with his study "Description and Analysis of Foreign Language Proficiency Examination for State Employees (KPDS) and Recommendations for an Ideal KPDS Course". He conducted an item analysis with the data obtained with 45 participants using randomly chosen items from the earlier published ones and attempted to define an ideal course for this exam. According to the results of the item analysis, more than half of the questions were found to be easy for the test-takers. And these questions were mainly grammar-based or translation items, "which may indicate either that Turkish students are good at learning grammar and translation owing to the Turkish education system or that these language areas are emphasized more in KPDS preparation courses" (p.98). 60 of the items were found to be easy and 43 of the total were found not to discriminate well. He states (p.92) "if access to an actual test could be possible in the future, new research might focus on validity and reliability of the test, which would also lead to more reliable results for

item analysis” to emphasize the need for assessing the items in the test with evidential data.

In 2005, Arslan analyzed ÜDS questions and searched at which difficulty levels the questions are, what language skills are measured via the test and investigated the language users’ awareness of the purpose of the exam and the possibility of increasing the success of exam takers. A structured interview was conducted to 7 lecturers giving ÜDS preparation courses and a questionnaire was given to 221 people who are the teaching staff of different universities or post-graduate and doctoral students from various fields. They concluded that most of the exam takers encounter difficulties though they have studied English for a long time; they also do not know anything related to the testing techniques and are not good at the timing for ÜDS. It was also found that the content of ÜDS was not parallel to the curriculum and reading skill and grammar are regarded as being very important for the exam. While analyzing the questions, the researcher gave tips or tactics for each question type. For the translation questions, the researcher advises the exam taker to use ‘the test techniques’ and also being very careful with the timing. The study mostly presents a guide for the ones who prepare for the exam. It can be understood the exam was found quite difficult and ‘test techniques’ were advised for the test-takers to score high.

Elaldı (2005) analyzed KPDS in a similar way. Elaldı analyzed the language level of the test, the awareness of the test-takers and the possibility of increasing the success of the test-takers. A questionnaire was applied to 150 academicians at Cumhuriyet University. Each question type was analyzed and tips and tactics were presented. For the translation questions, 6 points were given for the test-takers to focus on. These are “to the end of the verbs, to save time”, “to keywords that can change the statement”, “to the singular or plural forms of the statement”, “to the different function and tense of the statements although the Turkish statement is the same”, “their-affirmative-negative, active-passive, past-present-future forms”. “to Turkish and English equivalents of phrasal verbs and idioms”. It was concluded that “KPDS focuses on grammar knowledge and aims at assessing some language skills”, “reading passages can be too long and boring” and a regular study and familiarization with the item types are required for the ones who want to score high.

Özmen (2011) analyzed ÜDS to understand how it shapes foreign language learners experiences and whether it creates any effects on the communicative competence of the test-takers. 12 participants were interviewed and it was found that the exam has a negative washback effect on most of the participants. Short term study habits, low order thinking skills, memorization and rote learning were found to be the micro level effects whereas anxiety and inhibition, feeling of failure and avoidance behavior towards learning English were found to be the macro effects. He also criticizes ÜDS as being 'traditional' because of grammar, vocabulary and reading questions it contains and states his concerns about the validity of the exam as it does not have speaking, listening and writing sections.

In 2013, Güleç conducted a study to examine success and failure attributions of academic staff studying for foreign language achievement tests. He investigated the conceptualization of the notion of 'doing well' in the exam by the academic staff and the reasons they attribute their success and failure to. Self-assessment, semi-structured interview and a questionnaire were applied to 5 academic staff at Adana Science and Technology University. It was found that 'score of the examination' is the major conceptualization in terms of doing well in the exam and as in the success attributions lack of ability and effort was found to be the main reasons for failure and participants also attributed failure to the task difficulty.

In 2013, a case study was conducted by Çakıldere to investigate the washback effects of KPDS and ÜDS. A questionnaire was given to 103 academic staff that has not to get yet 65 points or more from these exams and an interview was conducted to 4 academic staff in Nevşehir University. It was concluded that "reading skill is the only skill on which these exams has a positive washback effect" and "these exams had strong negative effects on listening, writing and speaking skills".

In 2014 Aghabalazadeh assessed the YDS test takers' metacognitive awareness levels of reading strategies and their attitudes towards reading. She searched the strategies YDS test takers use most to handle the reading sections of YDS, their awareness of metacognitive reading skills and the relation between YDS test-takers' attitudes towards reading and their metacognitive strategy use. With randomly selected 30 participants

from a group of graduate and undergraduate of EFL learners at the pre-intermediate and intermediate level, two surveys were conducted. It was found that YDS test takers know and use reading strategies, aware of reading comprehension process, have positive attitudes toward reading; thus, the reason why they have difficulty in YDS is not because of a lack of metacognitive strategy use.

Külekçi (2016) studied the foreign language examination (YDS) in Turkey and its possible washback effects. He analyzed its construct in terms of language knowledge component of the model of language ability. While the researcher identifies all the question types in YDS, he states knowledge of the rhetorical organization is directly addressed with translation questions. As for the validity of the exam, the researcher uses face validity, content-validity and criterion-related validity as the criteria. He claims the exam has face validity and also it has content validity by having samples from various areas of language and using ‘authentic’ sources. Yet, he adds for the criterion-related validity, the test is not highly valid as the results may not correlate with language use in target contexts and with other independent and highly reliable assessment tools. He also states “this kind of claims need concrete evidence” as the exam does not predict the language performance in real life communication. He emphasizes the need for further research on this subject, “further studies and analyses are needed in order to make more well-grounded judgments about criterion-related validity”.

In 2016, Turgay conducted a study about the translation skill and its use in multiple-choice format. The study examined the recognition and production skills in translation. It focuses on the multiple-choice items and investigated if the students are more successful in spotting the right answer between the choices (reception) or producing it (production) when it comes to translation. 41 participants in total from the departments of English Language Teaching (ELT) and Applied English and Translation (AET) in Çaç University were applied a multiple-choice translation test formed by the researcher and a translation task including direct translation of an article from English to Turkish. According to the results the participants performed better in the receptive skill, AET students performed better on the tasks and post-training bettered their scores for both skills.

Akın (2016) also did research on YDS in terms of common characteristics of adult learning and language for specific purposes using the questions published between the years of 2013 and 2015 on the website of ÖSYM through the document review process. The findings indicate that there is no moderate and decent distribution of test questions among the academic fields of candidates and the test only measures reading, vocabulary and grammar skills of the candidates. And lastly, the candidates are found to be aware of the process of YDS and the questions are considered as original and authentic relying on the published questions (10% percent of each exam).

In 2017, Polat examined the attitudes of academicians towards the validity and washback effect of Foreign Language Exam (YDS). Two scales were applied to 2683 academicians from 84 universities in Turkey. And semi-structured interviews were conducted to 4 academicians. According to the results, the participants were found to have different attitudes towards the validity and washback effect of YDS according to their academic titles. The participants expressed their opinion about the validity of the exam as negative and insufficient. These negative opinions were made by instructors and professors the most; they also added the test should also include listening, writing and speaking sections. However, research assistants and associate professors did not find these sections necessary though they think the validity of the exam is weak. The researcher suggests different opinions according to the academic titles may be because of the worries of academic promotion.

It can be seen that the early studies about KPDS and ÜDS mostly focused on the item types, the difficulty of them and later they started to focus on their washback effects. Most of the studies criticized the lacking parts of the exams and their being 'traditional'. Especially the lacking of items for listening, speaking and writing has been emphasized repeatedly with each study. Though various implications for further research into exams such as the investigation of their reliability or validity were made, no study seems to be conducted on these topics.

2.3. STUDIES ABOUT THE USE OF TRANSLATION IN FOREIGN LANGUAGE TESTING

There are numerous studies about the use of translation in foreign language teaching and a more limited number of studies exist on the subject of the use of translation in foreign language testing. With the new approaches and methods in foreign language teaching and testing, translation was abandoned as it was regarded as old-fashioned.

There are studies supporting the use of translation in foreign language teaching classes especially for improving vocabulary, grammar and reading comprehension skills. Most of the scholars (Lee; Korošec; Calfoglu, 2013; among others) attempted to save ‘the name of translation’ which had been claimed as a tool that should be avoided for the use in foreign language teaching for many years.

Kupsch-Losereit (1985) examined translation by dividing it into two types as pedagogical and communicative translation. They focused on the use of pedagogical translation and error identification in translation. Stevenson (1985) also suggested a new perspective on the use of translation in foreign language testing by presenting new arguments against Lado’s statements about translation. He claims ‘there is a symbiotic relationship between translation and testing, in both theory and practice’ (p.153). However, the need for investigating validity and reliability of the translation items was apparent. Since the translation practice has a long history starting at the times of Livius Andronicus or Cicero, it was not questioned as a practice for language testing. When compared with the translation practice, the field of language testing was a relatively young one. Thus, Stevenson (1985) criticized that use of translation should be investigated in terms of its validity and reliability for measuring language proficiency.

Klein-Braley and Smith (1985) also focused on the validity of translation items and emphasized the need for research on this subject. Snell-Hornby (1985) clarified the translation practice as a skill requiring a good command of both languages, which is something more than being proficient in one language.

Considering the emergence of translation studies as a separate discipline from the applied linguistics was taken place in 1970s, it is possible to see the arguments about

translation at this time period was mostly focused on the subject of ‘the traditional use of translation in teaching and testing’ and the question of ‘is it a new discipline?’. With the studies elaborating the translation practice (Catford, 1965; Nida, 1964; Vinay & Darbelnet, 1955), it was understood that translation was not only a tool for language teaching and assessment (Munday, 2008).

Buck (1992) investigated using translation as a testing tool with two studies. He examined the translation items in Japanese university entrance examinations in terms of their reliability and criterion validity. The data of 121 participants were rated by seven raters. The raters gave scores starting from zero to five. According to the results, the correlation between the scores given by the raters was found to be strong. Thus, the objectivity of the evaluation of the translation tasks requiring production skills were claimed to be solved. As seven raters were from different backgrounds, the strong correlation indicated that an objective measurement was possible. A random-deletion cloze test and a multiple-choice comprehension test were given to the participants for investigating the criterion validity of the translation task. According to the correlation results, the translation tasks indicated strong validity with the given test, which indicated that they are not very different from a cloze test or a multiple-choice comprehension test for measuring language proficiency. In his second study, he compared the translation tasks with other common testing methods and also checked the construct validity of the translation items. Four listening and four reading tests (formed with short-answer comprehension questions, multiple-choice comprehension items, gap-filling and translation from L1 to L2 and vice versa) were given to the participants. The findings revealed that translation items were as reliable as the other item types. Therefore, Buck (1992) concluded translation tasks also have construct validity as tests of listening and reading comprehension.

Kikuchi (2006) carried out another research to track the changes in English language proficiency tests in Japan from 1994 to 2004. The difficulty level of the reading passages and the item types used in all of the tests were examined. According to the results, majority of the items in the tests measured the receptive and translation skills of the test-takers. Although new item types were added in time, most of the exams were

found to be focused on receptive skills. He discussed that using translation tasks may lead to problems of validity (p.94).

Sun & Cheng (2013) conducted a study to investigate the use of translation for assessing second/foreign language competence. They compared the test-takers' performance on translation items in sentence completion format, and the other groups of items in The College English Test (CET), which is a large scale second/foreign language test in China. They also examined students' perceptions of the translation task in terms of task demand, task difficulty and the validity of the translation test score as a measure of their actual translation ability. 524 participants from different universities attended the study. They were given a CET formed with a combination of CET papers published in the past and a questionnaire. Correlation analyses were used to see the relation between the performance on the translation task and the rest of the items. According to the results, it was found that the translation tasks have a moderate correlation with other tasks, thus they are valid in using for assessing second/foreign language competency. As for the students' perception, it was noticed that they perceive the difficulty of the translation tasks relatively low. As the translation tasks in CET require a sentence completion with the one part of the sentence formed in L1, the researchers claim that (p.249) "the input in the first language induces lower cognitive load on the students, and consequently a lower level of difficulty".

So far to my knowledge, there are not many studies regarding the use of translation in foreign language proficiency testing, which may be because of its rare use in most of the proficiency tests.

CHAPTER 3: METHODOLOGY

3.1. PRESENTATION

In this chapter, the participants and the materials of the study are introduced and the procedure used for the data collection and analyses are given.

3.2. QUESTIONNAIRE

To get information about the participants' educational background and their thoughts about the difficulty levels of the YDS and YÖKDİL, also to learn if they took any of the exams before, a questionnaire was prepared (Appendix 1). The questionnaire consists of 6 questions. The first four questions were prepared to get information about the participants' age, educational level and field, and how long they had been learning English. The fifth question included a table to learn at which level the participants thought they were in the four main skills of English. And the last question aimed to learn if the participants took these exams before, and if they did, three tables for each exam were prepared to learn about the participants' thoughts on the difficulty levels of the item types in these exams.

3.3. EXAMS

YDS Spring 2018, YÖKDİL Spring 2018 (Social Sciences) and TOEFL PBT Reading Sample Test (Appendix 2) were used to collect data for both national language proficiency tests and the benchmark test of the study. YDS Spring 2018 and YÖKDİL Spring 2018 (Social Sciences) were accessed via the official website of ÖSYM and YÖKDİL.

YDS Spring 2018 includes 80 multiple-choice items and the standard duration of the test is 180 minutes. YÖKDİL Spring 2018 has also the same construct and duration. For the TOEFL PBT Reading Sample Test, the duration is 60 minutes, and it consists of 42 multiple-choice questions of which four require the selection of multiple answers for the full point.

As the final step, a translation task (Appendix 3) was formed consisting of 10 sentences in English and 10 sentences in Turkish. Testing the translation skill in both languages was aimed. 60 minutes were given for the completion of the task.

3.4. PARTICIPANTS

The choice of the sampling method was determined by two factors. First of all, it was very difficult to find participants because the completion of the three tests and a translation task would require 8 hours in total. Secondly, we needed participants who had not taken the tests used in the study. Thus, convenience and volunteer sampling was adopted according to the participants' willingness to attend the study.

Although 52 participants agreed to take part in the study, 32 participants completed all the exams and the questionnaire. And 21 participants attended to the last session and completed the translation task. All the participants were native speakers of Turkish who had been learning English as their foreign language. They generally started to learn English from the primary school. Relying on the information from the background questionnaire, the participants ($f=20$, $m=12$) were at the ages of between 18 and 31 ($m=24,6$).

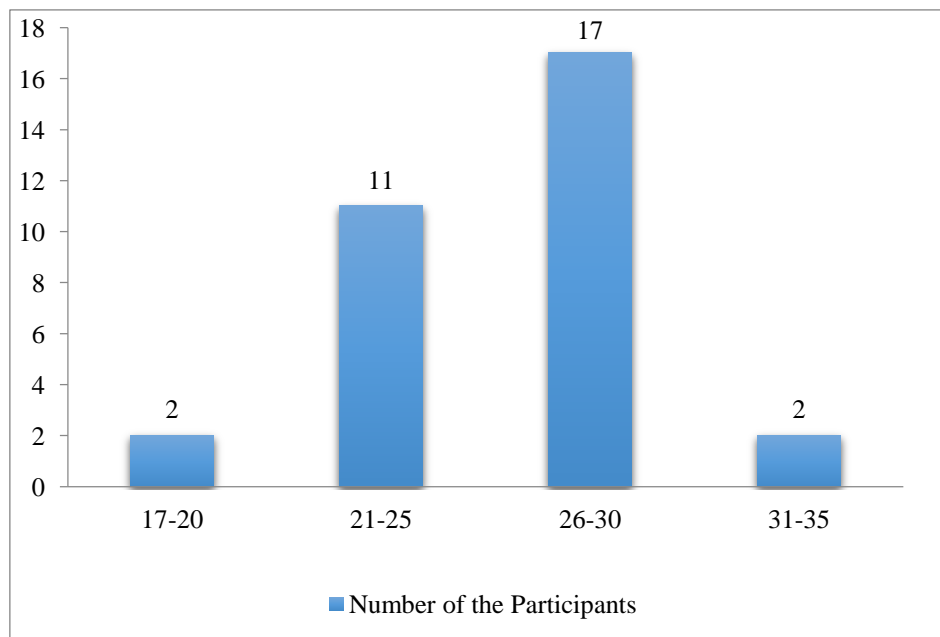


Figure 3. Age of the participants

As it can be seen from Figure 1, the majority of the participants were between the ages of 25-30 (56%). And the ages between 17-20 and 31-35 were the minority.

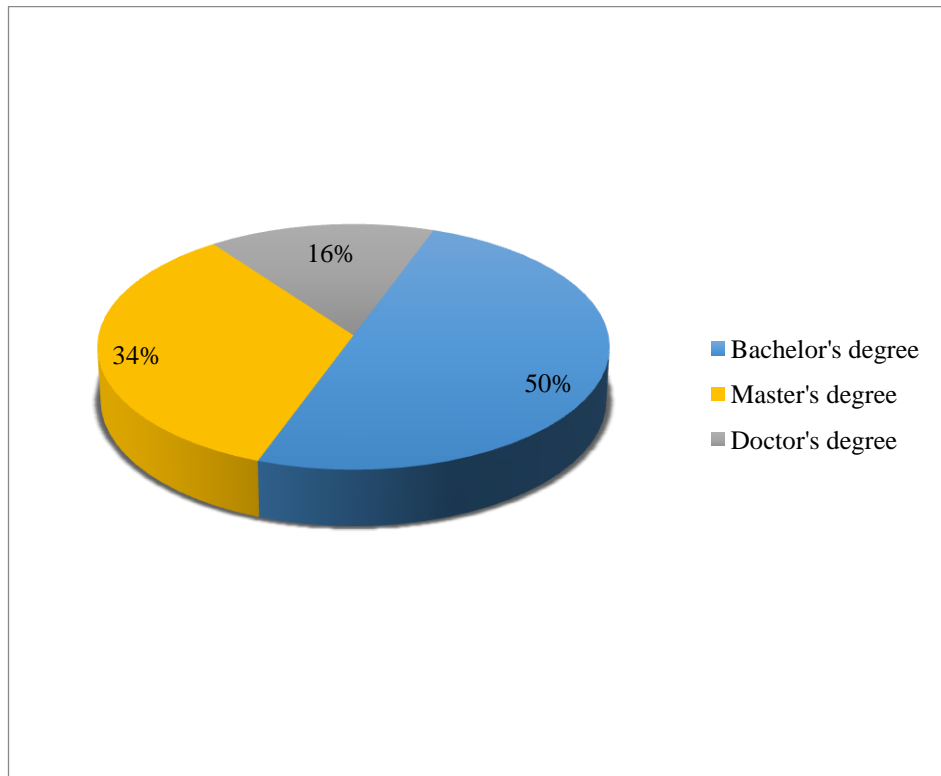


Figure 4. Education level of the participants

As for the education level of the participants, most of them were at the graduate level or about to complete their undergraduate education as it is given in Figure 4. YDS and YÖKDİL are used for academic purposes such as applying for the Master's Degree or Doctoral Degree or for academic employment. Thus, it can be said that the education level of the participants was suitable for the purpose of the tests.

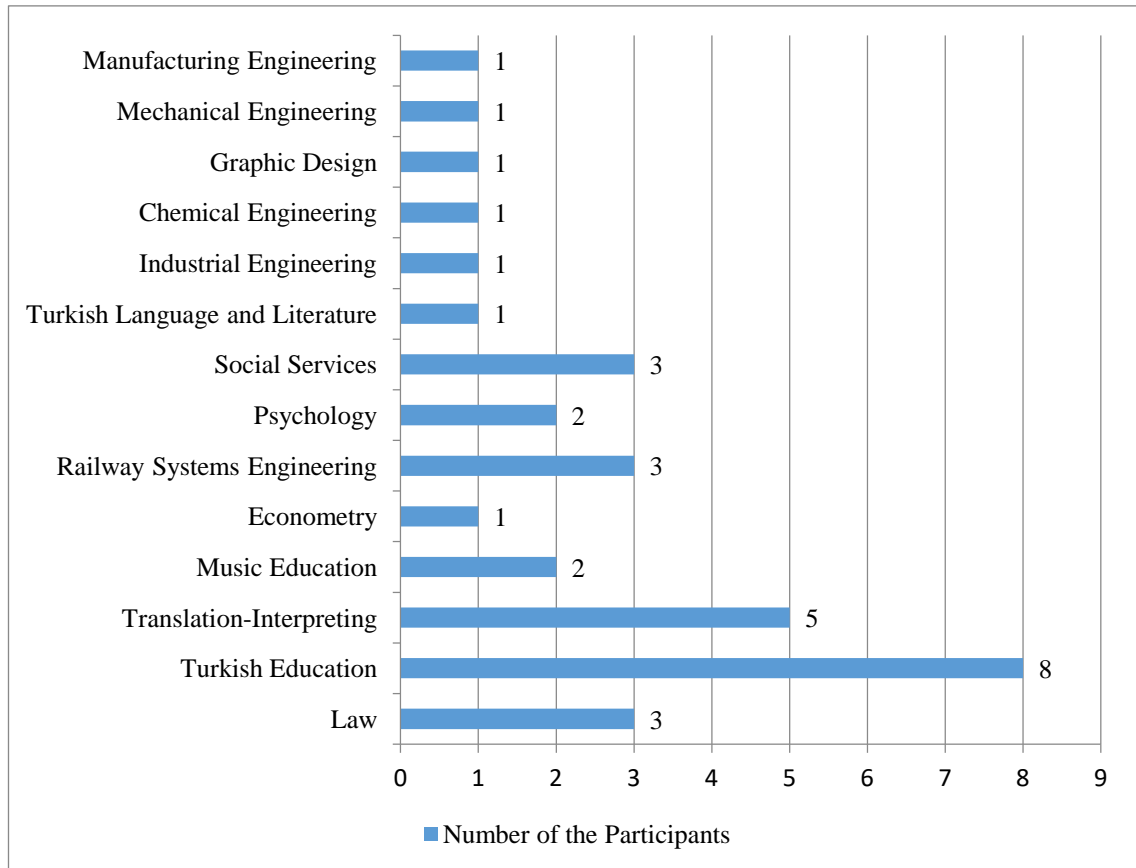


Figure 5. Field of Study of the Participants

The participants were mostly from different fields of study varying from Law to different fields of Engineering as can be seen in Figure 5 (n=14 different majors in total).

