Instructors' Beliefs About ESP Assessment: A Case Study[*]

Öğretim Görevlilerinin Özel Amaçlı İngilizcenin Değerlendirilmesine İlişkin İnançları: Bir Vaka Çalışması

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ABSTRACT

With the world's increasing globalization, English has become the most widely used language for communication, and English for Specific Purposes (ESP) has begun to receive more attention in the twenty-first century due to the effects of globalization and an increase in the need for skilled workers. English for Specific Purposes is a specialized branch of English language learning that focuses on teaching English in particular fields. The assessment process must be customized to the unique characteristics of English for Specific Purposes (ESP), and teacher beliefs can significantly impact on how students are taught and assessed in this subject. Previous research has concentrated on ESP course design and needs assessment in the field. However, teachers' beliefs regarding ESP assessment have not received enough attention. As a result, the study's goal is to investigate the instructors' beliefs regarding ESP assessment in higher education. Three English instructors in a state university's College of Foreign Languages serve as a sample for this qualitative case study. Semi-structured interviews and seven weeks of reflective journaling were used to gather the data. According to the results, participants believe that ESP assessment has specificity, and it is valuable and accountable. It is also believed that ESP assessment lacks students' motivation and requires adaptation. The school policy, student motivation, and teacher performance in ESP assessment have influenced these beliefs. To conclude, teacher participation and education are necessary for ESP assessment.

ÖZ

Artan küreselleşme ile birlikte, İngilizce iletişim için en yaygın kullanılan dillerden biri haline gelmiş ve Özel Amaçlı İngilizce (ÖAİ), yirmi birinci yüzyılda küreselleşmenin etkileri ve nitelikli işçilere olan ihtiyacın artması nedeniyle daha fazla dikkat çekmeye başlamıştır. Özel Amaçlı İngilizce, belirli alanlarda İngilizce öğretmeye odaklanan İngilizcenin özel bir öğrenim dalıdır. Ölçme ve değerlendirme süreci, Özel Amaçlı İngilizceye özgün özelliklere göre özelleştirilmelidir ve öğretmen inançları, öğrencilere bu konuda nasıl öğretildiği ve değerlendirildiği üzerinde büyük etkiye sahip olabilir. Daha önceki araştırmalar, ÖAİ'nin ders tasarımına ve ihtiyaç değerlendirmesine odaklanmıştır. Ancak, öğretmenlerin ÖAİ'nin değerlendirmesi ile ilgili inançları yeterince dikkat çekmemiştir. Bu nedenle, çalışmanın amacı, yüksek öğrenimde çalışan öğretmenlerin ÖAİ'nin değerlendirmesi konusundaki inançlarını araştırmaktır. Bir devlet üniversitesinin yabancı diller fakültesindeki üç İngilizce öğretmeni, nitel bir durum çalışması için katılımcı olarak çalışmada yer almaktadır. Verileri toplamak için yarı yapılandırılmış görüşmeler ve yedi hafta süreyle toplanan yansıtıcı günlükler kullanılmıştır. Sonuçlara göre, katılımcılar, ÖAİ'nin değerlendirmesinin özgüllüğe sahip olduğuna inanmakta ve ÖAİ'nin değerlendirilmesinin değerli ve hesap sorulabilir olduğunu düşünmektedir. Ayrıca, ÖAİ değerlendirmesinin motivasyon eksikliğine sahip olduğuna ve adaptasyon gerektirdiğine inanılmaktadır. Ek olarak, bu inançları etkileyen faktörler arasında okul politikası, öğrenci motivasyonu ve öğretmen performansı bulunmaktadır. Sonuç olarak, öğretmenlerin katılımının ve eğitiminin ÖAİ'nin değerlendirilmesi için gerekli olduğu bulunmuştur.

Anahtar Sözcükler: *Özel Amaçlı İngilizce, Değerlendirme, Öğretmen İnançları, Öğretim Görevlileri*

INTRODUCTION

English is now widely used as a language of communication, solidifying its status as a Lingua Franca in the modern world. According to Crystal (2003), about 25% of people are presently proficient in English communication. Redmann (2002) also states that English is now owned by everyone, not just by the native speakers in the United States and the United Kingdom, and it serves as a bridge between people from diverse backgrounds. Moreover, English remains the most frequently published language (Al-Salmaan, 2007). The motivation behind learning English varies from one person to another. There are several reasons to learn English, including business, education, and employment (Basturkmen, 2014), and there are distinct methods for teaching and learning

English to meet these specific learning needs. For this reason, a new term for teaching has emerged: English for Specific Purposes (ESP). It is derived from a larger teaching movement called Language for Specific Purposes (LSP) (İlter, 2020). ESP is a pedagogical approach based on materials designed to teach students with specific learning objectives in their present or future academic or professional situations (Johns & Price, 2014). Courses must address learners' individual needs for them to meet societal demands (Kırkgöz, 2019). Thus, the significance of ESP and the teachers' evaluation now bears great significance.