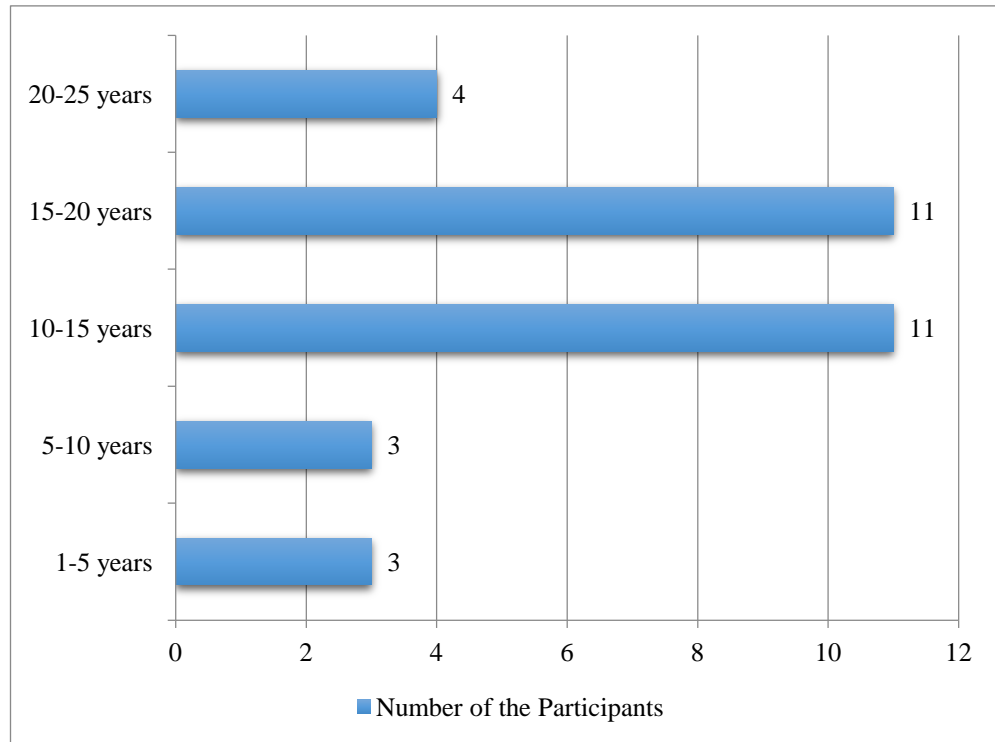


Figure 6. "How long have you been studying English?"

Although the foreign language teaching starts at primary school at state schools and mostly earlier at private schools in Turkey, the participants reported different answers to identify the time period they had been learning English (see Figure 6).

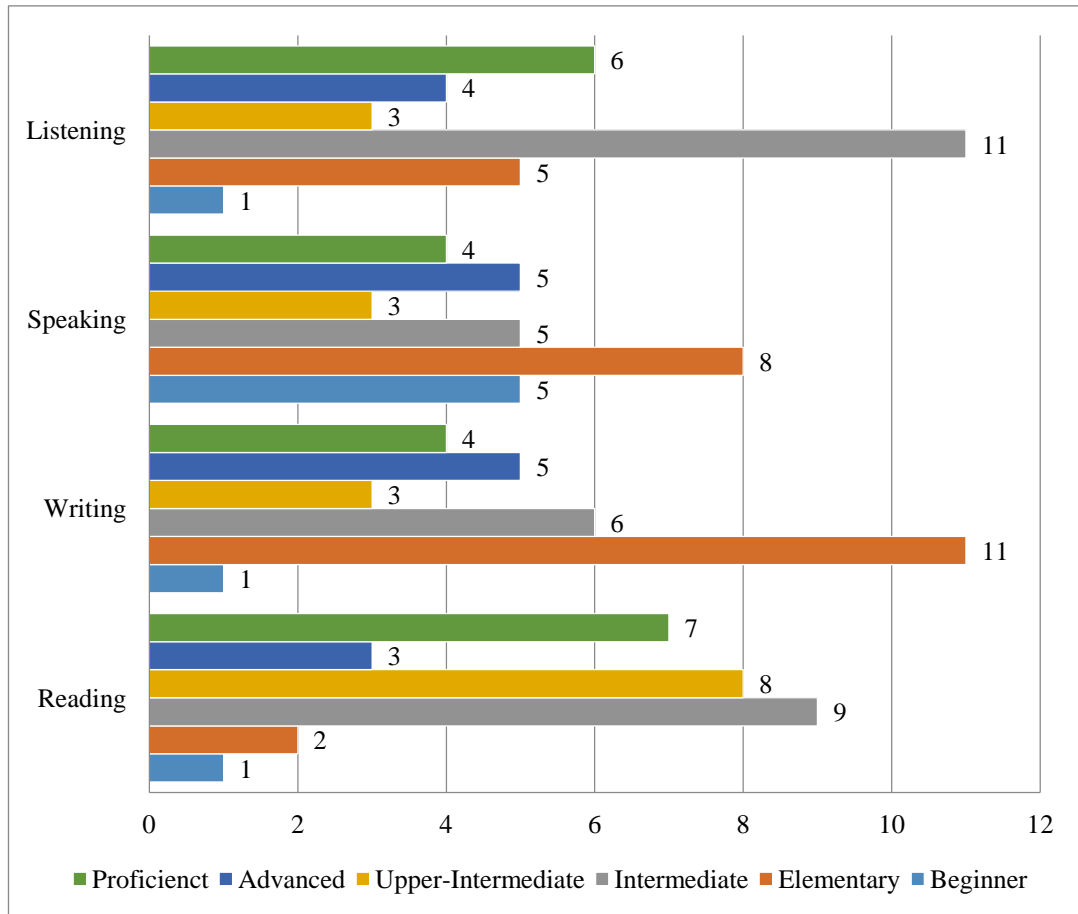


Figure 7. “At which level do you think you are on the main skills?”

Their thoughts about language skills can be analyzed further with details based on each individual participant. However, we can conclude from Figure 7 that the participants generally see themselves proficient, upper-intermediate or intermediate in reading. Their thoughts about writing and speaking skills are outstanding as most of them find themselves to be at the elementary level at these skills, and the number of beginners is high for speaking.

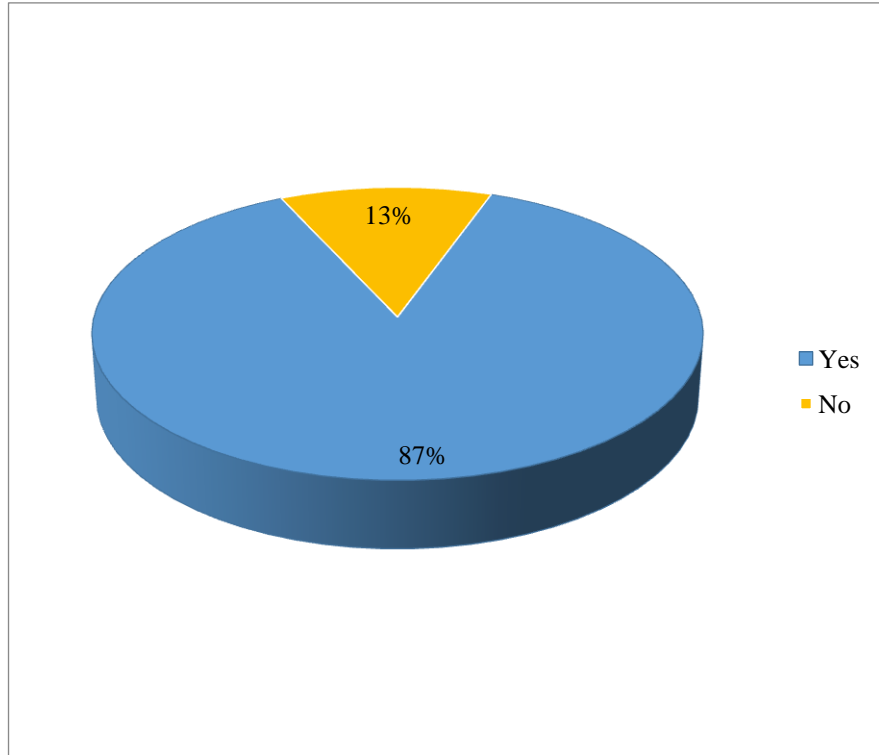


Figure 8. "Have you ever taken any English foreign language test?"

28 of the participants marked "Yes" to the question of "Have you ever taken any English proficiency exams before?" and 4 of them answered "No". As the exams are large-scale and used for a number of purposes, it was expected that the majority of them took the exam before.

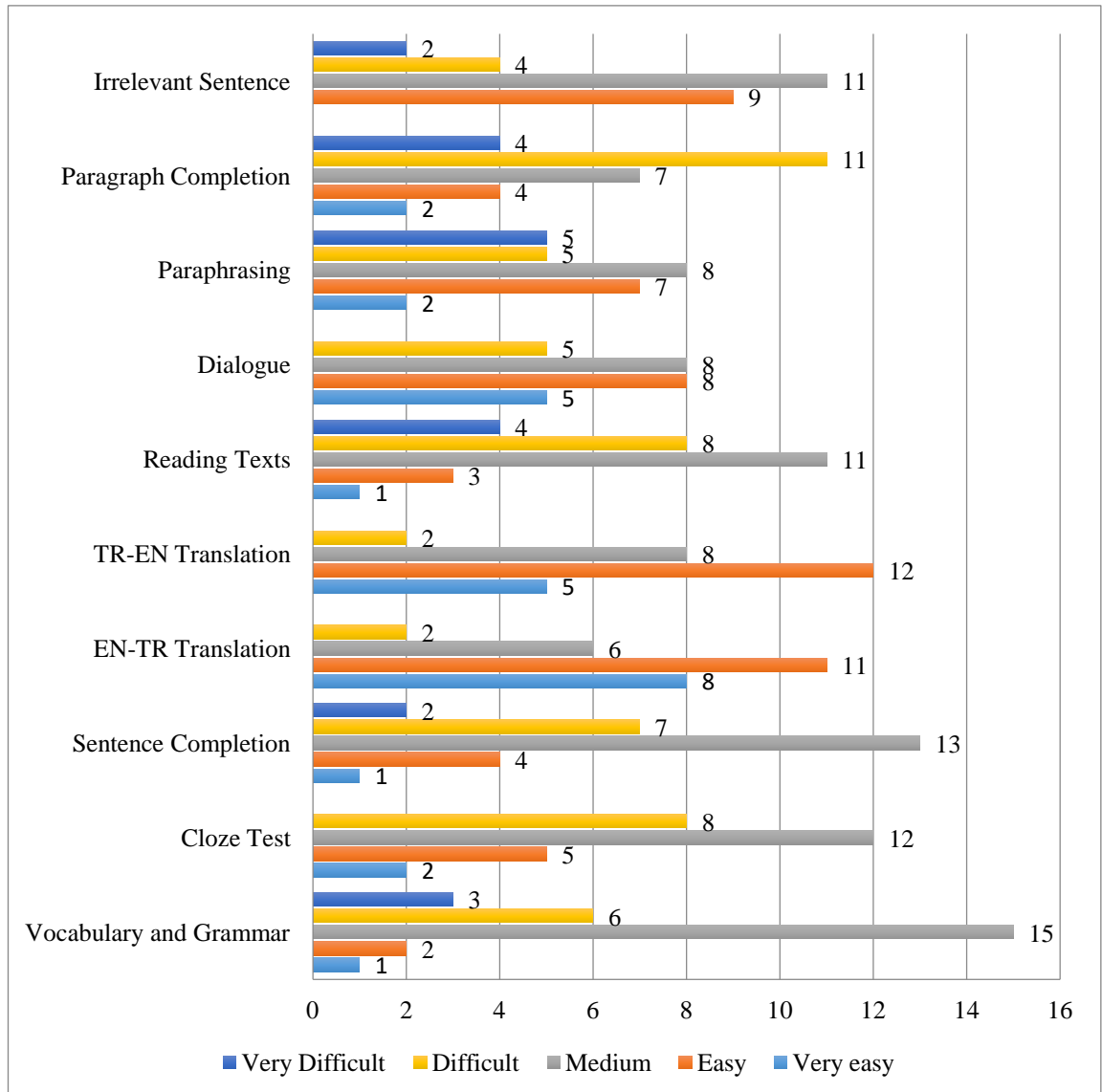


Figure 9. Question Types and Difficulty Levels for YDS

As for the participants' thoughts, those who took one or some of the exams before were asked to fill a table regarding the difficulty levels of the items. 26 people who had taken YDS before expressed their ideas on the difficulty levels as it is shown in Figure 9.

It is seen that "very difficult" was not chosen only for the categories of "TR-EN Translation" and "EN-TR Translation", "Dialogue" and "Cloze Test". The participants mostly found "Reading Texts" and "Paraphrasing" to be very difficult for them.

We can see that the participants' general point of view gathered on the "medium" level for majority of the item types. It is not possible to make sharp generalizations; however,

when “easy” marker and “very easy” marker are followed in the Figure, it can be seen they are piled in the categories of “EN-TR Translation”, “TR-EN Translation” and “Dialogue”. So, following these two levels, it can be concluded that the participants in general found translation and dialogue items easy and translation from English to Turkish easier than Turkish to English.

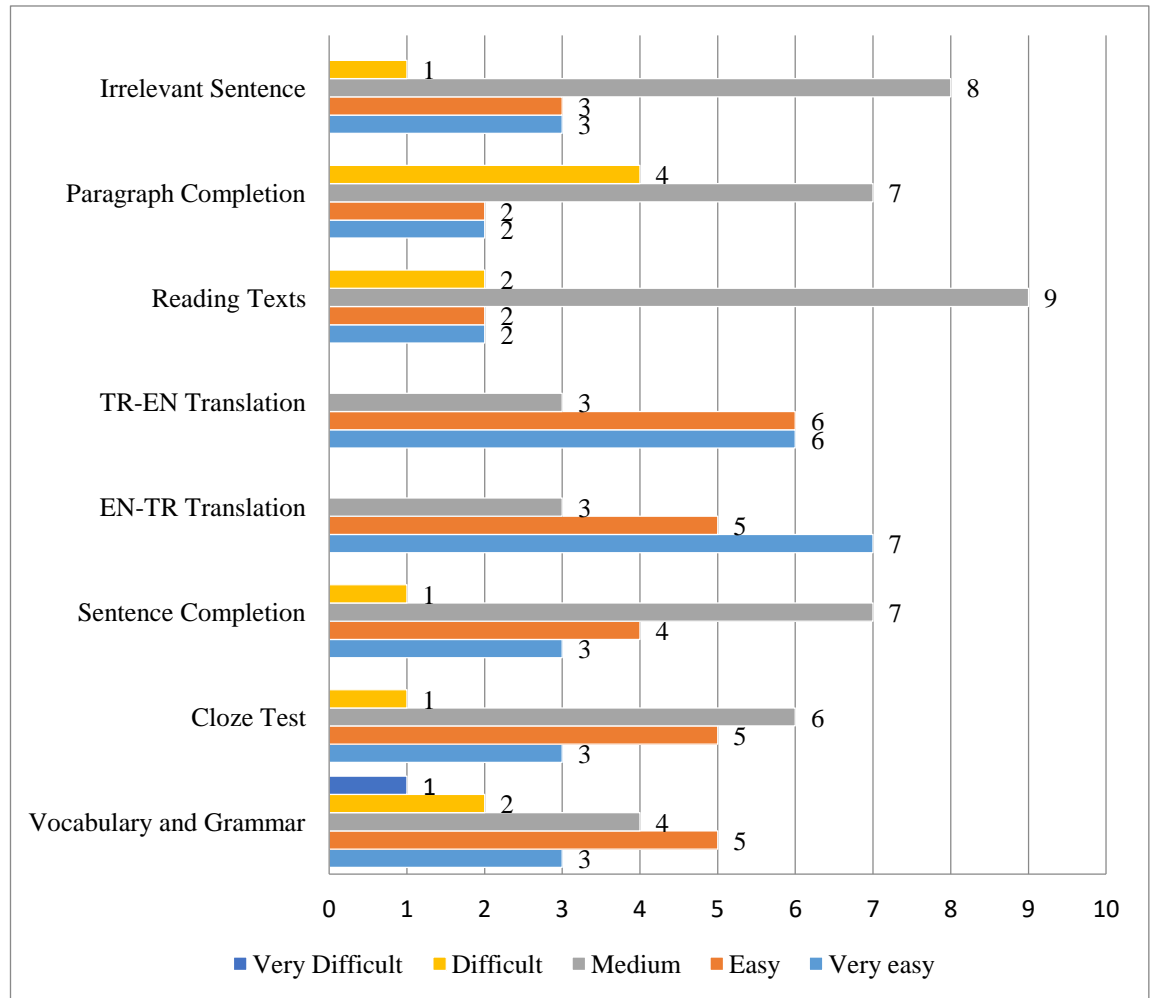


Figure 10. Question Types and Difficulty Levels for YÖKDİL

15 people who took YÖKDİL before expressed their thoughts on the difficulty levels of the items in YÖKDİL as it is given in Figure 10. As it is seen “very difficult” was only chosen for the category of vocabulary and grammar. While the other categories were mostly regarded at the medium level, it is seen that TR-EN translation items and EN-TR translation items were found “very easy”, “easy” or “medium”. When we look at the Figure in general, “very easy” is seen to be chosen for EN-TR translation the most. It

can be interpreted as participants generally find the translation items easier when compared to the other item types.

3.5. DATA COLLECTION

The participants attended to three sessions with an interval of a week to complete the study. The questionnaire and YDS were given in the first session. YÖKDİL was given in the second one, and TOEFL PBT Reading Sample Test and Translation task were given in the last session. A study room of Hacettepe University Library or the classes at the Faculties of the University was used to provide real exam standards. The same duration with the real exams were given for each of them (180 mins for YDS; 180 mins for YÖKDİL; 60 mins for TOEFL PBT Reading Sample Test). 60 minutes were given for the translation task. The participants attended to the sessions according to their availability. For these reasons, ten sessions were conducted on different days. Dictionary use was not allowed for any of the exams and the translation task. The participants completed all the exams and the translation tasks in 8 hours.

All the collected data were analyzed using R programming language.

3.6. EVALUATION OF TRANSLATION TASK

A translation task was formed with 20 sentences (10 Turkish and 10 English) taken from the stems of the translation items in previously published e-YDS exams. The participants initially translated from English to Turkish and then vice versa. The order of the task was determined based on the order of the items in YDS and YÖKDİL (first English to Turkish, secondly Turkish to English). However, the participants were not restricted to follow the order. The task was given to the participants paper-based.

For the evaluation of the translation task, a part of the translation assessment rubric proposed by Goff-Kfour (2004) was used. Goff-Kfour took the grid Heaton (1990) proposed for classroom assessment and adapted it for the assessment of translation tasks.

Correction Criteria	5	4	3	2	1
Fluency /Flow					
Grammar					
Terminology					
General Content					
Mechanics					

Table 8. Goff-Kfourri's Translation Assessment Chart

Goff-Kfourri found this rubric suitable especially for classroom evaluation since the students can get feedback according to the criteria given in the table. It is also appropriate for the evaluation of the translation tasks in the present study as the items in the task are at the sentence level, which makes most of the translation quality rubrics inappropriate for use. One more column was added to the evaluation grid referring to '0 point'.

Correction Criteria	5	4	3	2	1	0
Fluency /Flow						
Grammar						
Terminology						
General Content						
Mechanics						

Table 9. Modified Version of Goff-Kfourri's Translation Assessment Chart

Each translation item was evaluated with 25 points. The entire test was graded with 500 points (20 items x 25 pts.). The scores were later converted to percentages and the average points given by two raters were used for analysis.

Two experts in the field of translation and interpreting evaluated the participants' responses to the translation task. Inter-rater reliability was checked via Pearson moment correlation (.93).

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1. PRESENTATION

The analyses of the collected data and the interpretations of the results are presented in this chapter.

4.2. DATA ANALYSIS AND RESULTS

Research Question 1

The first research question of the study was to determine if the multiple-choice translation items are valid tools to examine language proficiency in the reading skill-based tests. To be able to answer this research question, initially, the results of the participants obtained for the YDS and YÖKDİL were correlated with their results for the reading section of TOEFL to check the validity of the English proficiency exams in Turkey. Secondly, the correlation of the translation items used in the YDS and YÖKDİL with the TOEFL PBT Reading Sample Test was obtained. Afterward, Fisher normalization was used to compare the validity coefficients of the whole exams and translation items.

Results of Correlations

To see the validity of multiple-choice translation items in YDS and YÖKDİL, the overall validity of the tests was checked. The results of the correlation test is presented in Table 10.

Pearson's product-moment correlation – YDS and TOEFL scores⁹		
t = 10.36	df=30	p < .0001
cor	0.88	

Table 10. Correlation of YDS and TOEFL Scores

⁹In all the tables, TOEFL refers to the TOEFL PBT Reading Sample Test.

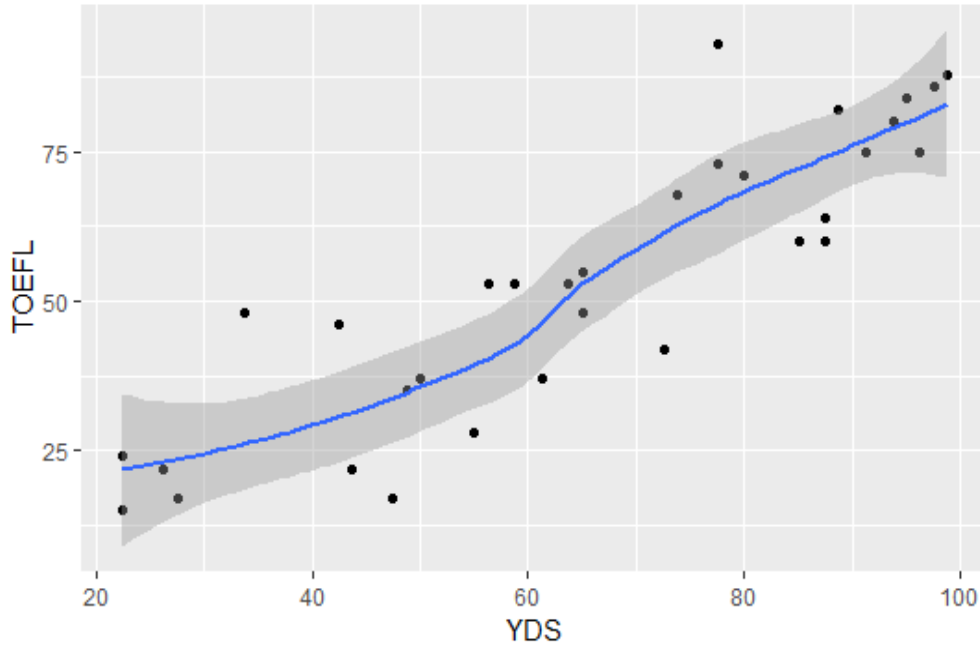


Figure 11. YDS and TOEFL PBT Reading Sample Test scores

According to the standards for interpreting validity coefficients, YDS indicates a strong validity (+0.70 means positive linear relationship) with TOEFL PBT Reading Sample Test.

The validity of the overall test of YÖKDİL was also checked with correlating the scores with those of TOEFL PBT Reading Sample Test. The result is presented in Table 11.

Pearson's product-moment correlation – YÖKDİL and TOEFL scores

t = 7.85

df=30

p < .0001

cor

0.82

Table 11. Correlation of YÖKDİL and TOEFL scores

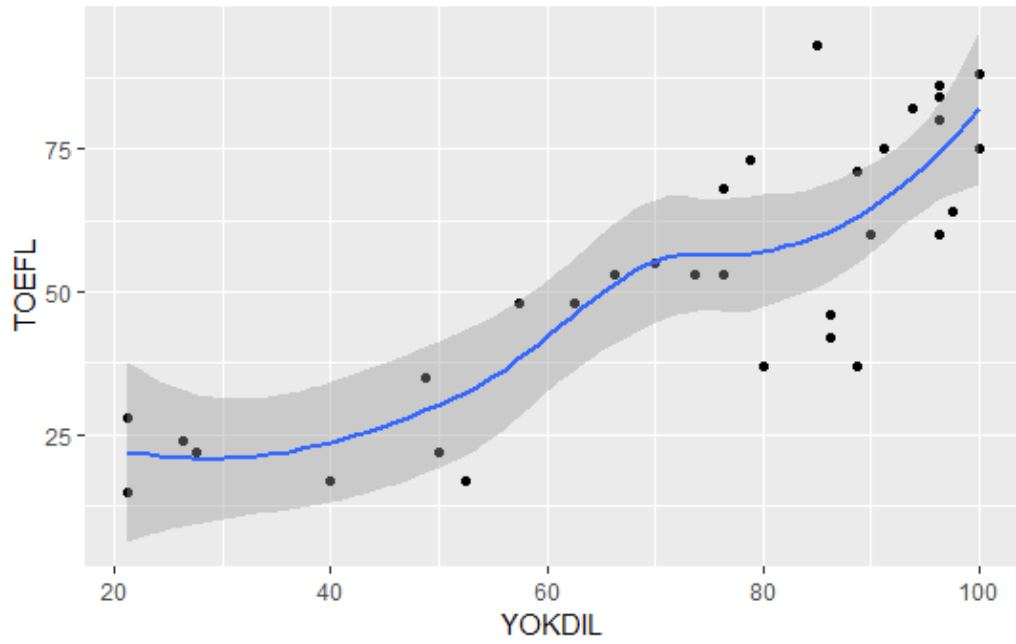


Figure 12. YÖKDİL and TOEFL PBT Reading Sample Test scores

YÖKDİL also indicates a strong validity with the TOEFL PBT Reading Sample Test. Both tests demonstrate a strong positive linear relationship.

After checking the validity of the overall exams, translation items in YDS and YÖKDİL were correlated with the TOEFL PBT Reading Sample Test to check their validity. The findings are presented in Table 12 and 13.

Pearson's product-moment correlation – YDS translation and TOEFL scores		
t = 4.18	df=30	p < .0001
cor	0.61	

Table 12. Correlation of Translation items in YDS and TOEFL scores

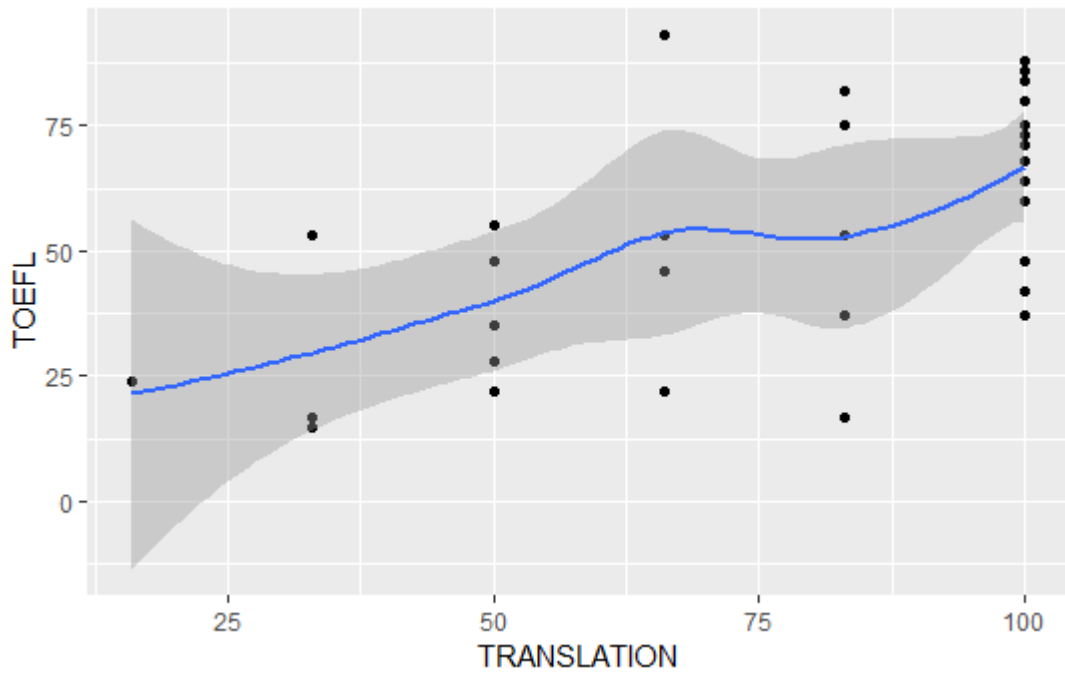


Figure 13. Translation items in YDS and TOEFL PBT Reading Sample Test scores

Pearson's product-moment correlation – YÖKDİL translation and TOEFL scores		
t = 4.15	df=30	p < .0001
cor	0.60	

Table 13. Correlation of Translation items in YÖKDİL and TOEFL scores

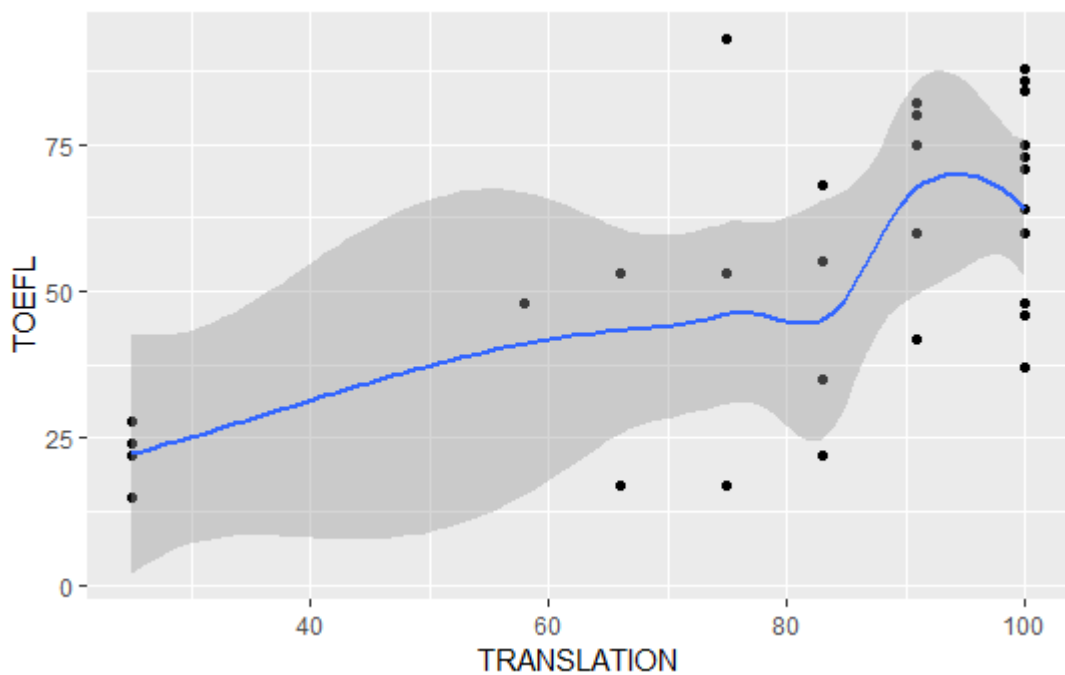


Figure 14. Translation items in YÖKDİL and TOEFL PBT Reading Sample Test scores

According to the results, translation items in YDS and YÖKDİL indicate moderate validity (+0.50 means moderate positive linear relationship) with the TOEFL PBT Reading Sample Test.

Results of the Fisher Normalization

In order to see whether or not the validity coefficients of the translation items used in the YDS and YÖKDİL are significantly lower than those of the overall YDS and YÖKDİL Fisher normalization test was conducted.

The result obtained via a converter (r-to-z transformation); p was found to be <0.05, which indicates that there is a statistically significant difference between the validity of the overall test items and the translation items for both of the tests. This means that the validity of the translation items of both tests was significantly lower than those of the YDS and YÖKDİL. Moreover, when the validity coefficients of the translation items and all the other item types used in the YDS and YÖKDİL are compared (see Figure 14 and 15), it is seen that in the YDS, translation items have the lowest validity coefficient, and in the YÖKDİL they are in the second group with the lowest validity coefficient after the paragraph completion items.

Thus, the obtained results suggest that translation items significantly decrease the validity of the YDS and YÖKDİL exams.

Item type	Correlation coefficient
Translation	0.60
Dialogue	0.68
Cloze Test	0.69
Irrelevant Sentence	0.70
Grammar	0.77
Sentence Completion	0.77
Paragraph Completion	0.78
Paraphrasing	0.79

Vocabulary	0.80
Reading Texts	0.85

Table 14. Correlation coefficients of the item groups in YDS

Item type	Correlation coefficient
Paragraph Completion	0.51
Translation	0.60
Irrelevant Sentence	0.63
Vocabulary	0.69
Sentence Completion	0.76
Cloze Test	0.77
Grammar	0.79
Reading Texts	0.82

Table 15. Correlation coefficients of the item groups in YÖKDİL

Research Question 2

The second research question of the study was to determine if the degree of difficulty of the multiple-choice translation items is compatible with the rest of the exam items. To answer this research question, the level of difficulty of the translation items was compared with that of the rest of the test items. For this purpose, t-tests were conducted to see if there is a significance difference between the participants' mean scores obtained for the translation items and the rest of the test items.

Results of T-tests

The participants' mean scores obtained for the translation items in YDS and YÖKDİL were compared with their scores for the rest of the items with the help of t-tests. The findings are presented in Table 16 and 17.

Paired t-test – YDS total and translation items		
t = -4.17	df = 31	p < .0001

Table 16. T-test of YDS total and translation items

Paired t-test – YÖKDİL total and translation items		
t = -3.90	df = 31	p < .0001

Table 17. T-test of YÖKDİL total and translation items

The results revealed that there is a statistically significant difference between the difficulty of translation items and that of the rest of the test. This means that the difficulty level of the translation items is significantly lower than the difficulty level of the rest of the YDS and YÖKDİL items.

Research Question 3

Research question 3 of the study aimed to examine whether the multiple-choice format of translation items may account for the lower coefficient of validity and/or level of difficulty. Since the results of Research Question 1 and 2 revealed that both the validity and the level of difficulty of the multiple-choice translation items were significantly lower than those of the rest of the items used in the YDS and YÖKDİL, the validity and the level of difficulty of the production translation task were examined. For this purpose, initially, the participants' results obtained for the production translation task were correlated with their results for the TOEFL PBT Reading Sample Test. Afterward, t-tests were conducted to see if there is a significance difference between the participants' mean scores obtained for the production translation task and the rest of the test items; and multiple-choice translation items. The findings are presented in Table 18.

Pearson's product-moment correlation – Product translation task and TOEFL Scores		
t = 3.93	df=19	p < .0001
cor	0.66	

Table 18. Correlation of production translation task and TOEFL scores

The production translation task indicated a moderate validity (0.66) with the TOEFL PBT Reading Sample Test.

Results of the T-tests

To find out if there is a significant difference between the participants' mean scores obtained for the production translation task and the rest of the test items, and multiple-choice translation items, t-tests were conducted (see Table 19 and 20).

Paired t-test – Production translation task and YDS scores		
t = -2.56	df = 20	p < .01

Table 19. T-test of the production translation task and YDS scores

Paired t-test – Production translation task and YÖKDİL scores		
t = -4.37	df = 20	p < .0001

Table 20. T-test of the production translation task and YÖKDİL scores

According to the results, there is a significance difference between the participants' scores obtained from the production translation task and from YDS and YÖKDİL. This means that the production translation task is more difficult than the rest of the YDS and YÖKDİL items. The results are given in Table 21 and 22.

Paired t-test – Production translation task and YDS translation items scores		
t = -5.76	df = 20	p < .01

Table 21. T-test of production translation task and YDS translation items scores

Paired t-test – Production translation task and YÖKDİL translation items scores		
t = -6.38	df = 20	p < .001

Table 22. T-test of production translation task and YÖKDİL translation items scores

There is also a significant difference between the participants' scores obtained for the production translation task and the translation items in YDS and YÖKDİL. This means that the production translation task is more difficult than the multiple-choice translation items of YDS and YÖKDİL.

In all the t-tests conducted with the production translation task, the level of difficulty of the production translation task is significantly higher than those of translation multiple-choice items and the other items of YDS and YÖKDİL.

CONCLUSIONS

Summary

The goal of this study was to examine the validity of the translation items in national language proficiency exams, YDS and YÖKDİL, for measuring foreign language proficiency through the reading skill.

For this purpose, initially, the validity of YDS and YÖKDİL was investigated using the correlation method. 32 participants' score for YDS and YÖKDİL was correlated with that of TOEFL PBT Reading Sample Test. After finding out the overall validity of the exams, participants' scores obtained for the translation items were correlated with that of the TOEFL. The correlation coefficients of the translation items and YDS and YÖKDİL were compared via Fisher normalization to see if there is a significant difference between the coefficients.

Secondly, t-tests were conducted to see whether the difficulty level of the multiple-choice translation items is compatible with the rest of the items in YDS and YÖKDİL.

According to the results of the correlations and t-tests, the study also examined whether the lower level of difficulty and validity coefficients of the translation items are related to the format of them. To this end, production and recognition skills were compared using the correlation method, and t-tests were conducted to compare the difficulty level of the production and recognition tasks.

The study aimed to answer the following questions:

1. Are translation items in the multiple-choice format valid tools to measure the language proficiency of second/foreign language learners in reading skill-based tests?
2. Is the degree of difficulty of the multiple-choice translation items compatible with the rest of the tests?

3. If the translation items in the multiple-choice format are less valid and/or significantly easier in the language proficiency exams, is it because of their multiple-choice format?

Research Question 1

According to the results, both of the exams were found to be valid (0.88 for YDS and 0.82 for YÖKDİL). Yet, when each item group was individually examined, the translation items group in YDS was found to have the lowest correlation coefficient and that in YÖKDİL was found to have the second lowest correlation coefficient among all the other item types in the exams. The translation items in YDS and YÖKDİL indicated moderate validity with the TOEFL (0.60 for the translation items in both of the exams).

According to Fisher normalization data, the difference between the correlation coefficients of translation items and the total score was significantly meaningful for both of the exams, which indicates the translation items lower the overall validity of the exams.

Research Question 2

It was found with the t-tests; the participants did significantly better on the translation items in both of the exams ($p < 0.05$). Translation items in YDS were found to be the easiest item type among all the item types. Also, they were found to be the second easiest item type among all the item types in YÖKDİL. Thus, the difficulty level of the translation items was found not to be compatible with the rest of the items in these exams.

The reflections of the exam-takers about the difficulty level of the translation items were found to be correct. When compared with all the other item groups in YDS, translation items were the easiest one for the test-takers, and they tend to increase the score of the participants.

Research Question 3

The translation items in YDS and YÖKDİL were found to have a moderate validity with the TOEFL PBT Reading Sample Test. Yet, they were less valid than the other item groups, and the entire exams both for YDS and YÖKDİL. The translation items in YDS were the least valid item group among all of the item groups and the second least valid item group in YÖKDİL.

They were also found to be significantly easier than the other item types. They were the easiest item group in YDS and the second easiest in YÖKDİL. Thus, to find out if it is because of the multiple-choice format, a comparison between the production and recognition skill was made through the translation task prepared for this study.

According to the results, the translation task prepared in the open-ended format for comparing the production and recognition skills of the participants also indicated a moderate level of validity with the TOEFL (.66). Along with the correlation of the translation task with the TOEFL, t-tests were conducted to see the suitability of the difficulty level of the translation task at the production level with the recognition level; and with the other exams. p was found to be < 0.05 in all the tests, which indicates that the participants found the production task more difficult than the other exams, YDS and YÖKDİL; and also the translation items in these exams.

Discussion and Conclusion

Considering the variety of areas in which the tests are used, their validity and the specifications of its items bear great significance. When compared with their international equivalents (e.g. TOEFL, IELTS), it is seen that four skills are measured instead of reading skill for measuring language proficiency.

It has been emphasized a lot with the previous studies in the literature that the tests conducted in Turkey for the purpose of measuring language proficiency are limited to the reading comprehension. While reading comprehension gives us a clue about the

language proficiency level of a test-taker, it does not support the other skills of language and thus does not reflect the real-life foreign language use (Heaton 1975).

Language proficiency measured through the reading skill may be appropriate to specific areas for a limited context; however, it may not refer to the real-life language use. YÖKDİL and YDS are used as proof of language for almost all the requirements proficiency in Turkey.

Taking the difficulty in forming a language proficiency test into consideration, various item groups and types may be used for fulfilling the goal of the test. In this respect, translation may also be used. However, according to the results, translation items lower the overall validity of the tests and by doing so; they accordingly decrease the quality of tests. It can be implied that the translation items are in fact a threatening factor for the quality of the test.

Another consideration of the translation items is the number of the items in the tests. It can be seen that the number of the items are lower in YDS, 6 in 80 and higher in YÖKDİL, 12 in 80. When the results of the correlation tests were compared, it was seen that the correlation coefficient of the translation items in YÖKDİL was lower than YDS. This may indicate that if the proportion of the translation items in the multiple-choice format language proficiency exam were high, the validity of the test and items would be lower as well.

Furthermore, it has been found that the translation items are easier for the test-takers when compared to the rest of the items and it can be concluded that these items increase the participants' scores because their difficulty level is not compatible with the rest of the items. The participants' claims about translation questions have been validated with this study. It can be seen from the Report ÖSYM published in 2018 that the data presented is compatible with the data obtained in this study.

The reason why the translation items were found to be less valid and easier than the other item types was also investigated. According to the results, the translation items in open-ended format and multiple-choice format both have moderate levels of validity.

Sun & Cheng (2013) checked the validity of translation items in the sentence completion format in College English Test in China, which is also a national and widely used test. They found the translation items in the sentence completion format have moderate validity as well. Thus, the translation in these three formats were proven to be less valid than the other item types, which suggests their lower validity coefficients and the level of difficulty in YDS and YÖKDİL may not be related to the multiple-choice format. Using translation as a method of measuring language proficiency in a reading test may be the main reason for the lower validity coefficients since the translation is a special skill.

Nowadays there is a rising tendency for referring to translation as the fifth skill of language, along with reading, writing, listening and speaking (Hurd, 2016; Ayachia, 2018; among others). The attempts to integrate it into the language teaching methods were made by means of the studies (Lee; Korošec; Calfoglu, 2013; among others) and it was claimed that translation could be useful in teaching, especially in grammar and vocabulary. However, even it may be useful for language teaching; it may not be necessarily as effective as other language testing methods (such as gap filling, matching, short answer questions, or open-ended questions, etc.).

The validity of translation tasks in language proficiency exams was investigated in other studies (Buck, 1992; Klein-Braley & Smith, 1985); yet, no consensus has been reached on the subject. This study proved that using translation in multiple-choice format was not a suitable method for measuring language proficiency in reading skills-based exams. To conclude, translation items in language proficiency exams in Turkey lower the overall level of validity of the exams and are a threatening factor for the quality of the exams.

Limitations of the Study

Though 32 participants attended to YDS, YÖKDİL and TOEFL PBT Reading Sample Test sessions, only 21 participants did the production translation task. Therefore, the study is limited to the data of 21 participants. They are from various educational

backgrounds, fields and levels; yet, increasing the number of participants will contribute to the study to get a broader view of validity and other implications.

The study is also limited with the method of correlation for investigating validity. As Bachman (1990), Chapelle (2011) and other prominent scholars of language testing and validity studies indicates that correlation is a traditional way for investigating validity. However, we had limited data on the tests; thus, the method we adopted was the correlation. With further analyses, their validity can be investigated further.

Suggestions for Further Research

Further study may focus on the examination of the reliability of the questions and item analysis may be conducted for obtaining deeper information about the evidential data of the items. Although validity is measured via correlation as adopted by many scholars, it is known that getting validity interpretation solely based on the scores also limits the understanding of validity. As cited by Bachman (1990, p.237):

Since testing takes place in an educational and social context, we must also consider the educational and social consequences of the uses we make of tests. Examining the validity of a given use of test scores is therefore a complex process that must involve the examination of both the evidence that supports that interpretation or use and the ethical values that provide the basis or justification for that interpretation or use (Messick 1975, 1980, 1989)

As this study is the first one in the literature attempting to measure the validity of one of the item groups both YDS and YÖKDİL contain and also checking the overall validity of the exams, it focused on the validity obtained by the scores, which is a more traditional way. However, to investigate the content validity, face validity or criterion-related validity further research may be conducted that will provide broader insights for language proficiency exams in Turkey.

Use of translation in language proficiency exams may be investigated further as well. As emphasized before it is not commonly used; yet, translation tasks in different formats can be seen in language proficiency exams such as CET or YDS.

This study attempted to be a small step into the investigation of use of translation in YDS and YÖKDİL by means of validity analyses. However, as it is aforementioned, to get more insights on these exams, a broader examination may be needed on its item types individually.

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APPENDIX 1: THE QUESTIONNAIRE

Katılımcı Profili

1. Kaç yaşındasınız?

2. Eğitim düzeyinizi işaretleyiniz.

Önlisans Lisans Yüksek lisans Doktora

3. Eğitim alanınızı belirtiniz:

4. Ne kadar süredir İngilizce öğreniyorsunuz?

5. İngilizce dil becerinizi değerlendirerek aşağıdaki tabloyu doldurunuz.

Skills / Levels Beceriler/Seviyeler	Reading Okuma	Writing Yazma	Speaking Konuşma	Listening Dinleme
Beginner Başlangıç (A1)				
Elementary Orta 1 (A2)				
Intermediate Orta 2 (B1)				
Upper-Intermediate Orta Üstü (B2)				
Advanced İleri (C1)				
Proficient İngilizce Yeterliği (C2)				

6. Daha önce herhangi bir İngilizce yeterlilik sınavına (TOEFL, IELTS, YDS, YÖKDİL vb.) girdiniz

mi? Evet Hayır

Bu soruya cevabınız EVET ise hangi sınav ya da sınavlara girdiğinizi, sınav tarihi ve skorunuz ile birlikte belirtiniz:

Sınavlar	Sınav Tarihi	Skor
TOEFL		
IELTS		
YDS		
YÖKDİL		
Diğer:		

a. YDS'ye girdiyse, soru türleri hakkında düşündüğünüz kolaylık ve zorluk düzeyine göre aşağıdaki tabloyu doldurunuz.