Some studies have been conducted on teacher's ESP assessment beliefs. For example, Chang (2015) investigated teachers' attitudes and behaviors regarding ESP assessment concerning this subject. Six ESP instructors from four Taiwanese universities were chosen to participate in the study. Semi-structured interviews with the teachers were conducted at the start and end of the semester, and their lesson plans and evaluation strategies served as a source of information. Based on the analysis of these interviews, teachers' conceptions of curricula for ESP instruction are shaped by the orientations they select, which in turn influences how they assess their students' academic performance. According to Chang (2015), the analysis demonstrated how teachers' perspectives, experiences, and backgrounds affect how they use ESP assessments in the classroom.

Another study by Alghamdi (2022) examined ESP teachers' perceptions of their roles in vocabulary instruction. Six ESP instructors from a Saudi Arabian university took part in the study. The data was gathered through semi-structured interviews. The examination of the data revealed that the teachers' beliefs were influenced by their own experiences as learners and educators.

Rajabi (2018) also investigated the beliefs of ESP instructors as well. However, the beliefs of ESP teachers and how they relate to their classroom practices were the subject of discussion. Twenty-five ESP instructors from an Iranian University were chosen to participate in the research. This mixed-method study gathered data via semi-structured interviews and a 30-item questionnaire. The findings of the study suggested that the

participants' beliefs about teaching ESP and their prior educational experiences are closely related.

ESP courses are offered at the tertiary level to meet EFL learners' specific needs and demands. Authorities recognize the significance of English for students' academic and professional development, and they develop English courses to give students the English language proficiency they need based on their needs and proficiency level. Academic or professional goals can be the focus of ESP courses (Robinson, 1980). Nonetheless, general English teacher preparation is provided to educators in Türkiye (Kırkgöz, 2019). This is why many teachers in Türkiye who instruct ESP lessons are not subject matter experts. According to İlter (2020), ESP instructors decide which standards to apply when assessing students' knowledge and skills. Therefore, it becomes clear that instructors' opinions regarding ESP assessment merit further research.

The study aims to understand instructors' beliefs about ESP assessment at the tertiary level in Türkiye. Accordingly, the following research questions are investigated in the study:

1. What are the beliefs of EFL instructors about ESP assessment at the tertiary level?

2. What factors shape EFL instructors' beliefs about ESP assessment at the tertiary level?

METHODOLOGY

In this study, a case study design and qualitative methodology were employed. A case study is an empirical investigation examining a case in-depth and within the context of actual events (Yin, 2018). *Case study research* is a qualitative methodology in which an investigator uses a thorough data collection process to investigate one or more bounded cases over time, reporting findings as a case description or themes (Creswell, 2013).

Dörnyei (2007) states that case study research typically involves gathering data through multiple sources such as interviews, observation, and documents to develop an in-depth understanding of the research subject. This variety of data collection tools shows the

advantage of the qualitative case study method since it can provide rich and detailed information about a particular case or phenomenon. In keeping line with this, the focus of this case study is a thorough investigation of the instructors' beliefs about ESP assessment at a public university.

Sampling and Participants

This study was conducted at a public university in the Central Anatolian region of Türkiye at the College of Foreign Languages. Founded in 1926, this university is among the most established ones in Türkiye. Despite having a face-to-face education in the fall semester, universities began offering online courses in their spring terms due to the earthquake disaster of February 6, 2023, in Türkiye. Consequently, the educational program was available online during this study. In the spring term of 2022–2023, the data collection for this study ended.