Question Types/Difficulty Levels Soru Türleri/Zorluk Seviyeleri	Very easy Çok Kolay	Easy Kolay	Medium Orta	Difficult Zor	Very Difficult Çok Zor
Vocabulary and Grammar Kelime ve Dil Bilgisi					
Cloze Test Cloze Test					
Sentence Completion Cümle Tamamlama					
EN-TR Translation İngilizce-Türkçe Çeviri					
TR-EN Translation Türkçe-İngilizce Çeviri					
Paragraph-Reading Comprehension Paragraf – Okuduğunu Anlama					
Dialogue Karşılıklı Konuşma					
Paraphrasing Başka Değişle Söyleme					
Paragraph Completion Paragraf Tamamlama					
Irrelevant Sentence Paragrafa Uymayan Cümleyi Bulma					

b. YÖKDİL'e girdiyseniz, soru türleri hakkında düşündüğünüz kolaylık ve zorluk düzeyine göre aşağıdaki tabloyu doldurunuz.

Question Types/Difficulty Levels Soru Türleri/Zorluk Seviyeleri	Very easy Çok Kolay	Easy Kolay	Medium Orta	Difficult Zor	Very Difficult Çok Zor
Vocabulary and Grammar Kelime ve Dil Bilgisi					
Cloze Test Cloze Test					
Sentence Completion Cümle Tamamlama					
EN-TR Translation İngilizce-Türkçe Çeviri					
TR-EN Translation Türkçe-İngilizce Çeviri					
Paragraph-Reading Comprehension Paragraf – Okuduğunu Anlama					
Paragraph Completion Paragraf Tamamlama					
Irrelevant Sentence Paragrafa Uymayan Cümleyi Bulma					

c. TOEFL'a girdiyseniz, soru türlerinin kolaylık ve zorluk düzeyine göre aşağıdaki tabloyu doldurunuz.

Question Types/Difficulty Levels Soru Türleri/Zorluk Seviyeleri	Very easy Çok Kolay	Easy Kolay	Medium Orta	Difficult Zor	Very Difficult Çok Zor
Reading Okuma					
Writing Yazma					
Speaking Konuşma					
Listening Dinleme					

APPENDIX 2: EXAMS

2018-YDS Spring/English

TEST OF ENGLISH

This test consists of 80 questions.

1-6: For these questions, choose the best word or expression to fill the space.

1. Gender studies is a multifaceted field of inquiry into social structures and social relations that has important — for the study of violence, peace and conflict.
- A) challenges B) divisions
C) implications D) drawbacks
E) requirements
2. Nano-tech products can potentially save lives as well as give us hundreds of new conveniences from enhanced drug delivery and disease — to fabric that will not stain.
- A) progression B) manipulation
C) detection D) transmission
E) inheritance
3. The thin, invisible layer of gas surrounding the Earth, which is called the atmosphere, shields us from the vacuum of space and protects us from — solar radiation.
- A) delicate B) excessive
C) vigorous D) elaborate
E) swift
4. Architectural analysis is not only a — academic pursuit, done for its own sake, but it can be informative and entertaining as well.
- A) mutually B) convincingly
C) drastically D) purely
E) deniably
5. Childcare is a broad term that — services which protect the health, safety, and well-being of children who require custodial care by adults other than their own parents for a temporary period of time.
- A) hinders B) encompasses
C) creates D) eliminates
E) suspends
6. Taking a break, and distracting your mind for a while, not only gives you the spare time to be creative, but it can also give your brain the space it needs to — creative solutions to problems you have been struggling with.
- A) make up for B) get away from
C) fight back against D) look up to
E) come up with

2018-YDS Spring/English

7-16: For these questions, choose the best word(s) or expression(s) to fill the space(s).

7. A number of studies have concluded that a given level of carbon dioxide in the atmosphere — less warming than previously —.

- A) is producing / to think
- B) has produced / thinking
- C) produces / thought
- D) has been producing / having thought
- E) had produced / being thought

8. Anyone who — unusual reactions to antihistamines (medicines that relieve or prevent the symptoms of some kinds of allergy) in the recent past — his or her physician know before taking the drugs again.

- A) used to have / might let
- B) had had / must have let
- C) was having / could let
- D) has had / should let
- E) had / might have let

9. By 2.5 million years ago, when they began — stone tools, early humans had understood that they — the natural world to their own advantage.

- A) to have made / had to alter
- B) to make / used to alter
- C) making / could alter
- D) having made / should have altered
- E) to have been making / must have altered

10. Dramatists and scriptwriters could place their characters — the centre of a terrifying human conflict, and may allow us to watch these characters suffer the pains of avoiding a collision — the conflict.

- A) on / for
- B) over / in
- C) at / with
- D) to / about
- E) by / from

11. — the problems of obesity and disordered eating growing around the world, public health professionals have focused research efforts on identifying potential causes and treatments — these related problems.

- A) About / in
- B) On / towards
- C) With / for
- D) Through / from
- E) Among / at

2018-YDS Spring/English

12. — there is no consensus among folklorists on how to define folklore nor how to explain the issues of the meaning and the function of it, folklore generally refers to cultural expressions, such as narratives, music, dance, beliefs and festivals.

- A) Once
- B) While
- C) Until
- D) As
- E) In case

13. Industrial nations consume nearly 75 to 80 percent of the fossil fuels burned each year; —, they are responsible for the majority of greenhouse gas emissions.

- A) instead
- B) on the contrary
- C) as a result
- D) for example
- E) however

14. Buildings such as the Hagia Sophia in Istanbul, Turkey date back to the sixth century and yet are still standing — they are located in earthquake-prone areas.

- A) as long as
- B) unless
- C) as if
- D) although

15. In statistics, — the standard deviation allows us to see how much individuals vary within a sample, — the standard error allows us to estimate how much samples will vary within a population.

- A) whether / or
- B) no sooner / than
- C) rather / than
- D) hardly / when
- E) just as / so

16. The idea of the Internet was initially to provide redundancy of communications — a catastrophic event like a nuclear blast, which might destroy a single connection or computer but not the entire network.

- A) such as
- B) on behalf of
- C) in terms of
- D) in addition to
- E) in case of

17-21: For these questions, choose the best word or expression to fill the spaces in the passage.

Fossil fuel use is one of the main causes of climate change and the greenhouse effect. (17)—, we must significantly reduce carbon dioxide emissions from activities like heating and transportation. One option would be to (18)— to renewable energy sources wherever possible, such as solar, hydropower, wind or geothermal systems. Another important step is to reduce our individual energy footprint. For example, driving a car places a particularly high burden on the environment (19)— the carbon dioxide emissions into the air. Yet, we should keep in mind that there are several ways to lessen the impact and still continue (20)— cars. For instance, by choosing (21)— many new energy-saving models, we can help reduce harmful emissions.

- 17.
- A) Conversely
 - B) Similarly
 - C) Otherwise
 - D) However
 - E) Therefore

- 18.
- A) confine
 - B) object
 - C) switch
 - D) accommodate
 - E) respond

- 19.
- A) regardless of
 - B) rather than
 - C) as opposed to
 - D) due to
 - E) In spite of

- 20.
- A) to have used
 - B) being used
 - C) using
 - D) to be used
 - E) having used

- 21.
- A) from
 - B) onto
 - C) at
 - D) towards
 - E) over

2018-YDS Spring/English

22-26: For these questions, choose the best word or expression to fill the spaces in the passage.

When fighting fat, and trying to eat healthily, changing your eating environment is easier than changing your mind. A research team in the US has set about uncovering the hidden persuaders in our homes that trick us (22)—overeating—things like serving spoons, cupboards and colours. But most of these tempters can also be reversed to make us slimmer and healthier. (23)—there are many solutions to mindless eating, most of them will go undiscovered because if we have a problem with our diet, we tend to focus on food itself, not on our surroundings. All that requires willpower, which is hard work and has to last a lifetime to be (24)—successful. Research has found subtle ways to change our homes, workplaces, schools, or modify our approach to restaurant dining and grocery shopping, so we mindlessly eat less (25)—eating more. If we want to automatically eat better, we do not need to change our minds, we (26)—our surroundings.

- 22. A) against B) into C) without
- D) behind E) off

- 23. A) Given that B) Just as C) Before
- D) Unless E) Although

- 24. A) coincidentally B) vaguely
- C) truly D) partially
- E) seemingly

- 25. A) due to B) instead of
- C) with regard to D) in terms of
- E) together with

- 26. A) have to optimise B) must have optimised
- C) may have optimised D) could have optimised
- E) would optimise

2018-YDS Spring/English

27-36: For these questions, choose the best option to complete the given sentence.

27. Because of its power and potential for both harm and good, —.
- A) modern meteorology has made notable improvements in the critical discipline of predicting severe weather
 - B) meteorologists are the only professionals who can keep their jobs and still be wrong half the time
 - C) scientists have studied cloud seeding with the goal of making it rain in places experiencing prolonged droughts
 - D) the weather has been a subject of intense interest and scrutiny by human beings since ancient times
 - E) it seems unlikely that we will ever get to the point of being able to predict the weather with 100 percent accuracy
28. Forensic investigators must collect evidence while the crime scene is still fresh —.
- A) because forensic science is the use of scientific methods to investigate crimes
 - B) since forensic scientists study evidence at the homes and workplaces of suspects
 - C) although it is the job of forensic scientists to provide evidence at a criminal trial
 - D) even if the area is unsafe and they have to work under armed guard
 - E) as many sciences, from chemistry to engineering, are used in an investigation
29. Although alchemy began as a way to turn other metals into gold, —.
- A) it matured into a system of thinking about nature that contributed to the development of modern chemistry
 - B) alchemistic ideas and practices flourished in the ancient world within several cultural traditions
 - C) a number of spectacular failures eventually led to the disappearance of alchemy in China
 - D) alchemists continued in their relentless quest for gold well into the sixteenth century
 - E) its objectives were to find ways of accelerating the rates at which metals could be changed into gold
30. Although the available evidence shows no use of colour or decoration on early footwear, —.
- A) the existence of twenty-five-thousand-year-old clothing suggests that footwear may be older than is even presently known
 - B) the elaborate weaving on some shoes seems to indicate that prehistoric people would care about the appearance of the shoes
 - C) prehistoric shoes had to resist heavy usage, whether made from leather or from plant fibers
 - D) the oldest known shoes are ten-thousand-year-old sandals found in a desert area of eastern Oregon of the US
 - E) prehistoric humans would make their shoes shortly after killing animals, such as sheep and deer

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31. While most research on the role of genetics and the heritability of aggression has ruled out the idea of an aggressive gene, —.
- A) most definitions of aggression indicate that it represents behaviours that are intended to hurt or harm another
 - B) it is currently thought that one might inherit the biological susceptibility for being aggressive
 - C) one of the most widely discussed theories of aggressive behavior is Albert Bandura's social learning theory
 - D) there are a number of different ways to conceptualise subtypes of aggressive behaviours
 - E) much of the research on aggression has focused primarily upon children who are physically aggressive
32. —, it will not be possible to turn a draft into a finished piece of work.
- A) Although an author may have a hard time evaluating what he or she has written
 - B) Even if an author thinks that characterisation is poor in his or her work
 - C) Unless an author knows the strengths and weaknesses of a manuscript
 - D) Because an author should realise that revision turns an amateur into a professional
 - E) When rewriting and polishing lead an author to produce a good novel
33. Some birds build nests simply to protect their young —.
- A) since many small animals that live above the ground make their homes in trees
 - B) until they have learned how to look after themselves and survive in the wild on their own
 - C) given that they make mud huts that are placed in all kinds of places, from undergrowth to fence posts
 - D) although sometimes a squirrel takes over an empty bird's nest and makes its home there
 - E) while colonies of wasps build their nests from the top downward
34. Of the 20 amino acids that make up all proteins, 9 are considered essential —.
- A) if thousands of proteins are assembled from some 20 different amino acids
 - B) as the best sources of complete protein are lean meats, fish, low-fat dairy products, and eggs
 - C) even if some foods are better sources of protein than others
 - D) because they cannot be made in our bodies and must be obtained from the foods we eat
 - E) although the proteins in the foods we eat are digested first into small peptides

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35. Trans fat may be as harmful to your health as saturated fat —.
- A) because it increases blood cholesterol levels, among other adverse effects
- B) although major sources are hardened vegetable fat such as margarine
- C) as long as foods high in saturated fat include red meats and dairy products
- D) since a diet that has generous amounts of vegetables is naturally lower in fat
- E) even if a diet high in fat can also be unnecessarily high in calories
36. —, he was foremost an inventor and more interested in attracting public interest in his work than advancing scientific knowledge.
- A) When the philosopher Alfred North Whitehead famously credited Thomas Edison with the discovery of a method of invention
- B) While Thomas Edison saw himself as a member of the larger scientific community and presented papers before the National Academy of Sciences
- C) As Thomas Edison began his inventive career by becoming a contract inventor in the telegraph industry after working as a telegraph operator in the mid-1860s
- D) Because Thomas Edison depended more on the assistance of a large staff of experimenters and machinists who made important contributions to his inventive efforts
- E) Although reputation was significant for Thomas Edison, particularly because of his popular image as the primary inventor of several new technologies

37-42: For these questions, choose the most accurate Turkish translation of the sentences in English, and the most accurate English translation of the sentences in Turkish.

37. Since the 1970s, media literacy has developed through the work of educators who have implemented programs to explore mass media, popular culture, and communication technologies with children and young people.
- A) Medya okuryazarlığı, kitle iletişimini, popüler kültürü ve iletişim teknolojilerini çocuklar ve genç insanlarla keşfetmek için çalışan eğitimcilerin yaptığı programlar sayesinde 1970'lerden beri gelişmektedir.
- B) 1970'lerden beri medya okuryazarlığı, çocuklarla ve genç insanlarla kitle iletişimini, popüler kültürü ve iletişim teknolojilerini keşfetmek için programlar uygulayan eğitimcilerin çalışmaları aracılığıyla gelişmektedir.
- C) Çocuklar ve genç insanlarla kitle iletişimini, popüler kültürü ve iletişim teknolojilerini keşfetmek için programlar düzenleyen eğitimcilerin çalışmaları sayesinde medya okuryazarlığı 1970'lerden günümüzdeki hâline gelmiştir.
- D) Medya okuryazarlığının gelişmesi çocuklarla ve genç insanlarla kitle iletişimini, popüler kültürü ve iletişim teknolojilerini keşfetmek için 1970'lerden beri programlar uygulayan eğitimcilerin çalışmaları sayesinde olmuştur.
- E) Kitle iletişimini, popüler kültürü ve iletişim teknolojilerini keşfetmek üzere 1970'lerden beri çocuklara ve genç insanlara uygulanan programlar eğitimcilerin çalışmalarıyla birlikte medya okuryazarlığını geliştirmiştir.

38. As members of households established complex relationships with outsiders during the agrarian era, they came under the influence of new rules, structures, and expectations.

- A) Hane fertleri, tarım dönemi boyunca yabancılarla çeşitli ilişkiler kurarak yeni kuralların, yapıların ve beklentilerin etkisi altına girmişlerdir.
- B) Hane fertlerinin yabancılarla karmaşık ilişkiler kurması tarım dönemine denk gelmiştir ve bu dönemde yeni kurallardan, yapılardan ve beklentilerden etkilenmişlerdir.
- C) Tarım döneminde hane fertlerinin yabancılarla çeşitli ilişkiler kurmasının sebebi; yeni kuralların, yapıların ve beklentilerin etkisi altına girmiş olmalarıdır.
- D) Tarım döneminde hane fertleri yabancılarla karmaşık ilişkiler kurdukça yeni kuralların, yapıların ve beklentilerin etkisi altına girmişlerdir.
- E) Yeni kuralların, yapıların ve beklentilerin etkisi altına giren hane fertleri, tarım döneminde yabancılarla daha karmaşık ilişkiler kurmuşlardır.

39. More than a hundred different studies have shown that there really is a significant relation between happiness and physical health.

- A) Yapılan yüzden fazla farklı çalışma göstermiştir ki mutluluk ile beden sağlığı arasında gerçekten önemli bir ilişki bulunabilir.
- B) Mutluluk ile beden sağlığı arasındaki önemli bir ilişkinin gerçekliği, yüzden fazla farklı çalışma sayesinde ortaya konmuştur.
- C) Mutluluk ile beden sağlığı arasında gerçekten önemli bir ilişki olup olmadığının göstermek için yüzden fazla farklı çalışma yapılmıştır.
- D) Yüzden fazla farklı çalışma, mutluluk ile beden sağlığı arasında gerçekten önemli bir ilişki olduğunu göstermiştir.
- E) Yüzden fazla farklı çalışmaya göre, mutluluk ile beden sağlığı arasında gerçekten önemli bir ilişki olabilir.

40. Karşılaştığımız bütün problemleri eşit derecede iyi çözemeyebiliriz, çünkü her bir problem farklı ve yaratıcı bir çözüm gerektirebilir.

- A) We cannot solve all the problems we encounter equally well because we may need to develop a unique and creative solution to each problem.
- B) The reason why we may not deal with all the problems we confront equally well is that each problem may require a different and innovative solution.
- C) Because each problem may call for a distinct and creative solution, all the problems we face cannot be settled equally well.
- D) We may not be able to solve all the problems we confront equally well since each problem might require a different and creative solution.
- E) We could not overcome all the problems we encounter equally well now that a different and innovative solution may need to be produced for each problem.

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41. 20. yüzyılın başlarında Albert Einstein adında genç bir Alman, klasik fiziği sarsarak ve mutlak bir zaman ve uzay fikrini sonlandırarak görelilik kuramını öne sürdü.

- A) At the turn of the 20th century, a young German named Albert Einstein proposed his theory of relativity, shaking classical physics and ending the idea of an absolute time and space.
- B) A young German named Albert Einstein shook classical physics at the beginning of the 20th century and put forward his theory of relativity, ending the idea of an absolute time and space.
- C) At the turn of the 20th century, a young German named Albert Einstein shook classical physics and ended the idea of an absolute time and space by proposing his theory of relativity.
- D) Proposing his theory of relativity at the turn of the 20th century, a young German named Albert Einstein shook classical physics and ended the idea of an absolute time and space.
- E) The theory of relativity, proposed by a young German named Albert Einstein at the beginning of the 20th century, shook classical physics and ended the idea of an absolute time and space.

42. Çıraklık sistemleri Avrupa ve Asya ülkelerinde yaygın bir biçimde kullanılmaya başlanmış olsa da Birleşik Devletler'dekinden biraz farklı bir biçimde işlemektedir.

- A) Although apprenticeship systems have been used widely in European and Asian countries, they operate in a somewhat different manner than those in the United States.
- B) European and Asian countries have been widely using apprenticeship systems that operate in a slightly different manner than the United States.
- C) Apprenticeship systems are widely used not only in European and Asian countries but also in the United States, but in a somewhat different manner in the former.
- D) Both European and Asian countries and the United States have been widely using apprenticeship systems, but the latter has been practising it in a slightly different manner.
- E) There is a slight difference between the apprenticeship systems in European and Asian countries and those in the United States, though both have been widely used for a long time.

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43-46: Answer these questions according to the passage below.

Pick up a glass, fill it from the tap and take a sip. You just had a tiny dose of the pill your neighbour took days before. Excreted and flushed through our sewage works and waterways, drug molecules are all around us. A recent analysis of streams in the US detected an entire pharmacy: diabetic medications, muscle relaxants, opioids, antibiotics, antidepressants and more. Drugs have even been found in crops irrigated by treated waste water. The amounts that end up in your glass are minuscule, and will not lay you low tomorrow. However, someone prescribed multiple drugs is more likely to experience side effects due to these small doses, and risks rise exponentially with each drug taken by a person over 65. "These drugs have been individually approved but we have not studied what it means when they are together in the same soup," says Mae Wu at the National Resources Defense Council (NRDC).

43. Which of the following can be true about the tap water in the US?

- A) The drugs in the tap water are not expected to have immediate side effects on healthy people.
- B) There can be a lower risk for elder members of society who take more than one drug a day.
- C) Most drugs in the tap water are harmless, but illegal ones can make people sick.
- D) It is more likely for a person to be affected if there are multiple drug residues in the tap water.
- E) The tap water used in houses does not cause negative effects for adults at all.

44. It is pointed out in the passage that the tap water —.

- A) can dramatically increase the severity of diseases due to the variety of compounds found in it
- B) contains drugs that have been found to be illegal as they are harmful for human health
- C) makes it possible for us to determine the types of pills our neighbours take every day
- D) contains medicinal leftovers, which can pass on to us when we drink water from our taps
- E) does not pose any threats for human health because most of the drugs dissolve quite well in it

45. What can be inferred from Mae Wu's words?

- A) The combination of medical waste in the tap water creates a very hazardous toxic soup.
- B) She believes that drinking tap water can cause serious side effects in most people.
- C) The NRDC is planning to study the effects of drugs when they are together in the same mixture.
- D) Despite being approved individually, all drugs can be dangerous when mixed with tap water.
- E) She is unsure of the health effects of the combination of small doses of different drugs in the tap water.

46. What is the main purpose of the author?

- A) To blame the US authorities for failing to take precautions against drug leftovers
- B) To catch the attention of academicians to find a solution to the problem of contaminated tap water
- C) To dissuade readers from continuing to use tap water in the US
- D) To warn readers against possible health risks that may be caused by tap water
- E) To call for more action from the NRDC in sterilising tap water

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47-50: Answer these questions according to the passage below.

Admired by native peoples for thousands of years, the Texas horned lizard has an array of abilities. It mostly eats ants – lots of them, and most parts of an ant's body are indigestible, which necessitates a huge stomach. Eating more than two hundred ants per day means exposure out in the open for long periods, and having a 'heavy' stomach means that a horned lizard finds it difficult to run away from predators. Instead, it relies on an armory of defences. It has camouflage colouring, with an outline broken up by spines and outgrowths, and it will freeze if a predator approaches. Its horns and spines can pierce the throat of a snake or bird, and it can hiss and blow itself up to look even more fearsome. When it comes to coyotes, foxes, and dogs, a horned lizard's most spectacular defence is to squirt foul-tasting blood from the sinuses behind its eyes. That usually has the desired effect. But it squirts only when it is provoked, since it risks losing up to one quarter of its blood. Such abilities are, however, no defense against human invasion of its land. Its strange shape and colouring has made it attractive to reptile collectors, and its habit of freezing means that it is prone to being run over.

47. For a horned lizard, eating too many ants means that it —.

- A) has to spend more time to digest what it has eaten than to hunt for food
- B) is more vulnerable to predators while trying to run away
- C) will become highly indigestible for its predators
- D) seems to get physically stronger in its struggle to survive in the wild
- E) causes a huge decrease in the ant population living around its habitat

48. How does a horned lizard defend itself when faced with a predator?

- A) It blends into its surroundings using its natural colouring and shape.
- B) It freezes the predator with the help of its spines.
- C) It makes itself smaller than normal to confuse the predator.
- D) It releases a kind of liquid to make the predator suffocate.
- E) It changes its colour and shape to become more threatening to its predators.