Upon establishing the overall research problem, selecting the sample and participants becomes imperative (Merriam, 2009). According to Creswell (2013), purposeful sampling involves the researcher selecting study participants to intentionally inform them of their understanding of the research problem. Eight instructors from a public university's preparatory program were voluntarily chosen for this study. Teaching English for Specific Purposes lessons was the selection criterion for the participants. Only three instructors were able to complete the seven-week data collection journey when the data collection process began. Due to their working time at the university and other personal reasons, the other five instructors could not complete the data collection process. At the end of the data collection process, semi-structured interviews were conducted with three instructors who completed all journals. For participants' confidentiality, pseudonyms were used elsewhere to refer to the participants.

Table 1. Participant Profile

Pseudonyms	Gender	Age	Experience	Highest Education
Selim	Male	37	13 years	MA degree in English Language Teaching
Tarık	Male	38	12 years	PhD in progress in English Language Teaching
Ayşe	Female	53	27 years	MA degree in English Language Teaching

A summary of the study participants is given in Table 1. All three participants indicated interest in participating in the study's interview section because the topic pertained to their day-to-day work, such as enhancing the teaching-learning environment in the classroom. The three research participants varied in terms of their educational, cultural, and linguistic backgrounds, as well as their experiences teaching EFL.

Data Collection

According to Merriam (2009), a qualitative investigation requires a data collection tool sensitive to underlying meaning when gathering and interpreting data. After reviewing pertinent literature to support the study's goals, the instruments for the data collection phase were created. A case study's data can be gathered using various methods, such as participant observation, direct observations, records, and interviews (Creswell, 2013).

The first step in gathering the data was getting ethical approval from the Ethics Committee of the participants' institution. The study was then sent out via email to the instructors who participated in the research as participants. Participants signed consent forms that explained the purpose of the study when they received them. Reflective journals were created as the initial stage of the data collection procedure for this study. The researcher herself added four questions to help the participants express their experiences and opinions about ESP assessment in their classes, using the literature review as a guide. The study's research questions were considered when creating the journal questions, and the expert opinion was taken from the study's supervisor and three other academics from the field.

Interviews provide qualitative researchers with additional insight into participants' explanations of their experiences, feelings, and beliefs in a social setting, according to Rapley (2004). Before contacting the study's actual participants, the researcher piloted the interviews with two colleagues whose master's degrees are related to English for Specific Purposes to ensure clarity. The researcher also asked the supervisor for feedback on how to evaluate the interview designs to increase the tool's validity. The interview protocol was changed in response to their feedback. In this study, three instructors who finished their journeys in seven weeks participated in the semi-structured interviews. There were two sections in the interview. The four questions in the first section were designed to determine the participants' personal and educational backgrounds. The second section consisted of four questions that thoroughly analyzed the participants' opinions. In the second section, the researcher modified the follow-up questions as the discussion continued. An average interview lasted ten minutes. The interviews took place at the university in the instructors' offices. The interviews were transcribed verbatim and recorded for analysis.

Data Analysis

Analyzing the data is one of the most crucial phases in qualitative research. According to Elo and Kyngas (2008), there are numerous methods for analyzing qualitative data, and one technique for figuring out any material's underlying meaning is content analysis. According to Krippendorf (1980), content analysis is essential for generating new insights by concluding the data context. Qualitative content analysis was used to interpret the data.

Table 2. Data Analysis Procedure

Steps	Analysis Procedure
Step 1	Transcribing the data
Step 2	Pre-coding and coding stages
Step 3	Growing ideas and data displays
Step 4	Interpreting the data and drawing conclusions

Table 2 illustrates Dörnyei's (2007) guide to data analysis Table 2 illustrates Dörnyei's (2007) guide to data analysis. Text transcription of the data is the initial step in qualitative content analysis. It enables the researchers to understand the data fully. In keeping with this, the researcher carefully followed the instructions. To ensure accurate data analysis, semi-structured interviews were transcribed, and the journals were gathered and digitally stored for this study. The researcher read the transcriptions and listened to the recordings many times to produce rich findings for the study. Before examining the journals, each participant's journal was read separately. After that, a weekly analysis of all participants' responses was done to develop pre-codes, categories, and themes. The data was interpreted after the researcher was familiarized with the data and displayed it. Formal codes, categories, and themes were constructed.

Validity and Reliability

According to McGloin (2008), the case study's conclusions must be valid and reliable to be transferable, believable, and confirmable. Triangulation was aimed to improve the study's credibility, as well as the validity and reliability of the data. Since it is usually impossible to duplicate the study due to contextual circumstances, data triangulation increases a case study's reliability (Quintão et al., 2021). Consequently, multiple techniques for gathering data, such as interviews and reflective journals, were utilized to validate the study's conclusions. In addition, the researcher created the codes, subthemes, and themes during the data analysis process.

Ethics Committee Approval

This study was ethically appropriated by the Gazi University Ethics Committee's decision numbered 2023/302 on 15.03.2023. The instructors agreed to take part in the study after they were given both verbal and written information about it, including an informed consent form, before they got involved. In data collection process, the protection of participants' privacy and anonymity were ensured by giving pseudonyms to participants. Triangulation was aimed to be achieved during the qualitative analysis to ensure the reliability and validity of the data.

FINDINGS

Over seven weeks, the researcher gathered reflective journals and conducted semi-structured interviews to uncover and gain a deeper understanding of the beliefs regarding ESP assessment. Five themes about EFL instructors' beliefs regarding ESP assessment were identified through content analysis of the qualitative data (See Table 3).

Instructors' Beliefs About ESP Assessment

When Table 3 is examined, it is seen that the data analysis revealed five subthemes relating to the beliefs of instructors about ESP assessment: specificity, value, measurability, lack of motivation, and adaptation.

Table 3. Emergent Themes Regarding the Beliefs of Instructors on ESP Assessment

Themes	Subthemes	Relevant Codes	Frequency
	Specificity	Giving students the opportunity to use language in context	7
		Involving the interests of the students	5
	Value	Contributing to student's motivation	4
ESP		Fostering student's learning	3
Assessment	Measurability	Measuring the effectiveness of teaching	4
Beliefs		Giving teachers a chance to revise	3
	Lack of Motivation	The demotivating aspect of online education	7
		Unwillingness to participate	5
	Adaptation of the Materials	Redesigning the activity for better evaluation	3

A consistent theme observed in both the journals and semi-structured interviews was the specificity of ESP assessment. The subtheme of specificity gave rise to the codes that describe how ESP assessment incorporates students' interests and enables students to use the language in context. The most frequently occurring theme in the study was the conviction that ESP assessment enabled students to use language in context. The following lists the related points of view:

Ayşe: ''The strength of it was that they had the chance to speak about the related topics in the context discussed in the video.'' – (RJ, Week 4)

Tarık: ''I then asked my students to complete the blanks with these words in the next exercise so that they could reinforce them in different contexts.'' – (RJ, Week 5)

The data also revealed the belief in the value of ESP assessment as a subtheme. According to the participants, ESP assessment boosted students' motivation. When questioned about what influences the assessment procedure, the participants stated that one crucial

component was student motivation. The remarks that follow provide an example of this category:

Ayşe: ''...assessment is valuable, and it contributes a lot to the student learning.'' – (SSI)

Selim: ''They write them and note them down in these notebooks. And that's also quite valuable because it encourages their learning process. – (SSI)

Tarık: ''In my opinion, if they hadn't learned these phrases, they wouldn't have understood the video and completed the statements which showed the contributing part of the assessment to learning. – (RJ, Week 2)

Additionally, the participants articulated the subtheme of ESP assessment's measurability. The belief that ESP assessment improves teaching effectiveness for instructors was the one that was most frequently expressed. The participants elaborated on how they were able to evaluate their own teaching because of ESP assessment, as evidenced by the following excerpts:

Ayşe: ''We can measure the effectiveness of teaching.'' – (SSI)

Selim: ''And they also need to see that to motivate themselves to study more and learn more and the assessment shows us the quality of teaching as well.'' – (SSI)

Furthermore, the idea that the pupils lacked motivation surfaced as another subtheme from the data. The participants reported that there were occasions when the ESP assessment was not completed satisfactorily due to online learning. There are unique dynamics to online learning that necessitate student involvement and motivation. However, the ESP assessment procedure became unsuccessful due to the lack of motivation among students. The following claims, which validate the mentioned codes, are displayed below:

Ayşe: '' Unfortunately, the students' motivation is very low, and this is important... they stay at home and do nothing.'' – (SSI)

Selim: ''This may be because of the nature of online sessions where students avoid speaking.'' – (RJ, Week 6)

The final code that resulted from the previous theme was the belief that the ESP assessment is difficult since instructors must occasionally redesign and revise the test. The instructor made the case that some assessment procedures in online learning need to be modified while evaluating the students. The pertinent comment to bolster the category is displayed below:

Selim: ''Now I believe it would have been a lot better if I had redesigned the activity or at least put it into some kind of contextual frame…'' – (RJ, Week 3)

Selim: ''As for first, I could spice up the topic a little bit by changing the arguments and maybe I could find more relevant or familiar opinions that they could speak about.'' – (RJ, Week 4)

Tarık: ''I think I could maybe design some parts and generate my students' interests before setting the context, and help them understand the context…'' – (RJ, Week 2)

Factors Influencing Instructors' Beliefs About ESP Assessment

This study analyzed data from reflective journals and semi-structured interviews to determine what influences EFL instructors' beliefs regarding ESP assessment. The data shows a few contextual and personal elements that influenced the participants' beliefs regarding ESP evaluation. The variables shaping the participants' beliefs about their ESP assessments are shown in Figure 1.

Figure 1: Factors that affect ESP assessment beliefs of instructors
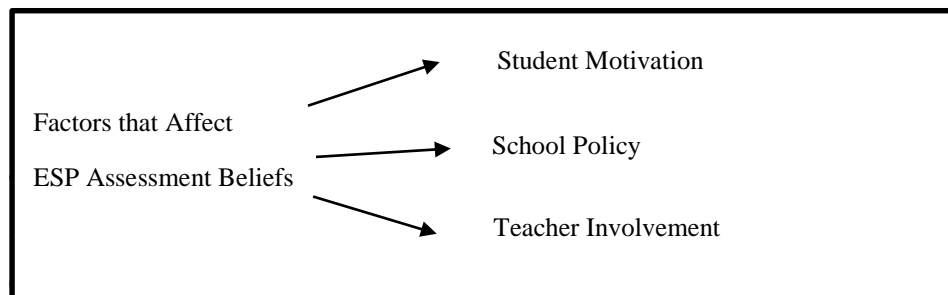
Participants contended that low student involvement could indicate low student motivation. Participants stated that one factor influencing assessment was student motivation. According to one participant:

Ayşe: ''Unfortunately, student motivation is essential. Some of them are luckily very motivated…. but on the other hand, some students with low inner motivation; stay home; do nothing. That's why; we try to make them fear. They have the fear that we are going to assess them.'' – (SSI)

The participants stressed the importance of student motivation in ESP assessment in online education because it was linked to the efficacy of assessment practices. To support this, the statement that follows is provided below:

Tarık: ''The student's motivation, yes. So, they should be motivated to speak, read, listen, and write. That's why; these all have important impacts on our assessment.'' – (SSI)

Selim: ''The only one I can think of right now is motivation. This, I think, motivates our students to a great extent. Because the assessment has specific purposes.'' – (SSI)

Additionally, the participants agreed that one factor influencing ESP assessment procedures is the school's policy. There is a score that students must meet in order to pass the preparatory program at the state university where the research was conducted. A participant said:

Selim: ''First of all, we need an overall score of 75 without the finals if the students are considered successful and 60 points without finals. This is like school's objectives, school's policy.'' – (SSI)

Participants in the survey mentioned the school's objectives as a significant factor when asked what influences their assessment process. The pertinent comments that support this are displayed below:

Tarık: ''When we are preparing the evaluation process, when we are developing this process, we need to consider several factors like the student's background, as I have mentioned, or the goal of the school! Why are they learning English?'' – (SSI)

Lastly, the importance of the teacher and his or her teaching performance in the assessment process came up frequently in the interviews. Most of the time, ESP course instructors are not subject matter experts (İlter, 2020). The participants expressed that the teacher's participation in the ESP assessment was crucial and required. The following claims are listed below as examples:

Tarık: ''We need to involve even the teacher because, you know, the teacher may not – maybe – may not be knowledgeable in specific topics.'' – (SSI)

Ayşe: ''Especially in online education, the teacher is important.'' – (SSI)

Each instrument's data was gathered and presented based on the pertinent research topic. Semi-structured interviews and reflective journal entries were used to gather data for the first research question. The findings illustrated the instructors' beliefs on ESP assessment. According to the participants, ESP assessment has specificity, value, and measurability. The instructors also believed that materials needed to be adapted and ESP assessment lacked motivation. The factors influencing instructors' beliefs regarding ESP assessment were the subject of the second research question. Semi-structured interviews and reflective journals were examined to learn more about it. Instructors' beliefs were shaped by student motivation, school policy, and teacher involvement.