49. It could be bad for a horned lizard to use its own blood for defence because —.

- A) it might lose a high amount of blood, which would put its life at risk
- B) predators like the taste of the blood, making them more willing to eat it
- C) the bright colour of the blood could make it easy for predators to see it
- D) it is an ineffective way of defence when the predator is a snake or bird
- E) the smell of the blood could attract more predators

50. Upon contact with humans, a horned lizard —.

- A) is often hunted by collectors due to being confused with other reptiles
- B) attacks humans in an effort to defend its territory
- C) is likely to be run over because it does not move when in danger
- D) immediately changes its original shape and colour
- E) tries to escape by crawling rather than moving fast

51-54: Answer these questions according to the passage below.

More mythology surrounds the shark than any other creatures in the ocean. This is partly a symptom of their colossal size – adult male great whites can measure in excess of five metres; the temptation for humans to add a metre here or there after reported sightings is irresistible. Sharks are also, by nature, mysterious. Scientists still know next to nothing about great whites' breeding habits; a birth in the wild has never been observed. One of the biggest great white shark myths is that the creature, disabled by its notoriously poor vision, often mistakes surfers and scuba-divers for its main prey – seals and sea lions. "Completely false," says Richard Aidan Martin, director of the ReefQuest Centre for Shark Research in Vancouver, Canada. After observing 1,000 predatory attacks on sea lions by great whites for five years, he states that the sharks rocket to the surface and crush their prey with incredible force; however, they usually approach humans with leisurely or undramatic behaviour. Martin points out that great whites are curious and investigative animals, which is what most people do not realise. When great whites bite something unfamiliar to them, whether a person or a sea creature, they are looking for tactile evidence about what it is. They usually throw humans out of their mouth after an exploratory bite rather than swallow them for food because humans are too bony. To add more, great whites must be extremely selective about their diet. Their digestive tracts function very slowly, and eating the wrong thing would slow the shark down for days and stop them from consuming anything else.

51. It is understood from the passage that great whites

- A) have hardly ever been examined in terms of their breeding habits
- B) are mysterious because why they mainly prey on seals and sea lions has not been clarified
- C) are giant creatures whose size can never be measured exactly
- D) have been studied more extensively than any other creatures in the ocean
- E) have unusual breeding habits to which scientists have been paying particular attention

52. It is emphasised in the passage that Richard Aidan Martin

- A) monitored great whites mistaking surfers and scuba-divers for seals and sea lions
- B) focused especially on the disadvantages of great whites' notoriously poor vision
- C) examined attacks on sea lions by great whites to prove their aggressive nature
- D) noted that great whites do not come closer to humans in an actively predatory way
- E) tried to collect precise information on great whites by observing 1,000 attacks on humans

53. Which of the following is pointed out in the passage?

- A) Great whites confuse humans with seals and sea lions due to their low ability to see.
- B) Great whites bite humans to explore if their bones are to their taste.
- C) Great whites are often incapable of choosing the right food for their diet.
- D) Great whites avoid biting humans and sea creatures that are unfamiliar to them.
- E) Great whites' diet does not include humans because they have too much bone for them.

54. Which could be the best title for this passage?

- A) The Extraordinary Diet of Great Whites
- B) The Unknown World of Great Whites
- C) Deadly Attacks of Great Whites on Humans
- D) The Impressive Size of Great Whites
- E) Enormous Diversity of Great Whites' Prey

55-58: Answer these questions according to the passage below.

The story of *Hansel and Gretel*, in which two children outsmart a witch who is about to destroy them, was passed down to us from the brothers Jacob and Wilhelm Grimm. They began recording various folk tales told to them by villagers and farmers near the town of Kassel, Germany, in about 1807. *Hansel and Gretel* was told to the brothers by a young girl, Doretchen Wild, who years later became Wilhelm Grimm's wife. The fairy tale gained wide popularity after German composer Engelbert Humperdinck made it the basis of a children's opera, first introduced in Munich in 1893. However, the opera, as well as subsequent versions of the story, omits the most traumatising aspect of the traditional tale: the parents' deliberate abandonment of their children to the wild beasts of the forest. Another important feature of *Hansel and Gretel* is that it was not only known through German oral tradition. A version circulating in France as early as the late 17th century had a house made not of gingerbread but of gold and jewels, in which a young girl is held by a giant whom she eventually pushes into his own fire. However, it was the Grimm brothers who immortalised the tale for future generations – an excellent story that every child throughout the world should come across.

55. Which of the following can be said about the story of *Hansel and Gretel*?

- A) It was initially written by the Grimm brothers and became very popular in a short time.
- B) It illustrates the dangers faced by two children who lived in Kassel, Germany, in about 1807.
- C) It reveals the typical features of German culture because it is told by villagers and farmers.
- D) It was verbally transferred to the Grimm brothers like some other stories.
- E) It was told by Doretchen Wild to the villagers and farmers in Kassel, Germany.

56. What can be understood about Humperdinck?

- A) He was criticised for presenting *Hansel and Gretel* differently from the previous versions of it.
- B) He intentionally highlighted some details of *Hansel and Gretel* to increase its popularity.
- C) He reached a large audience especially attracted to the opera but not to the story of *Hansel and Gretel*.
- D) He made *Hansel and Gretel* quite famous by producing a children's opera inspired by the story.
- E) He removed the traumatising part of *Hansel and Gretel* to create a more cheerful story.

57. The saddest part of *Hansel and Gretel* is that —.

- A) a giant in France is pushed into a fire by a little girl
- B) the children's parents are not aware of the dangers of wild beasts in the forest
- C) the parents do not care for their children and cause them to get caught by a witch
- D) despite the presence of wild beasts, the children are left alone in the forest without any concern
- E) a young girl is captured in a giant's house

58. What is the Grimm brothers' impact on the story of *Hansel and Gretel*?

- A) They gave inspiration to many other arts, and showed a fairy tale can be a product of popular culture.
- B) They recorded one of the diverse versions of the story and made it universally known as a children's literature must-read.
- C) They added a new dimension to children's literature by telling a story which has wild beasts and witches trying to catch children.
- D) They proved that the important thing is to record a story so it can be used in other cultural activities.
- E) They showed that traumatising events can be used as instructions for children.

59-62: Answer these questions according to the passage below.

In Bertrand Piccard's family, there is a tradition of being first. His grandfather, Auguste, was the first person to ride a balloon into the stratosphere. His father, Jacques, was the first to reach the Earth's deepest point, the Pacific's Mariana Trench. And in 1999, Piccard completed the first non-stop, around-the-world balloon flight. This feat, plus an environmentally conscious approach to innovation, spurred the renowned Swiss adventurer to dream of circumnavigating the globe in a plane that uses no fuel. The result is the Solar Impulse 2, an aircraft equipped with more than 17,000 solar cells. Thanks to lithium batteries that efficiently store energy reserves, it is the first solar-powered plane that can fly through the night. "If we want to solve our pollution and energy problems," says Piccard, a psychiatrist by training, "we need to increase our energy efficiency and focus on clean technologies. Solar Impulse 2 is really a way to show that those technologies are mature."

59. What can be inferred about Piccard's father and grandfather?
- A) They preferred to follow their dreams rather than have careers.
 - B) They were not afraid of taking risks and pursuing their dreams.
 - C) They were both renowned scientists in their fields.
 - D) They were very supportive of Piccard's ambitions.
 - E) They were just as concerned about the environment as Piccard.

60. What motivated Piccard to fly around the world in a solar-powered plane?
- A) His desire to follow in his family's footsteps and continue their tradition of being first
 - B) His awareness of the need to develop environmentally friendly, cost-effective engineering
 - C) His previous success and his desire to be environmentally friendly
 - D) His attempt to make the world's first balloon flight
 - E) His knowledge of green technologies and his family's concern about pollution and energy problems
61. What is clearly stated as being unique about Piccard's aircraft?
- A) It has more solar cells than any aircraft built before it.
 - B) It runs completely on the cleanest lithium batteries.
 - C) It has very efficient energy storage means, which will allow it to fly at night.
 - D) It uses solar cells for power, allowing it to fly without fuel or the need to ever stop.
 - E) It reserves all the energy it gains from the solar cells in lithium batteries.
62. In Piccard's own words, what is the main purpose of Solar Impulse 2?
- A) To show that a plane with no fuel is able to fly around the world
 - B) To indicate that more needs to be done to further develop solar-powered planes
 - C) To contribute to the improvement of lithium batteries' efficiency
 - D) To demonstrate that the technology available today is ready to help solve pollution and energy problems
 - E) To prepare the world for the next generation of clean technologies

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63-67: For these questions, choose the best option to complete the dialogue.

63. Reporter:

- Kids love to eat hamburgers, but they're not very healthy. Tell us about the public school initiative to make lunches healthier for students.

Dietician:

- With some help from food engineers, we've created a mushroom-beef blend that's being used in schools across the country to help students eat healthier.

Reporter:

- ---

Dietician:

- True. In addition to fewer calories and saturated fats than regular hamburgers, this blend is also a greener alternative to meat since mushrooms are more sustainable than beef.

Reporter:

- That makes sense as they require fewer resources than livestock to produce.

- A) I think there are more than just health benefits to using this vegetable and meat blend.
- B) It seems that the health benefits are the most positive thing about this vegetable and meat blend.
- C) As far as I understand, blending mushrooms with beef requires some careful procedures.
- D) I don't think this is a more sustainable alternative to traditional meat hamburgers.
- E) Great! I think students will like eating this vegetable and meat blend at lunch.

64. Researcher:

- From your documentary, we learned that Princess Diana secretly collaborated with Journalist Andrew Morton to write a book about her life, in which he discloses details of her troubled relations with the royal family.

Documentarist:

- Well, when the book was published in 1992, Diana's cooperation was a secret. But, when Morton republished the book after her death in 1997, he exposed the fact that Diana herself was the direct source for many revelations in the book.

Reporter:

- ---

Documentarist:

- He wanted to bring an important fact to light; the Princess herself wanted the public to know she was not living a fairy tale, but a life of misery.

- A) Why did Morton's book change the way the world looked at the royal family?
- B) Do you think the public was as deeply affected as Morton by Diana's death?
- C) How could Morton convince people that his book was based on Diana's own words?
- D) What may have prompted Morton to reveal Diana's involvement in the publication?
- E) How did Morton deal with the criticism from the royal family and the British media?

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65. Journalist:

- You're the co-leader of an international project to drill for rock samples in the South China Sea. Why is that sea bed of such interest?

Geophysicist:

- We want to answer questions about when it was formed to better understand continental movements.

Journalist:

- ---

Geophysicist:

- We also plan to study the microbiology of the ocean crust to see if there are new organisms at these great depths.

- A) What key questions do you hope to answer?
- B) What kind of rocks do you expect to find?
- C) How will you determine how old the rocks are?
- D) What methods are you going to use to collect all these samples?
- E) What other things may this study help us understand?

66. Professor:

- And here you see a picture of a *little devil* frog. The male produces noisy sounds in pursuit of a partner.

Student:

- ---

Professor:

- Well, he's a poisonous frog and has bright colours which warn predators that he's unsafe to eat.

Student:

- How significant characteristics it has!

- A) Do the sounds he makes differ or does he use the same kind of sounds?
- B) How do his partners react to these sounds when they hear them?
- C) Is it really difficult for the *little devil* frog to find a partner?
- D) But doesn't it make him noticeable and vulnerable to being attacked?
- E) Is it only males, or do females also produce such sounds before mating?

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67. Matthew:

- A friend of mine plays in an orchestra and has invited me to their concert. I'm really nervous because I don't know anything about orchestras.

Judy:

- Actually, most people don't know much about orchestras. Just pay attention to the instrument categories, and then you'll be less worried.

Matthew:

- ---

Judy:

- Well, each group sits together. First, you have the strings. Woodwinds are in the following section. Behind them are the brass instruments, and at the back is the percussion section.

- A) How do you know the features of all these categories? Have you ever taken a course about orchestras?
- B) How exactly is a typical orchestra organised? If I learn that at least, maybe I can relax and enjoy the performance.
- C) As far as I know, you've attended several concerts before. Can you predict what will attract me most at the concert?
- D) What do you know about the percussion section? I think that's the section my friend plays in. So, please tell me about it.
- E) I don't even know the name of instruments played in an orchestra. Are there many different instruments?

68-71: For these questions, choose the best rephrased form of the given sentence.

68. While in Holland, John Locke had time to complete a number of important works that established his reputation as England's foremost political theorist.

A) Whereas John Locke wrote many of his important works in Holland, he earned a reputation as the most important political theorist in England.

B) John Locke, who was famous for being England's principal political theorist, spent some time in Holland to produce some of his most important works.

C) His stay in Holland, during which he completed most of his important works, helped John Locke to be accepted as one of the most significant political theorists of England.

D) Thanks to several important works he finished during his stay in Holland, John Locke made quite a name for himself as the leading political theorist of England.

E) It was the countless important works he finalised in Holland that earned him a name as one of the most prominent political theorists in England.

69. Delicately carved from mammoth tusk, the *Lady of Brassempouy* was discovered in southwest France in 1894 and is among the oldest representations of a human face.

- A) The oldest representation of a human's face is an 1894 mammoth tusk, delicate carving of the *Lady of Brassempouy*, which was found in southwest France.
- B) The *Lady of Brassempouy*, representing the oldest human face, was made from gently carved mammoth tusk and unearthed in southwest France in 1894.
- C) Found in 1894 in southwest France, the *Lady of Brassempouy* is one of the oldest representations of a human face, gently carved from the tusk of a mammoth.
- D) Amongst many delicate mammoth tusk carvings of the human face, the *Lady of Brassempouy* is the oldest and its discovery was made in southwest France in 1894.
- E) One of the oldest delicate human face carvings, the *Lady of Brassempouy* was identified in 1894 to be made of mammoth tusk in southwest France.

70. While professional advertisers scoff at the idea, the general public seems to assume that subliminal advertising is widely and effectively practiced.

- A) Despite the fact that professional advertisers ridicule the public for believing in the widespread and efficient use of subliminal advertising, the public still insists on doing so.
- B) As professional advertisers praise this concept, an increasing portion of the population also believes that subliminal advertising is commonly and efficiently used.
- C) Professional advertisers appear to be praising the idea that subliminal advertising is generally practiced, an assumption commonly held by the general public.
- D) It appears that ordinary people believe subliminal advertising is extensively and successfully carried out although professional advertisers laugh at this notion.
- E) The general population thinks that there are some people who make use of subliminal advertising efficiently; however, professional advertisers seem to think the opposite.

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71. The years following the 1789 revolution in France brought massive upheaval in French society, which, in turn, produced profound changes in dress and fashion.

- A) Although the revolution took place in France in 1789, it was only after many years that French society went through considerable changes in dress and fashion following this great disturbance in their society.
- B) The revolution in France in 1789 led to a serious disturbance among people in French society, and this was the reason why the French had to allow for fundamental and important changes in dress and fashion.
- C) If it were not for the revolution in France in 1789, dress and fashion in French society might not have changed considerably despite the enormous disturbance it caused in their society.
- D) What contributed to the revolution in France in 1789 were the major changes in dress and fashion, which resulted from the huge confusion experienced by French society at that time.
- E) It was not until after the revolution in France in 1789 that French society experienced dramatic changes in dress and fashion, due to the enormous turmoil generated by this period.

72-75: For these questions, choose the best option to complete the missing part of the passage.

72. It has been a basic tenet that an individual who uses substances heavily will become addicted. There are reports, however, of people becoming addicted to a substance with exposure only once or a few times. Some experts believe people are born with the predisposition to become addicted. — Thus, the potential for addiction may be hereditary. On the other hand, a psychological problem may lead the individual into addiction. The need for instant gratification, a feeling of being socially ostracized, and an inability to cope with the downfalls of life have all been cited as possible springboards to addiction.

- A) One characteristic that marks addiction, whether to chemicals or nonchemical practices is the genetic modification it leads to.
- B) A careful medically-controlled withdrawal program can reverse the chemical changes in genes caused by the addiction.
- C) Habitual use of an addictive substance can produce changes in body chemistry and any treatment must be geared to a gradual reduction in dosage.
- D) Studies have found that many former addicts have enough determination to avoid drugs for the rest of their lives.
- E) Children of addicts have a greater probability of becoming addicts themselves than children whose parents are not.

ÖS

73. In almost all cultures and societies, children have collected a broad spectrum of items. Although the activity seems to be universal, very little has been written on this subject. And even though collecting has played an important part in many individuals' lives, it is seldom described in memoirs or autobiographies. This may be because many collections are suddenly abandoned when the collector grows up. — Other collections, however, continue into adult life, becoming lifelong passionate occupations; this is especially likely with collections that have some kind of economic value or present the adult with challenges or opportunities for further study.

- A) Most children will carry on adding to their collections throughout adulthood because they are so attached to them.
- B) Many are often split up and disappear during childhood unless parents understand the fascinating world of the small collector and pay special attention to saving them.
- C) The spirit of the collector, once established, never leaves the individual but is turned in new directions and can result in life-changing career choices.
- D) Grand collections may end up in places like museums, which seems to be the dream of collectors who do not want their passionate investments to disappear with them.
- E) Collecting trains the eye, creates a sense of order, and develops aesthetic appreciation, while at the same time creating a sense of economic appreciation for certain items.

74. Fossils are remnants or traces of an animal or plant of a past geologic age that have been preserved in various ways in the Earth's crust. From earliest times people must have seen fossils, but the first reports we have on the subject are from the ancient Greeks. Xenophanes of the early Ionian school is said to have noticed fossilised sea creatures high on mountains; he correctly interpreted this as meaning that these mountains had once been under water. — For example, he associated the fossilised bones of large creatures with mythical animals or with giant humans.

- A) In the 17th century, Nicolaus Steno argued persuasively that fossils are remains of living organisms.
- B) In Roman times, Suetonius casually mentions that the emperor Augustus kept a collection of large fossil bones in his villa.
- C) The famous scholar Avicenna put forward an idea that confused people about fossils for centuries.
- D) Later, Herodotus reached the same conclusion regarding fossilized clam shells, but he misinterpreted other fossils.
- E) Theophrastus, Aristotle's successor, is said to have written a book on fossils, which was lost later, where he refers to fossilised fish.

75. According to a World Bank report in 1993, the East Asian miracle, achieving high economic growth for all people, is due to a combination of fundamentally sound development policies, tailored interventions, and an unusually rapid increase of physical and human capital. The more advanced economies in the Asian region are part of this success and have been referred to as high-performing East Asian economies. — In addition, these economies have displayed high per capita incomes, along with a much-improved income distribution, compared with most other developing economies.

- A) In contrast, the dramatic growth of the Asian tiger economies has been based on the export of manufactured goods.
- B) Poorer countries have greater difficulty than relatively richer countries climbing up the ladder of development.
- C) The study suggests that economies with a strong inward focus could not succeed.
- D) Such economies have a record of high and sustained economic growth.
- E) Promoting trade is positively related to levels of per capita income.

76-80: For these questions, choose the irrelevant sentence in the passage.

76. (I) Across the globe, people greeted the end of World War II with a profound sense of relief. (II) By virtually any measurement, the war had been the most devastating conflict in human history. (III) The more traditional and more widely accepted date for the start of World War II is 1 September 1939, with the quick but not quite blitzkrieg (lightning) German invasion of Poland. (IV) The war's economic cost alone has been calculated at perhaps five times that of World War I. (V) In human terms, it claimed half again as many military lives: 15 million versus 10 million for World War I.

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

77. (I) The idea of the human mind as the domain of absolute protection from external intrusion has persisted for centuries. (II) Today, however, this presumption might no longer hold. (III) Sophisticated neuro-imaging machines detect the electrical activity of neurons, enabling us to decode and even alter the nervous system signals that accompany mental processes. (IV) Medical devices connected to the brain are vulnerable to sabotage, and neuroscientists suggest that the same vulnerability applies to brain implants. (V) Whereas these advances have a great potential for research and medicine, they pose a fundamental ethical, legal and social challenge: determining under what conditions it is legitimate to gain access to another person's neural activity.

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

2018-YDS Spring/English

78. (I) The best conditions for dandelion seeds are relatively calm, sunny days that generate thermal updraughts. (II) A 2003 study at the University of Regensburg in Germany found that 99.5 percent of dandelion seeds land within 10 metres of their plant. (III) That is because the seed 'parachute' falls at about 30 cm per second and dandelions only grow about 30 cm high. (IV) So, that gives each seed just one second of flight time to be blown sideways by the wind to its new home. (V) Higher wind speeds do not really increase the distance the seeds fly, because strong winds tend to blow downwards as well as sideways, so the seeds just land even sooner.

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

79. (I) The conventional wisdom is that it is a molecule's specific shape that allows our noses to distinguish between one smell and another. (II) But there is new evidence that it is actually the frequency of a molecule's vibration, a quantum effect, that is all-important. (III) Most olfactory (smell) scientists believe that receptors within our noses act like a lock that can only be activated by a molecule of a specific shape – the 'key'. (IV) Molecules are collections of atoms that can be thought of as being connected by springs that can vibrate. (V) The trouble is, some molecules with different shapes have similar smells.

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

80. (I) Established on 7 April 1948, the World Health Organisation (WHO) is one of the original agencies of the United Nations. (II) WHO defines health not merely as the absence of disease or illness, but as a state of complete physical, mental, and social well-being. (III) Headquartered in Geneva, Switzerland, WHO was set up to improve international cooperation for better health conditions across the world. (IV) It took over from the Health Organisation of the League of Nations and the International Public Office of Health in Paris. (V) Those two organisations had focused on the control of epidemics, quarantine measures, and the standardisation of drugs.

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

İNGİLİZCE (SOSYAL BİLİMLER)

A

2018 YÖKDİL İLKBAHAR - A

1 - 20. sorularda, cümlede boş bırakılan yerlere uygun düşen sözcük ya da ifadeyi bulunuz.