DISCUSSION AND CONCLUSION

Discussion of Research Question 1

The initial research question sought to elucidate instructors' beliefs on ESP assessment. The qualitative results of the initial research question demonstrated that the instructors' opinions regarding ESP assessment differed. The methods used by the instructors in their classes reflect their beliefs regarding the ESP assessment. According to Borg (1998), beliefs include a range of information, such as teachers' pedagogical systems, which comprise their attitudes, theories, and knowledge. As a result, in this case study, various opinions surfaced regarding the assessment of ESP.

One finding from the study was the specificity of ESP assessment. According to the participants, there are particular features of the ESP assessment that enable students to incorporate their interests and use the language in context. According to Munby (1978), specificity in ESP refers to language acquisition for a specific purpose. To achieve that purpose, language learners must possess specific language properties related to the restricted use of the target language. In this study, EFL instructors expressed their opinions about the significance of ESP assessment and the opportunity it provides for language learners to use language in context. Hyland (2022) makes a similar argument, discussing that students bring the specificity of ESP to the classroom. Similarly, the participants often highlighted the ESP assessment's specificity, which allowed students to use language and reflect their interests.

Based on the study's results, it was observed that another noteworthy belief was the importance of ESP assessment in promoting students' learning and motivation. The study's participants emphasized the valuable aspect of assessment in advancing students' learning. For instance, Selim emphasized the importance of students taking notes because it aids in their learning process. The findings also showed that EFL teachers think ESP assessments are valuable since they increase student motivation. Consistent with the research conducted by Munoz, Palacio, and Escobar (2012), most teachers believe that assessment practices improve students' learning.

Also, the participants expressed the belief that ESP assessment is measurable. Teachers can evaluate their teaching effectiveness and make necessary practice revisions with the help of the ESP assessment. Regarding teachers' beliefs toward ESP assessment, the results aligned with those of a related study conducted by Chang (2015). The findings demonstrated that assessment was a crucial instruction component (Chang, 2015). Similarly, Brown (2003) claimed that assessment is an essential component of the teaching and learning process and that teachers can find and address potential problems with their instruction by using assessment as a tool. In their study, Özdemir-Yılmazer and Özkan (2017) found that the assessment practices were crucial since they provided

feedback about teaching and allowed teachers to revise the weaknesses of teaching progress.

The study also revealed the belief that there was a lack of motivation for ESP assessment. Fitriyah and Jannah's (2021) research, which examined the effects of online assessment in EFL classrooms, is consistent with this. The study's conclusions demonstrated that some students lacked motivation during the online assessment process and that outside variables connected to technology cause a decline in motivation. Furthermore, in their research, Brown and Abeywickrama (2010) found that teachers face a great difficulty when they lack motivation. Additionally, the idea that assessments lacked motivation is consistent with the results published by Mutlu (2002). In her thesis, she studied EFL teachers' beliefs, practices, and challenges on assessment. She found out that most of the teachers in the study agreed that dealing with low motivation during the assessment process was a challenge they faced in the classroom.

Finally, the study revealed the belief that materials need to be modified for ESP assessment. The participants emphasized how assessment procedures in online education needed to be redesigned since commercially published coursebooks and other materials frequently do not meet their needs. Basturkmen and Bocanegra-Valle (2018) state that creating teaching materials is a common task for ESP teachers. Marjanovikj-Apostolovski (2019) came to a similar conclusion in her study, and it is suggested that because ESP is so demanding, teachers typically adapt the materials during the process. The participants' pasts also shed light on the necessity of material adaptation. A few of the study's instructors had prior teaching experience. Selim, for instance, underwent training in Effective Feedback Strategies, which may indicate that the materials need to be modified. All participants also held master's and graduate degrees in English language teaching. It is reasonable to assume that they are conversant with various learning theories and approaches to teaching languages. Therefore, it may seem natural to teachers to modify the lesson materials when the assessment procedures do not align with their goals in the classroom.

Overall, the study is noteworthy and significant because it thoroughly explains instructors' beliefs on ESP assessment. Given the scarcity of research studies in ESP assessment, the present study's findings have enhanced the related field.

Discussion of Research Question 2

The second research question sought to identify the factors influencing instructors' beliefs on ESP assessment. In response to the second research question, the qualitative findings showed that various factors, including teacher effectiveness, school policy, and student motivation impact instructors' beliefs about ESP assessment. The participants primarily discussed the factors during semi-structured interviews.