1. The African National Congress was established by the representatives of African people in 1922 to defend their freedom ----- their rights.
- A) in order to
B) in case of
C) as long as
D) in contrast to
E) as well as
2. Aristotle's father died when he was still young, and he was ----- by his uncle, Proxenus.
- A) taken off
B) filled in
C) brought up
D) came down
E) closed off
3. Although a blog or a personal online diary seems like an intimate journal, it actually occupies a ----- writing space rather than a private one.
- A) public
B) challenging
C) gentle
D) crucial
E) rare
4. The Geographic Information System was introduced for the first time in 1964 to help scientists conduct research much more ----- and accurately.
- A) formerly
B) rapidly
C) kindly
D) rarely
E) recently
5. The agreement, which has been issued ----- the World Trade Organization, advises its members ----- support sustainable development in international trade.
- A) at / from
B) with / out
C) in / by
D) by / to
E) for / at
6. In November 1939, the Soviet troops ----- Finland after the Finns ----- to surrender a key territory to Joseph Stalin.
- A) invaded / refused
B) invade / are refusing
C) had to invade / refuse
D) were invading / have refused
E) would invade / were refusing
7. The best way to explore a new place is to travel on foot ----- you are under pressure for time.
- A) so
B) unless
C) such
D) now that
E) besides

2018 YÖKDİL İLKBAHAR - A

A

8. Malaria killed ----- many early European people in West Africa ----- Europeans nicknamed this territory the "white person's grave."
- A) such / as
B) too / to
C) so / that
D) a lot / than
E) most / of
9. ----- Greenland is generally not considered much of a tourist destination, it offers some spectacular sights like its colossal ice sheet, a lively seascape, and precious wildlife.
- A) Thanks to
B) As long as
C) In case
D) Just as
E) Even though
10. Over the last 60 years, Britain has experienced some significant political -----, but one state figure has remained the same: the Queen.
- A) possessions
B) abilities
C) acceptances
D) transformations
E) industries
11. Ferdinand, Prince of Brunswick, who ----- as an officer in the Prussian Army in 1740, ----- a friend of Frederick the Great.
- A) has been appointed / will become
B) could be appointed / might become
C) was appointed / became
D) is appointed / has become
E) will be appointed / was becoming
12. In the past, travelling ----- about getting to the destination in the shortest amount of time; but these days, travellers ----- relaxing and pleasurable journeys.
- A) could be / were seeking
B) is / seek
C) had been / had sought
D) used to be / are seeking
E) might be / sought
13. Research shows that women and men look at faces and absorb visual information in different ways; -----, it is thought that there is a gender difference in the understanding of visual cues.
- A) due to
B) therefore
C) on the contrary
D) nevertheless
E) however

A

2018 YÖKDİL İLKBAHAR - A

14. ----- the difficulty of finding scientific evidence related to its origin, studies have provided valuable insights into the nature and development of language.
- A) As well as
B) In addition
C) Due to
D) However
E) In spite of
15. English is a language that has ----- across the globe and is now spoken all over the world.
- A) spread
B) prevented
C) dedicated
D) thrown
E) created
16. ----- happened to mammoths remained a mystery until the anthropologist Russell Graham discovered that they simply ran out of water 5,600 years ago.
- A) Where
B) How
C) Which
D) What
E) When
17. It is almost impossible to find a single policy approved by everyone ----- people are very different from one another.
- A) until
B) whereas
C) because
D) so that
E) while
18. Digital photography, a radical break with the past, has changed ----- the means to take photographs ----- the way they are stored.
- A) rather / than
B) both / and
C) as / as
D) so / that
E) neither / or
19. Before banknotes and coins -----, people used a variety of other objects for trading goods.
- A) introduced
B) are introduced
C) be introduced
D) were introducing
E) were introduced
20. Since *Iron Man*, a ground-breaking movie ----- in 2008, Marvel and its parent company, Disney, ----- about two superhero films a year, grossing upwards of \$8.3 billion globally.
- A) was premiering / are producing
B) has premiered / used to produce
C) will premiere / had produced
D) premiered / have produced
E) has been premiering / produce

2018 YÖKDİL İLKBAHAR - A

A

21 - 25. sorularda, aşağıdaki parçada numaralanmış yerlere uygun düşen sözcük ya da ifadeyi bulunuz.

In the late 4th millennium B.C. the valley and delta of the River Nile ---21--- into the twin kingdoms of Upper and Lower Egypt. ---22--- the next 3,000 years, Egypt was ruled by thirty-two dynasties of kings. One title for an Egyptian king was Pharaoh (meaning 'Great House'), and so this great span of time is often known ---23--- the Pharaonic Period. For much of the 3rd and 2nd millennia B.C., Egypt was the ---24--- and the most powerful nation in the Ancient Near East. Even after Egypt lost its political ---25--- in the late 1st millennium B.C., its culture and religion survived to influence those of Greece and Rome.

21.

- A) were formed
- B) are being formed
- C) have formed
- D) form
- E) forming

22.

- A) Between
- B) Over
- C) Off
- D) With
- E) Since

23.

- A) such as
- B) since
- C) as
- D) though
- E) so

24.

- A) wealthier
- B) wealthier than
- C) as wealthy as
- D) wealthy
- E) wealthiest

25.

- A) power
- B) weakness
- C) mobility
- D) knowledge
- E) destruction

A

2018 YÖKDİL İLKBAHAR - A

26 - 30. sorularda, aşağıdaki parçada numaralanmış yerlere uygun düşen sözcük ya da ifadeyi bulunuz.

The idea of human rights has grown ---26--- in influence since the United Nations endorsed the Universal Declaration of Human Rights in 1948. However, the concept itself can be traced back much further, to the idea of natural rights ---27--- played a central role in the earlier stages of liberal political philosophy. John Locke, ---28---, claimed that all men had natural rights to life, liberty, and property. The Universal Declaration's list of rights is ---29--- more extensive. Besides rights that directly protect liberty, it also includes others ---30--- effect is to provide people with access to material benefits, such as the right to work, the right to an adequate standard of living, and the right to education.

26.

- A) mutually
- B) steadily
- C) severely
- D) decreasingly
- E) adversely

27.

- A) in which
- B) what
- C) who
- D) that
- E) whether

28.

- A) in other words
- B) even though
- C) for instance
- D) otherwise
- E) however

29.

- A) none
- B) few
- C) many
- D) any
- E) much

30.

- A) when
- B) where
- C) what
- D) whose
- E) how

31 - 41. sorularda, verilen cümleyi uygun şekilde tamamlayan ifadeyi bulunuz.

31. Many analyses of advertising try to make a distinction between informative and persuasive advertising, -----.
- A) since they find the distinction quite unnecessary when applied to other fields
 B) unless they consent to establishing a new order in this field of study
 C) but in reality the line between the two is often too difficult to draw
 D) because such divisions or categories have not existed in cartoons
 E) these people, therefore, are generally biased against any types of advertising
32. If two groups of people speaking different languages have been in contact for a long time, -----.
- A) it is a well-known fact that newborns learn how to speak by imitating their parents
 B) how certain species of animals communicate still remains a mystery
 C) the speakers of Japanese would get better at learning new vocabulary
 D) there are new linguistics theories about the languages spoken by minorities
 E) their languages are likely to show certain similarities
33. When the British colonization of Australia began in 1788, -----.
- A) it is widely known that many aboriginal traditions are associated with spiritual awakening
 B) there were two hundred or more Aboriginal language communities within the continent
 C) there is still limited information about the lifestyles of aboriginal communities in Australia
 D) many anthropological studies have been conducted in areas remote from European settlement
 E) there is an existent relationship between European expansionism and slave trade
34. Online multiplayer games are often associated with anti-social behaviour -----.
- A) due to the fact that gamers develop a false sense of identity in that virtual community
 B) since studies have found that we are good at distinguishing between real and virtual violence
 C) despite evidence suggesting that face-to-face interactions are more rewarding than playing computer games
 D) although numerous studies about the effects of games on the brain had been published
 E) whereas there is some concern that video games make young people more violent
35. Unlike the Greek empires which it gradually replaced, -----.
- A) the succeeding empires also used the same military strategies, which they perfected in time
 B) the Roman empire imitated many institutions of the Greek empires, from education to law
 C) the Romans adopted many aspects and characteristics of Greek theatre
 D) the political system of the empire was mainly based on Greek institutions
 E) the Roman Empire depended on non-native administrators from diverse cultural backgrounds

A

2018 YÖKDİL İLKBAHAR - A

- 36. In July 1553, Mary Tudor came to the throne of England -----.**
- A) although Mary had received the support of her cousin
 - B) because such stereotypes existed in many countries in the world
 - C) because Mary's crown was left to her sister, Elizabeth
 - D) however, England had not come under the control of a foreign prince
 - E) despite her brother's efforts to replace her with Lady Jane Grey
- 37. When art is produced using craft methods or manual skills, -----.**
- A) art was not generally a good investment, certainly not over the long term
 - B) the great majority of them tend to produce tiny editions for very high prices
 - C) the quantity of any artist's work is restricted, and priced accordingly
 - D) there were artists who believed that technology should be an essential part of art
 - E) photographs, CDs or videos are distributed around the world in large numbers
- 38. In most circumstances, the production of a musical is very difficult, ----- .**
- A) since Mozart tailored his work exactly to the cast available for the Prague premiere in 1787
 - B) since the greatest pains must be taken in casting singers of the right vocal weight and temperament
 - C) but the recording taken from the opening night of the 1950 Salzburg Festival was marked as a failure
 - D) as long as such an orchestra performs ambient music and meets audience expectations
 - E) though it seems hard to categorize it into various subclasses in accordance with its official description in books
- 39. -----, technically it is not the date on which the colonies voted to become a new nation.**
- A) Though Americans have long celebrated Independence Day on July 4
 - B) While the Second World War was still raging and many people were dying
 - C) When the agreement between the two parties was signed
 - D) As long as Third World countries' debt continues to increase at this rate
 - E) Because it was just one of the turning points in the history of the nation
- 40. Because traditional societies expect females to spend more time with their families than males do, -----.**
- A) female employees might face certain difficulties in the workplace
 - B) many male workers have complained about the lack of well-paid jobs
 - C) the percentage of women in the workforce has increased substantially
 - D) people working in the same work place are called colleagues
 - E) it is expected to be established in the near future
- 41. Of the seven operas that Monteverdi composed, ----- .**
- A) opera had already become firmly established as an art form thanks to him
 - B) his unique style somehow went unnoticed in his lifetime
 - C) it was produced and performed in Venice in the early 1640s
 - D) only three have survived, including Orfeo, first performed in 1607
 - E) it was only considered to be an entertainment for the royal family

42 - 47. sorularda, verilen İngilizce cümleye anlamca en yakın Türkçe cümleyi bulunuz.

42. Archaeology is usually thought to be synonymous with digging, but some archaeologists never excavate or very few spend most of their time on it.

- A) Arkeoloji ve kazı kelimelerinin eş anlamlı olduğu düşünülür, ancak arkeologların birçoğu kazılara katılmazken, bazıları da buna çok az vakit ayırır.
- B) Arkeoloji ve kazı yapmak çoğu zaman bir tutulsa da bazı arkeologlar bu işi çok önemsemez ya da bu işe pek zaman ayırmaz.
- C) Arkeolojinin genellikle kazı yapmakla eş anlamlı olduğu düşünülür, ancak bazı arkeologlar hiç kazı yapmazlar ya da çok azı zamanının çoğunu kazı yaparak geçirir.
- D) Kazı yapmak genellikle arkeolojinin zıt anlamlı olarak görülür, çünkü bazı arkeologlar neredeyse hiç kazı yapmaz ya da buna çok zaman ayırmaz.
- E) Arkeoloji ve kazı yapmak genellikle bir tutulur, ancak çoğu arkeolog hiç kazı yapmazken çok azı bu konuya yeterince zaman ayırır.

43. Finding traces of our Palaeolithic ancestors is extremely difficult, since they had very little impact upon their surroundings.

- A) Paleolitik atalarımızın izlerini bulmanın zorluğu kendi çevrelerinde hiç iz bırakmamış olmalarından kaynaklanır.
- B) Paleolitik atalarımızın izlerini bulmak oldukça zordur, çünkü kendi çevreleri üzerinde çok az etki bırakmışlardır.
- C) Paleolitik atalarımızın kendi çevrelerine etkilerinin yetersiz olduğu düşünüldüğünde izlerini bulmak da zorlaşır.
- D) Paleolitik atalarımız çevreleri üzerinde daha fazla etkiye sahip olsaydı, izlerini bulmak bu kadar zor olmayacaktı.
- E) Çevrelerinde çok az etki bıraktıkları için Paleolitik atalarımızın izini sürmek her zaman son derece zor olmuştur.

44. The rich culture, romantic mythology and sophisticated political system of ancient Rome still intrigue and inspire people today.

- A) Zengin kültürü, romantik mitolojisi ve oldukça gelişmiş politik sistemi sayesinde Eski Roma bugün bile bizi şaşırtmakta ve ilgimizi çekmektedir.
- B) Zengin kültürü, mitolojisi ve gelişmiş politik anlayışına rağmen, Eski Roma bugün hâlâ insanlardan hak ettiği ilgiyi görememektedir.
- C) Eski Roma'nın kültürü, romantik mitolojisi ve zengin politik sistemi bugün bile insanlara ilginç gelmeye ve ilham vermeye devam etmektedir.
- D) Eski Roma, zengin kültürü, romantik mitolojisi ve gelişmiş politik sistemiyle bugün hâlâ birçok insanda merak uyandırmakta ve onları etkilemektedir.
- E) Eski Roma'nın zengin kültürü, romantik mitolojisi ve gelişmiş politik sistemi bugün hâlâ insanların merakını uyandırmakta ve onlara ilham vermektedir.

45. Descartes and many of his contemporaries wanted Medieval views to move aside and make room for a modern conception of science.

- A) Descartes ve birçok çağdaşı Ortaçağa ait görüşlerin bir kenara çekilip modern bir bilim anlayışına yer açmasını istemişlerdir.
- B) Descartes ve birçok çağdaşı Ortaçağa ait tüm inanışları ortadan kaldırarak modern bir bilim anlayışına yer açmayı amaçlamışlardır.
- C) Descartes ve çağdaşlarının Ortaçağa ait görüşleri çürüterek modern bir bilim anlayışı oluşturmayı istedikleri düşünülür.
- D) Descartes da çağdaşlarının birçoğu gibi Ortaçağa ait görüşleri eleştirerek modern bir bilim anlayışına yer açılmasının gerekliliğini savundu.
- E) Descartes ve birçok çağdaşı Ortaçağa ait görüşleri temelden sarsacak modern bir bilim anlayışını ortaya koydular.

A

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46. When designing a workplace, it is important to take into consideration how the space will affect both the employees and clients.

- A) Bir işyeri tasarlarırken, mekânın çalışanları ve müşterileri nasıl etkileyeceğini göz önünde bulundurmaktır önemlidir.
- B) Bir işyeri tasarlarırken düşünülmesi gereken en önemli unsurlardan birisi de mekânın çalışanlar ve müşteriler üzerinde yaratacağı etkidir.
- C) Mekânın müşteriler üzerinde ne tür etkiler yaratacağı, bir işyeri tasarlarırken düşünülmesi gereken bir unsurdur.
- D) Bir işyeri tasarlarırken önemli konuların başında mekânın, çalışanlar ve müşteriler üzerinde yaratacağı etki gelmelidir.
- E) Yeni bir işyeri tasarlarırken, hesaba katılması gereken unsurlardan birisi de mekânın çalışanları ve müşterileri nasıl etkileyeceğidir.

47. Attempts to change others' opinions are older than recorded history and it is thought to have originated with the development of speech.

- A) Başkalarının görüşlerini değiştirme girişimleri konuşmanın gelişmesiyle ortaya çıkmıştır ve yazılı tarihten bile daha eskidir.
- B) Başkalarının görüşlerini değiştirme çabaları konuşmayla ortaya çıkmıştır ama bu durumun yazılı tarih kadar eski olduğu düşünülür.
- C) Konuşmanın gelişimiyle ortaya çıkan başkalarının görüşlerini değiştirme çabalarının, yazılı tarih kadar eski olduğu iddia edilmektedir.
- D) Başkalarının görüşlerini değiştirme girişimleri yazılı tarihten daha eskidir ve bunun, konuşmanın gelişmesiyle ortaya çıktığı düşünülür.
- E) Yazılı tarih kadar eski olan konuşmanın, başkalarının görüşlerini değiştirme girişimleriyle ortaya çıktığına inanılır.

48 - 53. sorularda, verilen Türkçe cümleye anlamca en yakın İngilizce cümleyi bulunuz.

48. Tüketim kültürüne artan bağlılık sadece iktisadi refahın değil, aynı zamanda toplumsal değerlerdeki önemli değişimlerin de bir işaretidir.

- A) Significant changes in economic prosperity and social values are a sign of growing commitment to consumer culture.
- B) Growing commitment to consumer culture brought with it some significant changes in economic prosperity and social values.
- C) Growing commitment to consumer culture led to significant changes not only in economic prosperity but also in social values.
- D) With the growing commitment to consumer culture, there occurred significant changes in economic prosperity as well as in social values.
- E) Growing commitment to consumer culture is not only a sign of economic prosperity but also significant changes in social values.

49. Edebiyat, diller ve toplumlar arasındaki farklılık ve benzerlikleri incelemek ve anlamak için bir araçtır.

- A) Literature is a means to examine and understand the differences and similarities among languages and societies.
- B) Literature is a good way of understanding the differences and similarities between languages and societies.
- C) There are various means to understand the differences and similarities among languages and societies, and literature is one of them.
- D) Literature examines the differences and similarities of languages and societies in order to understand them.
- E) Examining and understanding the differences and similarities among languages is the primary function of literature.

A

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50. Çocuğunuzun bir yabancı dilde akıcı olmasını veya bir konser piyanisti olarak yetişmesini istiyorsanız, yapmanız gereken, onun ilgili eğitime mümkün olduğu kadar erken başlamasını sağlamaktır.

- A) As you want your child to be fluent in a foreign language, or grow up to be a concert pianist, the advice is to force him/her to start training at an early age.
- B) If you wish your child to become fluent in a foreign language, or grow up to be a concert pianist, what you have to do is to make sure he/she starts related training as early as possible.
- C) If you hope that your child will become fluent in a foreign language, or become a pianist, then you should encourage him/her to start these activities at an early age.
- D) If you would like to see your child become fluent in a foreign language and a concert pianist, all you have to do is to make him/her start as soon as possible.
- E) Whether you want your child to master a foreign language, or grow up to be a concert pianist, the suggestion will be that he/she should start training as soon as possible.

51. Birleşmiş Milletler'in amaçlarından biri, insan haklarının önemini ve uluslararası hukuka duyulan saygıyı vurgulamaktır.

- A) The United Nations highlights the importance of human rights in order to increase respect for international law.
- B) One of the objectives of the United Nations is to highlight the importance of human rights as well as international law.
- C) The United Nations aims to highlight the importance of human rights and promote respect for international law.
- D) One of the objectives of the United Nations is to highlight the importance of human rights and respect for international law.
- E) The main aim of the United Nations is to highlight the importance of human rights and respect for international law.

52. Yirmi birinci yüzyılda dünya, yazılı bilgiye boğulmuş ve baş döndürücü bir hızla bilgi teknolojileri tarafından tamamen kuşatılmıştır.

- A) In the twenty-first century, the world is completely surrounded and shaped by written information as well as information technologies with astonishing speed.
- B) The world of the twenty-first century has started to be surrounded by written information and information technologies with astonishing speed.
- C) In the twenty-first century, the world has been saturated with written information and totally surrounded by information technologies with astonishing speed.
- D) The world in the twenty-first century is not only shaped by written information but also surrounded by information technologies with astonishing speed.
- E) It is in the twenty-first century that the world is filled with written information and enclosed by information technologies with certain speed.

53. Belli bir yoğunluktaki düzenli egzersiz, sağladığı faydalar sayesinde yaş ve cinsiyetten bağımsız olarak depresyona karşı korunmamıza yardımcı olur.

- A) One way to protect against depression is to take up regular exercise of any intensity as it provides benefits regardless of age and gender.
- B) Regular exercise of certain intensity helps us protect against depression thanks to benefits it provides regardless of age and gender.
- C) Regular exercise of any intensity does not only provide benefits regardless of age and gender, but also helps protect against depression.
- D) With great benefits it provides regardless of age and gender, regular but intensive exercise can help people protect against depression.
- E) To protect against depression, one should take up regular exercise of any intensity and enjoy benefits it provides regardless of age and gender.

54 - 59. sorularda, parçada anlam bütünlüğünü sağlamak için boş bırakılan yerlere getirilebilecek cümleyi bulunuz.

54. Angola is one of Africa's major oil producers. The oil industry is the most important sector of the economy and it accounts for the majority of the country's exports. Angola also has minerals: diamonds, iron, uranium, phosphates, feldspar, bauxite, and gold. ----- The causes of poverty lie in the history of this country, which has suffered a twenty-seven-year civil war that was caused not only by ethnic factors but also by disputes over natural resources.
- A) The products derived from this sector are bananas, sugarcane, coffee, sisal, corn, cotton, and tobacco
- B) During the mid-1960s there were guerrilla actions which ended with the negotiation for independence
- C) But Angola is classified as one of the world's poorest countries despite its abundant natural resources
- D) Bantu and other African languages were spoken by a high percentage of the population
- E) The topography varies from arid coastal areas and dry savannas in the interior south to rain forests in the north

55. Although there is no universally accepted form of feminism that represents all of its advocates, its representatives share certain characteristics. To begin with, feminists question basic assumptions about gender and sexuality, including the understanding of what it means to be a woman. ----- Last but not least, they address the issue of oppression by men as an issue of power, dominion, and hierarchy. They believe this oppression exists in relation to the identity of women and the challenges they have to face in local and global contexts.

- A) Since the late 1970's, feminist cultural studies established gender as an important criteria of analysis within broader cultural studies
- B) Secondly, feminist scholars and activists seek clarity about feminine consciousness, the identity of women, their values and ambitions
- C) Then, not all people were comfortable with the Second Wave Feminism's new issues and styles of protest
- D) Many women in the industrialized world demanded new rights, and liberation from stereotypical female roles
- E) By the mid-twentieth century the feminist movement had brought about positive transformation and advances for women

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56. Between 1950 and 2000, the world population increased from about 2.5 billion to over 6 billion people. Throughout this era, food shortages and malnutrition persisted in parts of eastern and southern Asia, Central and South America, and throughout sub-Saharan Africa. Famines were caused by human factors such as war, civil strife, and failed economic and political policies, while sometimes being exacerbated by natural disasters such as drought. -----, Hundreds of thousands of others left their homes, walking long distances to neighbouring countries in search of food. These refugees then became dependent on subsistence aid from governments or relief agencies.
- A) In the early twenty-first century, a peanut-based paste offered high nutritional value at very low cost
 B) Technological and political developments led to the increase in food production and distribution in many regions
 C) The change in developed countries' agricultural policies in the 1980s increased agricultural production by 50 percent
 D) In the 1970s an almost decade-long drought in the Sahel region of Africa south of the Sahara contributed to the death of millions
 E) Improved transportation and communication systems allowed food to be distributed in poor regions
57. The Renaissance is usually associated with the Italian city states. However, Italy's undoubted importance has too often overshadowed the development of new ideas in many other regions. In offering a more global perspective on the nature of the Renaissance, it would be more accurate to refer to a series of 'Renaissances'. -----, They often overlapped and exchanged influences with the more classical and traditionally understood Renaissance centred on Italy.
- A) The term Renaissance comes from the French word for 'rebirth'
 B) The Renaissance began as early as the thirteenth century with the art of Giotto
 C) Contributions to the Renaissance emerged from Europe, particularly from Italy and France
 D) Each of them had different characteristics and influence
 E) The Renaissance is seen as an international phenomenon today
58. The term 'archaeology' comes from the Greek word *arkhaiologia*, which means "discourse about ancient things". Yet, it has come to mean the study of the human past through surviving material traces. The term 'human' past needs stressing, because archaeologists do not – contrary to what many of us believe – study dinosaurs, or rocks. -----, Archaeologists cannot possibly study dinosaurs, because they had been extinct for tens of millions of years by the time the first humans evolved.
- A) Dinosaur bones should be studied by archaeologists and palaeontologists together
 B) Similarly, a geologist studies the physical structure and substance of the earth
 C) Palaeontologists know precisely why and how dinosaurs became extinct
 D) That is to say, archaeology and geology have certain theoretical similarities
 E) Those are the realm of palaeontologists and geologists, not of archaeologists
59. Global urbanisation is one of the biggest social transformations in human history. With more than half of the world's population already living in cities, and 90 percent of population growth by 2050 projected to be added to them, cities are at the forefront of the battle for sustainability. They pose major challenges for city planners and policymakers, such as land use, resource demand, and air and water pollution. This being so, however, it is expected that more urban areas will be built in the next 30 years than ever before. -----, If cities continue to expand at this rate, the projected urbanisation alone will exceed the limit set by the 2015 Paris climate agreement.
- A) Cities already account for about 75 percent of global energy use and contribute an equivalent share of greenhouse gas emissions
 B) Only a much closer collaboration between scientists and urban policymakers can lead to a more efficient transportation system
 C) Cities are complex, adaptive and evolving systems that interact and influence each other in complex ways
 D) Even though Australia is already a highly urbanised country, it is still experiencing rapid urban expansion
 E) As a result, there has been an increase in the rate of agricultural production

60 - 65. sorularda, cümleler sırasıyla okunduğunda parçanın anlam bütünlüğünü bozan cümleyi bulunuz.

60. (I) The connection between philosophy and literature is acknowledged by many recent scholars. (II) Most ancient philosophers see their task as being, in general, that of understanding the world, a task which includes understanding ourselves. (III) In this respect, Aristotle has indicated that all humans by nature desire 'to understand'. (IV) What is meant is not a piling-up of known facts, but rather the achievement of understanding. (V) This is something that we do when we master a field or body of knowledge and explain systematically why things are the way they are.

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

61. (I) The founding of cities depends on several factors but none is more important than an abundant supply of food and water. (II) For this reason, in the ancient world it was common for cities to be located near rivers and coasts like the cities of the Tigris and Euphrates rivers in Mesopotamia. (III) Many cities in Europe were destroyed during World War II and had to be rebuilt. (IV) Other factors can also explain the location of a city, such as its geographical position. (V) For example, Constantinople became a thriving city without either good local farmland or freshwater because of its strategic location.

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

62. (I) Reading, unlike speaking and understanding, must be deliberately taught. (II) Three methods of teaching reading have been used in the United States: *whole-word*, *whole-language*, and *phonics*. (III) In the whole-word and whole-language approaches, children are taught to recognize entire words without regard to individual letters and sounds. (IV) The phonics approach emphasizes the spelling-sound correspondences of the language, and thus draws on the child's innate phonological knowledge. (V) However, students of all ages must learn content material such as maths and science.

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

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63. (I) As mass culture became steadily more spectacular and immersive – with larger high-definition TV sets and vast cinema screens, with the enclosed and carefully calculated spectacle of the shopping centre or theme park – art had to compete. (II) Art could do so by feeding off the allure of mass culture while adding its own aesthetic and estranged edge. (III) It could reverse the norms of mass culture, providing impressive, non-functional objects and environments that, unlike those of the mall or resort, were not geared to selling. (IV) Both of whom have recently had shows in New York's most important art museums. (V) Lastly, art could compete with mass culture by making representations of a scale, richness of colour, and definition unknown in the mass media.

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

64. (I) Hypnosis is frequently used to attempt to change unwanted behaviours such as smoking or overeating. (II) Although the effectiveness of hypnosis in these areas is controversial, some successes have been reported. (III) Montgomery and Sapirstein, for example, have found that adding hypnosis to other forms of therapy increased the effectiveness of the treatment. (IV) In addition to helping to change certain behaviours, hypnosis has also been found to be effective in improving the condition of patients experiencing anxiety disorders. (V) Therefore, the amount of new information recalled by witnesses at court turns out to be a mixture of accurate and inaccurate information.

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

65. (I) Built in 1961, the Berlin Wall quickly became the most vivid symbol of the Cold War. (II) The agreement in question came to an end with the breakup of the Soviet Union. (III) The 28 miles of wall with barbed wire and minefields separated the Soviet-controlled East Berlin from the U.S. supported West Berlin. (IV) Passage across the border between East and West Berlin was heavily restricted. (V) Families were divided after its establishment, and some East Berliners were no longer able to commute to work.

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

66 - 68. soruları aşağıda verilen parçaya göre cevaplayınız.

Images on coins are not chosen randomly. They function as emblems of the country that mints them. The Greek word "Europe" is the name of a mythical figure, and also defines the geographical and political entity Europe. The double meaning is not coincidental. The fortunes of the mythical figure and the region have been intimately connected from antiquity, though the precise nature of their relationship was complex and contested. The coin suggests a clever play on the word 'Europa'. It uses the mythical "Europa" to symbolize modern Europe. In doing so, it makes a powerful statement about national (and international) identities and about modern Europe's cultural origins. The Euro was introduced in 2002 to mark a new world order: the creation of a new Europe or the European Union. At this moment of great change, the coin provides the reassurance of continuity; new Europe is also old Europe, with a long and venerable tradition that goes back to ancient Greece. Thus, the repetition of the symbol promotes the European Union.

66. According to the text, the word 'Europa' -----.

- A) is used as an indication of the cultural origin of European states
- B) defines a long forgotten mythological figure
- C) used to be the name of a region in Europe
- D) bears no relation to the political entity of Europe
- E) gained significance only after the creation of the European Union

67. We understand from the text that the symbol of Europa on European coins -----.

- A) was not approved by European people for a long time
- B) promotes faith in continuity and unification at a time of significant change
- C) was used simply for decorative purposes
- D) meant different things for different nations in the world
- E) is still under debate because of its political implications

68. According to the text, images used on coins -----.

- A) do not have much significance and can be easily changed by governments
- B) can be powerful instruments to affirm the political and cultural integrity of countries
- C) can be copied and used by various powerful states across the globe
- D) must have been of little importance from antiquity to modern times
- E) show the significance of economic and industrial development in a country

69 - 71. soruları aşağıda verilen parçaya göre cevaplayınız.

The way linguists use the word 'grammar' differs from most common usages. Grammar is the knowledge speakers have about the units and rules of their language: rules for combining sounds into words called 'phonology', rules of word formation called 'morphology', rules for combining words and phrases into sentences called 'syntax', as well as the rules for assigning meaning called 'semantics'. The grammar, together with a mental dictionary called a 'lexicon' that lists the words of the language, represents our linguistic competence. Every human being who speaks a language knows its grammar. When linguists wish to describe a language, they make explicit the rules of the grammar of the language that exist in the minds of its speakers. There will be some differences among speakers, but there must be shared knowledge too. The shared knowledge makes it possible to communicate through language. To the extent that the linguist's description is a true model of the speakers' linguistic capacity, it is a successful description of the grammar and of the language itself. Such a model is called a descriptive grammar.

69. According to the text, the grammar rules used to form sentences are called -----.

- A) semantics
- B) phonology
- C) lexicon
- D) syntax
- E) morphology

70. We understand from the text that -----.

- A) descriptive grammar focuses on the exceptional uses of words
- B) it is only possible to speak a language by being proficient in its grammar rules
- C) our capacity to use a language is defined by the combination of lexicon and grammar
- D) linguists encourage people to speak a language without paying attention to grammar
- E) grammar does not describe basic linguistic knowledge but tells us how we should speak

71. According to the text, in order to use language for communication, -----.

- A) a successful description of grammar is vital
- B) it is essential to have a good dictionary
- C) a shared knowledge of grammar is necessary
- D) everyone has to agree about grammar rules
- E) people must give up trying to describe grammar

72 - 74. soruları aşağıda verilen parçaya göre cevaplayınız.

Multiculturalism has become the official policy in many Western states and represents a liberal democratic attempt to promote ethnic and racial equality. It is based on the idea of displaying tolerance towards a range of cultural practices within the contexts of the nation-state. As a policy approach, it has been influential in educational and cultural spheres where it has underpinned attempts to introduce people to a range of different beliefs, values, customs and cultural practices. For example, the teaching of multi-faith religious education, the performance of rituals and the promotion of ethnic food became facets of educational policy. While multiculturalism as a strategy has much to offer, some critics argue that the process of relativizing cultures can, in the context of institutionally racist social orders, overlook the dimension of power. That is, the day-to-day experiences of racism in relation to housing, employment and physical violence may slip from view. Thus, critics of multiculturalism argue that we would be better served by an anti-racist approach that highlights the operations of power and challenges the ideological and structural practices that constitute racist societies.

72. It is clear from the text that multiculturalism -----.

- A) is only supported by ethnic minorities
- B) has long been neglected in education
- C) advocates gender equality above everything else
- D) encourages respect for and celebrates differences
- E) started as a reaction against the liberal democratic approach

73. We can understand from the text that multiculturalism -----.

- A) aims for greater acceptance of different cultures
- B) causes great damage to the political structure of nation-states
- C) is solely related to educational institutions
- D) is against free religious education
- E) cannot work without the support of political parties

74. Critics of multiculturalism believe that -----.

- A) it highlights the operations of power and challenges ideological practices
- B) it allows ethnic minorities to use physical violence under certain circumstances
- C) it may fail to address daily problems caused by racial intolerance
- D) it may interfere with the cultural practices of ethnic minorities
- E) it ignores the rights of certain ethnic minorities living in the world

75 - 77. soruları aşağıda verilen parçaya göre cevaplayınız.

The term *baroque* (misshaped pearl) was applied, at first contemptuously but later respectfully, to a style of architecture that originated in Rome in the early seventeenth century and showed a significant departure from the traditions of the Renaissance. Asymmetry of design, luxuriance of ornament, strange or broken curves or lines, and polychromatic richness were its main features. The word was later extended to the other visual arts of the baroque period, which is generally regarded as having lasted to the middle of the eighteenth century. The best known early exponents are Borromini in architecture, Bernini in sculpture, and Rubens in painting. *Rococo* (rock-work) is sometimes treated as synonymous with baroque, but is more properly confined to a later development of it, especially in France, lighter and more fanciful, and with ornament even less related to structure. The characteristics of baroque are grandeur, pomposity, and weight; those of rococo are inconsequence, grace, and lightness. Baroque aims at astounding, rococo at amusing.

75. We understand from the text that -----.

- A) rococo was the dominant painting style in Italy
- B) baroque began as a reaction against rococo in Italy
- C) the term baroque was first used to describe a style in music
- D) the term baroque was coined by French architects
- E) application of the term baroque changed over time

76. In the text, Borromini, Bernini, and Rubens are given as examples of -----.

- A) representatives of Baroque painting
- B) renowned advocates of Rococo art
- C) prominent Renaissance artists in France
- D) well-known pioneers of Rococo painting
- E) famous pioneers of Baroque visual arts

77. The text is mainly about -----.

- A) the significance of Baroque painting in the history of French art
- B) different kinds of architecture observed in the Renaissance period
- C) the characteristics of and differences between 'baroque' and 'rococo'
- D) the transformation of 'rococo' during and after the Renaissance period
- E) why baroque, as an artistic style, lost its significance in time

78 - 80. soruları aşağıda verilen parçaya göre cevaplayınız.

The tradition of the headless horseman goes back to ancient times, and examples of these phantoms can be found in the earliest German and Scandinavian folklore. According to legend, both rider and horse are said to be pitch black in colour and they can just as easily gallop in the sky as on the ground. The horsemen are sometimes said to be outcasts from the Wild Hunt, or otherwise great chiefs who had the misfortune to lose their heads in battle or were beheaded. A well-known Irish example is the Headless Rider of Castle Sheela, whose story is told in *Ghosts in Irish Houses* by James Reynolds (1947). Many literary critics have been interested in headless horseman legends and written book-length studies on this topic. Perhaps the most famous book on the topic is *The Headless Horseman* by American writer, Captain Mayne Reid, published in 1869 and based on an allegedly true case from Texas which the author himself had investigated.

78. According to the text, the headless horseman -----.

- A) is thought to bring bad luck in Irish culture
- B) is a legend about the lives of the nobility and high-rank officials
- C) was a popular figure in his community
- D) is a legendary figure that appears in different folklores
- E) was first mentioned in Irish and American folklore

79. It is understood from the text that headless horsemen -----.

- A) generally lost their lives while preparing for battle
- B) might be warriors who lost their heads on battlefields
- C) were lucky and strong enough to survive many battles
- D) were usually admired by the soldiers whom they fought with
- E) did not call for war and bloodshed unless necessary

80. According to the text, Captain Mayne Reid's *The Headless Horseman* -----.

- A) is based on the writer's own investigation
- B) deals with early Scandinavian folklore
- C) is purely a product of the writer's imagination
- D) tells us about ancient Irish ghost stories
- E) is about a group of headless horsemen in Texas

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A Grubu Cevap Anahtarı																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
E	C	A	B	D	A	B	C	E	D	C	D	B	E	A	D	C	B	E	D
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
A	B	C	E	A	B	D	C	E	D	C	E	B	A	E	E	C	B	A	A
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
D	C	B	E	A	A	D	E	A	B	D	C	B	C	B	D	D	E	A	A
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
C	E	D	E	B	A	B	B	D	C	C	D	A	C	E	E	C	D	B	A

Revised *TOEFL*[®] Paper-delivered Test: Reading Section

Note: These sample questions allow you to experience the types of tasks presented in the revised *TOEFL*[®] Paper-delivered Test. They are not intended to represent the way test questions are presented in the test booklets or mimic the testing experience.

Directions

This section measures your ability to understand academic passages written in English.

You will read 3 passages and answer questions about them. The questions typically ask about the main ideas and important details in the passages. You will have **60 minutes (1 hour)** to read the passages, answer the questions and mark your answers.

Some passages may include a footnote that explains a word or phrase that is used in the passage.

Most questions require only 1 answer. Questions requiring more than 1 answer have special directions:

- Some questions require 2 answers to get 1 point. If you choose only 1 answer, you will not get any points. For these questions, you will see: Choose 2 answers.
- Some questions require 3 answers and are worth up to 2 points. You may get 1 point for answering part of the question correctly. For these questions, you will see:

This question is worth 2 points.

Choose 3 answers.

You may review and revise your answers in this section as long as there is time remaining. As you're going through the questions, select the appropriate answer or answers for each. When you're finished, click "Show all answers" at the end of the page to highlight the correct answer for each question.

Sample Questions

Questions 1–14 are based on the following passage.

Extinction of the Dinosaurs

Paleozoic Era	334 to 248 million years ago
Mesozoic Era	245 to 65 million years ago
-Early Mesozoic Era—Triassic Period -Mid Mesozoic Era—Jurassic Period -Late Mesozoic Era—Cretaceous Period	
Cenozoic Era	65 million years ago to the present

1. Paleontologists have argued for a long time that the demise of the dinosaurs was caused by climatic alterations associated with slow changes in the positions of continents and seas resulting from plate tectonics. Off and on throughout the Cretaceous (the last period of the Mesozoic era, during which dinosaurs flourished), large shallow seas covered extensive areas of the continents. Data from diverse sources, including geochemical evidence preserved in seafloor sediments, indicate that the Late Cretaceous climate was milder than today's. The days were not too hot, nor the nights too cold. The summers were not too warm, nor the winters too frigid. The shallow seas on the continents probably buffered the temperature of the nearby air, keeping it relatively constant.
2. At the end of the Cretaceous, the geological record shows that these seaways retreated from the continents back into the major ocean basins. No one knows why. Over a period of about 100,000 years, while the seas pulled back, climates around the world became dramatically more extreme: warmer days, cooler nights; hotter summers, colder winters. Perhaps dinosaurs could not tolerate these extreme temperature changes and became extinct.
3. If true, though, why did cold-blooded animals such as snakes, lizards, turtles, and crocodiles survive the freezing winters and torrid summers? These animals are at the mercy of the climate to maintain a livable body temperature. It's hard to understand why they would not be affected, whereas dinosaurs were left too crippled to cope, especially if, as some scientists believe, dinosaurs were warm-blooded. Critics also point out that the shallow seaways had retreated from and advanced on the continents numerous times during the Mesozoic, so why did the dinosaurs survive the climatic changes associated with the earlier fluctuations but not with this one? Although initially appealing, the

hypothesis of a simple climatic change related to sea levels is insufficient to explain all the data.

4. Dissatisfaction with conventional explanations for dinosaur extinctions led to a surprising observation that, in turn, has suggested a new hypothesis. Many plants and animals disappear abruptly from the fossil record as one moves from layers of rock documenting the end of the Cretaceous up into rocks representing the beginning of the Cenozoic (the era after the Mesozoic). Between the last layer of Cretaceous rock and the first layer of Cenozoic rock, there is often a thin layer of clay. Scientists felt that they could get an idea of how long the extinctions took by determining how long it took to deposit this one centimeter of clay and they thought they could determine the time it took to deposit the clay by determining the amount of the element iridium (Ir) it contained.
 5. Ir has not been common at Earth's surface since the very beginning of the planet's history. Because it usually exists in a metallic state, it was preferentially incorporated in Earth's core as the planet cooled and consolidated. Ir is found in high concentrations in some meteorites, in which the solar system's original chemical composition is preserved. Even today, microscopic meteorites continually bombard Earth, falling on both land and sea. By measuring how many of these meteorites fall to Earth over a given period of time, scientists can estimate how long it might have taken to deposit the observed amount of Ir in the boundary clay. These calculations suggest that a period of about one million years would have been required. However, other reliable evidence suggests that the deposition of the boundary clay could not have taken one million years. So the unusually high concentration of Ir seems to require a special explanation.
 6. In view of these facts, scientists hypothesized that a single large asteroid, about 10 to 15 kilometers across, collided with Earth, and the resulting fallout created the boundary clay. Their calculations show that the impact kicked up a dust cloud that cut off sunlight for several months, inhibiting photosynthesis in plants; decreased surface temperatures on continents to below freezing; caused extreme episodes of acid rain; and significantly raised long-term global temperatures through the greenhouse effect. This disruption of food chain and climate would have eradicated the dinosaurs and other organisms in less than fifty years.
1. According to paragraph 1, which of the following is true of the Late Cretaceous climate?
 - A. Summers were very warm and winters were very cold.
 - B. Shallow seas on the continents caused frequent temperature changes.
 - C. The climate was very similar to today's climate.
 - D. The climate did not change dramatically from season to season.

2. Which of the following reasons is suggested in paragraph 2 for the extinction of the dinosaurs?
 - A. Changes in the lengths of the days and nights during the Late Cretaceous period
 - B. Droughts caused by the movement of seaways back into the oceans
 - C. The change from mild to severe climates during the Late Cretaceous period
 - D. An extreme decrease in the average yearly temperature over 10,000 years

3. Why does the author mention the survival of "snakes, lizards, turtles, and crocodiles" in paragraph 3?
 - A. To argue that dinosaurs may have become extinct because they were not cold-blooded animals
 - B. To question the adequacy of the hypothesis that climatic change related to sea levels caused the extinction of the dinosaurs
 - C. To present examples of animals that could maintain a livable body temperature more easily than dinosaurs
 - D. To support a hypothesis that these animals were not as sensitive to climate changes in the Cretaceous period as they are today

4. The word "cope" in paragraph 3 is closest in meaning to
 - A. adapt
 - B. move
 - C. continue
 - D. compete

5. According to paragraph 3, which of the following is true of changes in climate before the Cretaceous period and the effect of these changes on dinosaurs?
 - A. Climate changes associated with the movement of seaways before the Cretaceous period did not cause dinosaurs to become extinct.
 - B. Changes in climate before the Cretaceous period caused severe fluctuations in sea level, resulting in the extinction of the dinosaurs.
 - C. Frequent changes in climate before the Cretaceous period made dinosaurs better able to maintain a livable body temperature.
 - D. Before the Cretaceous period there were few changes in climate, and dinosaurs flourished.

6. The word "fluctuations" in paragraph 3 is closest in meaning to

- A. extremes
- B. retreats
- C. periods
- D. variations

7. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.
- A. The fossil record suggests that there was an abrupt extinction of many plants and animals at the end of the Mesozoic era.
 - B. Few fossils of the Mesozoic era have survived in the rocks that mark the end of the Cretaceous.
 - C. Fossils from the Cretaceous period of the Mesozoic up to the beginning of the Cenozoic era have been removed from the layers of rock that surrounded them.
 - D. Plants and animals from the Mesozoic era were unable to survive in the Cenozoic era.
8. In paragraph 4, all the following questions are answered EXCEPT:
- A. Why is there a layer of clay between the rocks of the Cretaceous and Cenozoic?
 - B. Why were scientists interested in determining how long it took to deposit the layer of clay at the end of the Cretaceous?
 - C. What was the effect of the surprising observation scientists made?
 - D. Why did scientists want more information about the dinosaur extinctions at the end of the Cretaceous?
9. The word "bombard" in paragraph 5 is closest in meaning to
- A. approach
 - B. strike
 - C. pass
 - D. circle

10. Paragraph 5 implies that a special explanation of the Ir in the boundary clay is needed because
- A. the Ir in microscopic meteorites reaching Earth during the Cretaceous period would have been incorporated into Earth's core
 - B. the Ir in the boundary clay was deposited much more than a million years ago
 - C. the concentration of Ir in the boundary clay is higher than in microscopic meteorites
 - D. the amount of Ir in the boundary clay is too great to have come from microscopic meteorites during the time the boundary clay was deposited

11. The word "disruption" in paragraph 6 is closest in meaning to

- A. exhaustion
- B. disturbance
- C. modification
- D. disappearance

12. Paragraph 6 mentions all of the following effects of the hypothesized asteroid collision EXCEPT:

- A. a large dust cloud that blocked sunlight
- B. an immediate drop in the surface temperatures of the continents
- C. an extreme decrease in rainfall on the continents
- D. a long-term increase in global temperatures

13. **Directions:** Look at the part of the passage displayed below with the letters A, B, C and D. Where would the following sentence best fit?

Consequently, the idea that the Ir in the boundary clay came from microscopic meteorites cannot be accepted.

Ir has not been common at Earth's surface since the very beginning of the planet's history. Because it usually exists in a metallic state, it was preferentially incorporated in Earth's core as the planet cooled and consolidated. Ir is found in high concentrations in some meteorites, in which the solar system's original chemical composition is preserved. Even today, microscopic meteorites continually bombard Earth, falling on both land and sea. By measuring how many of these meteorites fall to Earth over a given period of time, scientists can estimate how long it might have taken to deposit the observed amount of Ir in the boundary clay. **A.** These calculations suggest that a period of about one million years would have been required. **B.** However, other reliable evidence suggests that the deposition of the boundary clay could not have taken one

million years. **C.** So the unusually high concentration of Ir seems to require a special explanation. **D.**

Answer Choices

- A. Choice A
- B. Choice B
- C. Choice C
- D. Choice D

14. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the 3 answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

This question is worth 2 points.