The statements lead one to the conclusion that instructors' assessment beliefs were influenced by student motivation. The findings showed that students were not motivated to participate in ESP assessment procedures due to the current state of online education. Consequently, this situation has an impact on the beliefs of the instructors. This study's findings support an earlier study that suggested student motivation impacted classroom procedures (Graden, 1996). It was found out that the classroom practices used in the classroom were more influenced by the teachers' perceptions of the motivational needs of their students (Graden, 1996). Furthermore, Kirovska-Simjanoska (2016) explains how student motivation is a key factor in ESP learning in distance learning.

Also, the participants found that school policy impacted instructors' beliefs about ESP assessments. As a result, this factor indicates the school's mandatory policy for students to complete the preparatory program successfully. The history of the participants in this case study may cause this factor to surface. At least ten years have passed since the participants in this study began working at the university where it was conducted (Selim had thirteen years of experience, Tarık had twelve, and Ayşe had twenty-seven years of experience). Because of this, the instructors' assessment beliefs are influenced by their prior familiarity with the school's policy. The school's objectives and the students' characteristics affected how teachers assess their students in the classroom (Pajares, 1992).

Finally, teacher performance was mentioned as a critical component among the factors influencing the participants' assessment beliefs. This suggests that teacher participation is necessary for ESP assessment, and that teacher performance directly impacts it. According to Johnson (1999), teachers' preexisting beliefs serve as a kind of filter through which they interpret information and shape the information differently. This means that the participants' background may impact the outcome, as some study participants, like Tarık, had testing-related training, while others, like Selim and Ayşe, had no prior testing or assessment-related training, particularly in ESP. It is important to note that not a single participant explained their lack of professional development or training related to assessments. According to the participating instructors, educators should actively participate in ESP assessment. This is in line with Borg's (2003) theory that teachers' beliefs in the classroom are shaped by their active participation and self. Furthermore, a typical ESP course teacher should create the course materials and actively monitor the student's progress (Dudley-Evans & St John, 1998).

It is essential to consider teachers' individual needs and beliefs in order to tailor training programs that address their specific requirements in ESP (Filges et al., 2019). This can contribute to developing teacher assessment beliefs and enhance their ability to accurately identify learners' strengths and weaknesses, ultimately helping students in the future.

The semi-structured interview result identified three factors influencing instructors' beliefs about ESP assessment. The participants stressed how important it was for teachers to be involved in assessment practices, school policy, and student motivation to shape their beliefs.

The study aimed to clarify instructors' beliefs regarding ESP assessment in higher education. The study was conducted in the College of Foreign Languages of a state university in Ankara. A variety of data collection instruments were employed to achieve this goal. In the spring semester, participants' reflective journals were gathered over seven weeks via email, and semi-structured interviews were conducted with them. After that, content analysis was carried out to examine the results. The researcher learned more about

the instructors' beliefs about ESP assessment thanks to the themes and codes developed for each research question.

The primary conclusions drawn from the qualitative data revealed different perspectives regarding ESP assessment held by instructors. These perspectives include the notions that ESP assessments are specific, allowing students to use language in context and engage with the material. They also include the notions that ESP assessments are valuable and measurable, and that motivation is low in adapting the materials.

Similarly, semi-structured interviews were used to investigate the factors influencing the assessment beliefs of instructors. The factors that have been found to influence instructors' beliefs about ESP assessments are teacher performance, school policy, and student motivation.

To summarize, this study has examined the instructors' beliefs about ESP assessment at the tertiary level. However, this current case study was restricted to a preparatory programme of a state university. Hence, the findings are only generalizable to some instructors who teach and assess ESP at the tertiary level. Future studies may consider adding more participants and using different data collection tools and this present case study may stimulate further research into the ESP assessment beliefs.

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GENİŞ ÖZET

Amaç: Bu çalışmada, Türkiye'de bir devlet üniversitesinde çalışan öğretim görevlilerinin Özel Amaçlı İngilizcenin değerlendirmesine ilişkin inançlarını anlamak amaçlanmıştır. Böylece, hem Özel Amaçlı İngilizcenin değerlendirilmesine ilişkin inançlar hem de bu inançları etkileyen faktörlerin anlaşılması çalışmada hedeflenmektedir.