Choose 3 answers.

Introductory sentence: For a long time, scientists have argued that the extinction of the dinosaurs was related to climate change.

Answer Choices

- A. Extreme changes in daily and seasonal climates preceded the retreat of the seas back into the major ocean basins.
- B. A simple climate change does not explain some important data related to the extinction of the dinosaurs at the end of the Cretaceous.
- C. The retreat of the seaways at the end of the Cretaceous has not been fully explained.
- D. The abruptness of extinctions at the end of the Cretaceous and the high concentration of Ir found in clay deposited at that time have fueled the development of a new hypothesis.
- E. Some scientists hypothesize that the extinction of the dinosaurs resulted from the effects of an asteroid collision with Earth.
- F. Boundary clay layers like the one between the Mesozoic and Cenozoic are used by scientists to determine the rate at which an extinct species declined.

Questions 15–28 are based on the following passage.

Running Water on Mars?

1. Photographic evidence suggests that liquid water once existed in great quantity on the surface of Mars. Two types of flow features are seen: runoff channels and outflow channels. Runoff channels are found in the southern highlands.

These flow features are extensive systems—sometimes hundreds of kilometers in total length—of interconnecting, twisting channels that seem to merge into larger, wider channels. They bear a strong resemblance to river systems on Earth, and geologists think that they are dried-up beds of long-gone rivers that once carried rainfall on Mars from the mountains down into the valleys. Runoff channels on Mars speak of a time 4 billion years ago (the age of the Martian highlands), when the atmosphere was thicker, the surface warmer, and liquid water widespread.

2. Outflow channels are probably relics of catastrophic flooding on Mars long ago. They appear only in equatorial regions and generally do not form extensive interconnected networks. Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped "islands" (resembling the miniature versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon River. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.
3. Some scientists speculate that Mars may have enjoyed an extended early period during which rivers, lakes, and perhaps even oceans adorned its surface. A 2003 Mars Global Surveyor image shows what mission specialists think may be a delta—a fan-shaped network of channels and sediments where a river once flowed into a larger body of water, in this case a lake filling a crater in the southern highlands. Other researchers go even further, suggesting that the data provide evidence for large open expanses of water on the early Martian surface. A computer-generated view of the Martian north polar region shows the extent of what may have been an ancient ocean covering much of the northern lowlands. The Hellas Basin, which measures some 3,000 kilometers across and has a floor that lies nearly 9 kilometers below the basin's rim, is another candidate for an ancient Martian sea.
4. These ideas remain controversial. Proponents point to features such as the terraced "beaches" shown in one image, which could conceivably have been left behind as a lake or ocean evaporated and the shoreline receded. But detractors maintain that the terraces could also have been created by geological activity, perhaps related to the geologic forces that depressed the Northern Hemisphere far below the level of the south, in which case they have nothing whatever to do with Martian water. Furthermore, Mars Global Surveyor data released in 2003 seem to indicate that the Martian surface contains too few carbonate rock layers—layers containing compounds of carbon and oxygen—that should have been formed in abundance in an ancient ocean. Their absence supports the picture of a cold, dry Mars that never experienced the extended mild period required to form lakes and oceans. However, more recent data imply that at least some parts of the planet did in fact experience long periods in the past during which liquid water existed on the surface.

5. Aside from some small-scale gullies (channels) found since 2000, which are inconclusive, astronomers have no direct evidence for liquid water anywhere on the surface of Mars today, and the amount of water vapor in the Martian atmosphere is tiny. Yet even setting aside the unproven **hints** of ancient oceans, the extent of the outflow channels suggests that a huge total volume of water existed on Mars in the past. Where did all the water go? The answer may be that virtually all the water on Mars is now locked in the permafrost layer under the surface, with more contained in the planet's polar caps.

For each question, choose 1 answer unless there are special directions.

15. The word "merge" in paragraph 1 is closest in meaning to

- A. expand
- B. separate
- C. straighten out
- D. combine

16. What does the discussion in paragraph 1 of runoff channels in the southern highlands suggest about Mars?

- A. The atmosphere of Mars was once thinner than it is today.
- B. Large amounts of rain once fell on parts of Mars.
- C. The river systems of Mars were once more extensive than Earth's.
- D. The rivers of Mars began to dry up about 4 billion years ago.

17. The word "relics" in paragraph 2 is closest in meaning to

- A. remains
- B. sites
- C. requirements
- D. sources

18. The word "miniature" in paragraph 2 is closest in meaning to

- A. temporary
- B. small
- C. multiple
- D. familiar

19. In paragraph 2, why does the author include the information that 105 tons of water flow through the Amazon River per second?

- A. To emphasize the great size of the volume of water that seems to have flowed through Mars' outflow channels
 - B. To indicate data used by scientists to estimate how long ago Mars' outflow channels were formed
 - C. To argue that flash floods on Mars may have been powerful enough to cause tear-shaped "islands" to form
 - D. To argue that the force of flood waters on Mars was powerful enough to shape the northern volcanic plains
20. According to paragraph 2, all of the following are true of the outflow channels on Mars EXCEPT:
- A. They formed at around the same time that volcanic activity was occurring on the northern plains.
 - B. They are found only on certain parts of the Martian surface.
 - C. They sometimes empty onto what appear to have once been the wet sands of tidal beaches.
 - D. They are thought to have carried water northward from the equatorial regions.
21. All of the following questions about geological features on Mars are answered in paragraph 3 EXCEPT:
- A. What are some regions of Mars that may have once been covered with an ocean?
 - B. Where do mission scientists believe that the river forming the delta emptied?
 - C. Approximately how many craters on Mars do mission scientists believe may once have been lakes filled with water?
 - D. During what period of Mars' history do some scientists think it may have had large bodies of water?
22. According to paragraph 3, images of Mars' surface have been interpreted as support for the idea that
- A. the polar regions of Mars were once more extensive than they are now
 - B. a large part of the northern lowlands may once have been under water
 - C. deltas were once a common feature of the Martian landscape
 - D. the shape of the Hellas Basin has changed considerably over time

23. What can be inferred from paragraph 3 about liquid water on Mars?
- A. If ancient oceans ever existed on Mars' surface, it is likely that the water in them has evaporated by now.
 - B. If there is any liquid water at all on Mars' surface today, its quantity is much smaller than the amount that likely existed there in the past.
 - C. Small-scale gullies on Mars provide convincing evidence that liquid water existed on Mars in the recent past.
 - D. The small amount of water vapor in the Martian atmosphere suggests that there has never been liquid water on Mars.
24. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.
- A. But detractors argue that geological activity may be responsible for the water associated with the terraces.
 - B. But detractors argue that the terraces may have been formed by geological activity rather than by the presence of water.
 - C. But detractors argue that the terraces may be related to geological forces in the Northern Hemisphere of Mars, rather than to Martian water in the south.
 - D. But detractors argue that geological forces depressed the Northern Hemisphere so far below the level of the south that the terraces could not have been formed by water.
25. According to paragraph 4, what do the 2003 Global Surveyor data suggest about Mars?
- A. Ancient oceans on Mars contained only small amounts of carbon.
 - B. The climate of Mars may not have been suitable for the formation of large bodies of water.
 - C. Liquid water may have existed on some parts of Mars' surface for long periods of time.
 - D. The ancient oceans that formed on Mars dried up during periods of cold, dry weather.
26. The word "hints" in paragraph 5 is closest in meaning to
- A. clues
 - B. features
 - C. arguments

D. effects

27. **Directions:** Look at the part of the passage displayed below with the letters **A**, **B**, **C** and **D**. Where would the following sentence best fit?

These landscape features differ from runoff channels in a number of ways.

Outflow channels are probably relics of catastrophic flooding on Mars long ago. **A**. They appear only in equatorial regions and generally do not form extensive interconnected networks. **B**. Instead, they are probably the paths taken by huge volumes of water draining from the southern highlands into the northern plains. **C**. The onrushing water arising from these flash floods likely also formed the odd teardrop-shaped "islands" (resembling the miniature versions seen in the wet sand of our beaches at low tide) that have been found on the plains close to the ends of the outflow channels. **D**. Judging from the width and depth of the channels, the flow rates must have been truly enormous—perhaps as much as a hundred times greater than the 105 tons per second carried by the great Amazon River. Flooding shaped the outflow channels approximately 3 billion years ago, about the same time as the northern volcanic plains formed.

- A. Choice A
- B. Choice B
- C. Choice C
- D. Choice D

28. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the 3 answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

This question is worth 2 points.

Choose 3 answers.

Introductory sentence: There is much debate concerning whether Mars once had water.

Answer Choices

- A. Various types of images have been used to demonstrate that most of the Martian surface contains evidence of flowing water.
- B. The runoff and outflow channels of Mars apparently carried a higher volume of water and formed more extensive networks than do Earth's river systems.

- C. Mars' runoff and outflow channels are large-scale, distinctive features that suggest that large quantities of liquid water once flowed on Mars.
- D. Although some researchers claim that Mars may once have had oceans, others dispute this, pointing to an absence of evidence or offering alternative interpretations of evidence.
- E. While numerous gullies have been discovered on Mars since 2000, many astronomers dismiss them as evidence that Mars once had liquid water.
- F. There is very little evidence of liquid water on Mars today, and it is assumed that all the water that once existed on the planet is frozen beneath its surface.

Questions 29–42 are based on the following passage.

The Rise of Teotihuacán

1. The city of Teotihuacán, which lay about 50 kilometers northeast of modern-day Mexico City, began its growth by 200–100 B.C. At its height, between about A.D. 150 and 700, it probably had a population of more than 125,000 people and covered at least 20 square kilometers. It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings. Clearly, much planning and central control were involved in the expansion and ordering of this great metropolis. Moreover, the city had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico).
2. How did this tremendous development take place, and why did it happen in the Teotihuacán Valley? Among the main factors are Teotihuacán's geographic location on a natural trade route to the south and east of the Valley of Mexico, the obsidian type of volcanic glasslike rock used for manufacturing tools and ceremonial objects resources in the Teotihuacán Valley itself, and the valley's potential for extensive irrigation. The exact role of other factors is much more difficult to pinpoint—for instance, Teotihuacán's religious significance as a shrine, the historical situation in and around the Valley of Mexico toward the end of the first millennium B.C., the ingenuity and foresightedness of Teotihuacán's elite, and, finally, the impact of natural disasters, such as the volcanic eruptions of the late first millennium B.C.
3. This last factor is at least circumstantially implicated in Teotihuacán's rise. Prior to 200 B.C., a number of relatively small centers coexisted in and near the Valley of Mexico. Around this time, the largest of these centers, Cuicuilco, was seriously affected by a volcanic eruption, with much of its agricultural land covered by lava. With Cuicuilco eliminated as a potential rival, any one of a number of relatively modest towns might have emerged as a leading economic and political power in Central Mexico. The archaeological evidence clearly indicates, though, that Teotihuacán was the center that did arise as the predominant force in the area by the first century A.D.
4. It seems likely that Teotihuacán's natural resources—along with the city elite's ability to recognize their potential—gave the city a competitive edge over its

neighbors. The valley, like many other places in Mexican and Guatemalan highlands, was rich in obsidian. The hard volcanic stone was a resource that had been in great demand for many years, at least since the rise of the Olmecs (a people who flourished between 1200 and 400 B.C.), and it apparently had a secure market. Moreover, recent research on obsidian tools found at Olmec sites has shown that some of the obsidian obtained by the Olmecs originated near Teotihuacán. Teotihuacán obsidian must have been recognized as a valuable commodity for many centuries before the great city arose.

5. Long-distance trade in obsidian probably gave the elite residents of Teotihuacán access to a wide variety of exotic goods, as well as a relatively prosperous life. Such success may have attracted immigrants to Teotihuacán. In addition, Teotihuacán's elite may have consciously attempted to attract new inhabitants. It is also probable that as early as 200 B.C. Teotihuacán may have achieved some religious significance and its shrine (or shrines) may have served as an additional population magnet. Finally, the growing population was probably fed by increasing the number and size of irrigated fields.
6. The picture of Teotihuacán that emerges is a classic picture of positive feedback among obsidian mining and working, trade, population growth, irrigation, and religious tourism. The thriving obsidian operation, for example, would necessitate more miners, additional manufacturers of obsidian tools, and additional traders to carry the goods to new markets. All this led to increased wealth, which in turn would attract more immigrants to Teotihuacán. The growing power of the elite, who controlled the economy, would give them the means to physically coerce people to move to Teotihuacán and serve as additions to the labor force. More irrigation works would have to be built to feed the growing population, and this resulted in more power and wealth for the elite.

For each question, choose 1 answer unless there are special directions.

29. The word "massive" in paragraph 1 is closest in meaning to
 - A. ancient
 - B. carefully planned
 - C. very large
 - D. carefully protected

30. In paragraph 1, each of the following is mentioned as a feature of the city of Teotihuacán between A.D. 150 and 700 EXCEPT:
 - A. regularly arranged streets
 - B. several administrative centers spread across the city
 - C. many manufacturing workshops
 - D. apartment complexes

31. The word "pinpoint" in paragraph 2 is closest in meaning to

- A. identify precisely
- B. make an argument for
- C. describe
- D. understand

32. The word "ingenuity" in paragraph 2 is closest in meaning to

- A. ambition
- B. sincerity
- C. faith
- D. cleverness

33. Which of the following is NOT mentioned in paragraph 2 as a main factor in the development of Teotihuacán?

- A. The presence of obsidian in the Teotihuacán Valley
- B. The potential for extensive irrigation of Teotihuacán Valley lands
- C. A long period of volcanic inactivity in the Teotihuacán Valley
- D. Teotihuacán's location on a natural trade route

34. Which of the following can be inferred from paragraphs 2 and 3 about the volcanic eruptions of the late first millennium B.C.?

- A. They were more frequent than historians once thought.
- B. They may have done more damage to Teotihuacán than to neighboring centers.
- C. They may have played a major role in the rise of Teotihuacán.
- D. They increased the need for extensive irrigation in the Teotihuacán Valley.

35. What can be inferred from paragraph 3 about Cuicuilco prior to 200 B.C.?

- A. It was a fairly small city until that date.
- B. It was located outside the Valley of Mexico.
- C. It emerged rapidly as an economical and political center.
- D. Its economy relied heavily on agriculture.

36. The word "predominant" in paragraph 3 is closest in meaning to

- A. most aggressive
- B. most productive

- C. principal
- D. earliest

37. According to paragraph 4, which of the following allowed Teotihuacán to have "a competitive edge over its neighbors"?

- A. A well-exploited and readily available commodity
- B. The presence of a highly stable elite class
- C. Knowledge derived directly from the Olmecs about the art of toolmaking
- D. Scarce natural resources in nearby areas such as those located in what are now the Guatemalan and Mexican highlands

38. According to paragraph 4, what has recent research on obsidian tools found at Olmec sites shown?

- A. Obsidian's value was understood only when Teotihuacán became an important city.
- B. The residents of Teotihuacán were sophisticated toolmakers.
- C. The residents of Teotihuacán traded obsidian with the Olmecs as early as 400 B.C.
- D. Some of the obsidian used by the Olmecs came from the area around Teotihuacán.

39. Select the TWO answer choices that are mentioned in paragraph 5 as being features of Teotihuacán that may have attracted immigrants to the city.

- A. The prosperity of the elite
- B. Plenty of available housing
- C. Opportunities for well-paid agricultural employment
- D. The presence of one or more religious shrines

40. In paragraph 6, the author discusses "The thriving obsidian operation" in order to

- A. explain why manufacturing was the main industry of Teotihuacán
- B. give an example of an industry that took very little time to develop in Teotihuacán
- C. illustrate how several factors influenced each other to make Teotihuacán a powerful and wealthy city
- D. explain how a successful industry can be a source of wealth and a source of conflict at the same time

41. **Directions:** Look at the part of the passage displayed below with the letters **A**, **B**, **C** and **D**. Where would the following sentence best fit?

In fact, artifacts and pottery from Teotihuacán have been discovered in sites as far away as the Mayan lowlands, the Guatemalan highlands, northern Mexico, and the Gulf Coast of Mexico.

The city of Teotihuacán, which lay about 50 kilometers northeast of modern-day Mexico City, began its growth by 200 –100 B.C. At its height, between about A.D. 150 and 700, it probably had a population of more than 125,000 people and covered at least 20 square kilometers. **A.** It had over 2,000 apartment complexes, a great market, a large number of industrial workshops, an administrative center, a number of massive religious edifices, and a regular grid pattern of streets and buildings. **B.** Clearly, much planning and central control were involved in the expansion and ordering of this great metropolis. **C.** Moreover, the city had economic and perhaps religious contacts with most parts of Mesoamerica (modern Central America and Mexico). **D.**

Answer Choices

- A. Choice A
- B. Choice B
- C. Choice C
- D. Choice D

42. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the 3 answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

This question is worth 2 points.

Choose 3 answers.

Introductory sentence: Teotihuacán was a highly developed city in Mesoamerica that reached its peak between A.D. 150 and 700.

Answer Choices

- A. The number and sophistication of the architectural, administrative, commercial, and religious features of Teotihuacán indicate the existence of centralized planning and control.
- B. Teotihuacán may have developed its own specific local religion as a result of the cultural advances made possible by the city's great prosperity.

- C. Several factors may account for Teotihuacán's extraordinary development, including its location, rich natural resources, irrigation potential, intelligent elite, and the misfortune of rival communities.
- D. As a result of its large number of religious shrines, by the first century A.D., Teotihuacán became the most influential religious center in all of Mesoamerica.
- E. In many important areas, from the obsidian industry to religious tourism, Teotihuacán's success and prosperity typified the classic positive feedback cycle.
- F. Although many immigrants settled in Teotihuacán between A.D. 150 and 700, the increasing threat of coerced labor discouraged further settlement and limited Teotihuacán's population growth.

APPENDIX 3: TRANSLATION TASK

TRANSLATION TASK – Çeviri Soruları

Bu uygulamada e-YDS’lerde kullanılmış, basına açıklanan sorular içerisinde çeviri sorularının kök kısımları seçilmiştir. Seçilen cümlelerin kullanıldığı e-YDS’ler tarihi ile birlikte parantez içerisinde verilmiştir. Lütfen yönergeleri takip ederek cümleleri çeviriniz.

Aşağıda İngilizce verilen cümleleri Türkçeye çeviriniz.

1. Considering that fighting among siblings is highly widespread in early childhood, parents should help their children to work out disagreements without taking sides. (e-YDS-2018-10)
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2. Organic chemistry is already at the heart of modern advances in nanotechnology and medicine; however, it is still perceived to be a challenging field that many students fear because of its far-reaching applications. (e-YDS-2018-06)
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3. Ebola virus was first discovered in 1976, in a blood sample gathered from an ill nun in Zaire, which is now known as the Democratic Republic of the Congo. (e-YDS-2017-01)
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4. Once we have become fossil-fuel free, we will not only see the climate change come to a halt but we will also feel more secure knowing that we can get all our power from renewable sources. (e-YDS-2016-09)
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5. Contrary to general belief, the Industrial Revolution did not trigger any improvement in the Standard of living for a large section of the population. (e-YDS-2016-10)
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6. Plants respond to gravity, water, light, chemicals and even touch; yet, how they do this without a brain or nervous system is something botanists are unsure about. (e-YDS-2016-11)

7. Adult education has now become so important a feature of societies that it increasingly attracts more attention of sociologists, politicians, and businesses. (e-YDS-2016-05)

8. There are no blood tests or brain scans for mental illnesses, so diagnoses can be subjective and unreliable. (e-YDS-2016-04)

9. Getting regular exercise might be beneficial for reducing the risk, or delaying the onset, of Alzheimer, because neurons in the brain regenerate throughout life. (e-YDS-2015-10)

10. Whether somewhere is hot or cold is mainly to do with how close it is to the equator, but other factors, such as ocean currents and altitude, are also important. (e-YDS-2015-09)

Aşağıda Türkçe verilen cümleleri İngilizceye çeviriniz.

1. Günümüzde tıbbın tanınmış bir uzmanlık alanı olan anesteziğin ameliyat esnasında ağrıyı önlemek amacıyla kullanımı 1800'lerde Amerika Birleşik Devletleri'nde başlamıştır. (e-YDS-2018-03)

2. Sanayi devrimi şüphesiz üretkenliği artırdı, ancak birçok işçinin düşük ücretle daha uzun saatler çalışmak zorunda kaldığı düşünülürse çalışma koşulları oldukça kötüleşti. (e-YDS-2018-09)

3. Martin Luther haricinde muhtemelen en çok okunan Alman ilahiyatçı Carl Friedrich Bahrdt, her zaman tartışmaların merkezinde olmuştur. (e-YDS-2018-05)
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4. Okyanus sularının mevsimsel sıcaklık değişiklikleri, insanların yiyecek olarak tükettiklerinin birçoğunu kapsayan deniz canlılarının nüfusunu dönüşümlü olarak artırır ya da azaltır. (e-YDS-2018-04)
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5. Araştırmalar migrenin beyindeki yapısal ve fonksiyonel farklılıklardan kaynaklandığını ve migreni olan insanların sadece bir atak sırasında değil, her zaman farklı bir şekilde hissettiğini, gördüğünü, duyduğunu ve dokunduğunu göstermiştir. (e-YDS-2018-02)
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6. Bilgisayar ekranına bakarken, kitap okurken yaptığımız gibi aşağıya bakmaktan ziyade direkt karşıya bakarız, ki bu da gözlerimizin daha geniş bir yüzeyinin havanın kurutucu etkisine maruz kalmasına neden olur. (e-YDS-2018-01)
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7. Taklit ve ezberi ön plana çıkaran *davranışçılık*, 1970'lerde, özellikle Kuzey Amerika'da, yabancı dil öğretimi üzerinde önemli bir etkiye sahipti. (e-YDS-2017-05)
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8. Hepimiz günlük yaşantımızda tehlikeli ve zehirli maddelerle karşılaşmaktayız, ancak bunlar her zaman belirgin olmadıklarından dolayı bu maddeleri tanımak için kullandığımız malzemelerin üzerine basılı güvenlik kodlarından yararlanabiliriz. (e-YDS-2017-04)
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9. Abaküsten bilgisayara geçmemiz 4000 yıl sürse de teknoloji çok hızlı geliştiğinden dolayı enerji ve kıtlık gibi temelde teknik nitelikteki problemleri birkaç yıl içerisinde çözebileceğiz. (e-YDS-2017-03)

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10. Kaydetme ve hesaplama daha karmaşık hâle geldikçe bugün kullandığımız sayıları ve ondalık sayı sistemini doğuran birçok sayı sistemi geliştirilmiştir. (e-YDS-2017-02)

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APPENDIX 4: ORIGINALITY REPORT

APPENDIX 5: ETHICS BOARD APPROVAL