Yöntem: Çalışmaya başlamadan önce Gazi Üniversitesinden etik kurul izni alınmıştır. Bir devlet üniversitesinin Yabancı Diller Yüksekokulunda Özel Amaçlı İngilizce dersi vermekte olan 8 öğretim görevlisi katılımcı olarak seçilmiştir. Fakat hem üniversitedeki yoğun çalışma süreçlerinden hem de kişisel sebeplerden dolayı çalışmaya 3 öğretim görevlisi katılmıştır. Çalışma verileri ise yansıtıcı günlükler ve yarı yapılandırılmış mülakatlar yoluyla toplanmıştır. Danışmandan gelen uzman görüşleri ile yansıtıcı günlükler hazırlanmıştır. Yansıtıcı günlükler 7 hafta boyunca katılımcılardan mail yoluyla toplanmıştır. 7 hafta sonunda düzenli olarak yansıtıcı günlük gönderen katılımcılarla yarı yapılandırılmış mülakatlar yapılmıştır. Yarı yapılandırılmış mülakat soruları araştırmacı tarafından yazılmış ve uzman görüşleri alındıktan sonra sorular bir başka üniversitede görev yapan ve Özel Amaçlı İngilizce dersi veren öğretim görevlileriyle denenmiştir. Daha sonra danışmandan alınan uzman görüşleriyle en son haline gelmiştir. Nitel veriler kodlara, kategorilere ve temalara ayrılmıştır.

Bulgular: Yapılan değerlendirmelerde, öğretim görevlilerinin Özel Amaçlı İngilizcenin değerlendirilmesine ilişkin farklı inançları olduğu ortaya çıkmıştır. Öğretim görevlileri Özel Amaçlı İngilizcenin değerlendirilmesinin özgüllüğe sahip olduğuna inanmaktadırlar. Özel Amaçlı İngilizcenin değerlendirmesinin öğrencilere dili bağlamda kullanma şansı verdiği ve öğrencilerin ilgilerini içerdiği için özgül olduğuna inanmaktadırlar. İkinci olarak, katılımcılar Özel Amaçlı İngilizcenin değerlendirmesinin öğrenci motivasyonunu artırdığı ve öğrenmeye katkı sağladığı için değerli olduğuna inanmaktadırlar. Ayrıca, öğretim görevlileri, Özel Amaçlı İngilizcenin değerlendirmesini öğretim sürecini ölçmesi ve öğretmenlere bu süreci düzenleme şansı vermesi açısından ölçülebilir bulmaktadırlar. Ek olarak, uzaktan eğitimde motivasyon düşüklüğü yaratması ve öğrencilerin katılım isteklerinin azalmasından dolayı Özel Amaçlı İngilizcenin değerlendirmesinin motivasyon düşüklüğüne yol açtığına inanılmaktadır. Son olarak, katılımcılar Özel Amaçlı İngilizcenin değerlendirmesinin daha iyi bir değerlendirme süreci hazırlamak için materyalleri düzenlemeye yol açtığına inanmaktadırlar.

Ayrıca, öğretim görevlilerinin Özel Amaçlı İngilizcenin değerlendirilmesine ilişkin inançlarını etkileyen faktörler incelendiğinde Öğrenci Motivasyonu, Okul Politikası ve Öğretmen Performansı bu faktörleri oluşturmaktadır.

Tartışma ve Sonuç: Öğretim görevlilerinin, sınıflarındaki Özel Amaçlı İngilizcenin değerlendirmesine ilişkin inançları, uygulamalarını yansımaktadır. Borg (1998),

inançların öğretmenlerin pedagojik sistemlerini içerdiğini ve bunun da bilgilerini, teorilerini ve tutumlarını içerdiğini belirtmektedir. Bu nedenle, ÖAİ'nin değerlendirmesi konusunda bu çalışmada farklı inançlar ortaya çıkmıştır.

Çalışmada ortaya çıkan inançlardan biri, ÖAİ'nin değerlendirmesinin özgüllüğüdür. Munby (1978), ÖAİ'deki özgüllüğün, öğrencilerin belirli bir amacı gerçekleştirmek için belirli dil özelliklerine sahip olmaları anlamına geldiğini belirtir. Bu çalışmada, İngilizce öğretmenleri, ÖAİ'nin değerlendirmesinin önemini ve öğrencilere dilin bağlamında kullanma şansı tanıma konusundaki inançlarını vurgulamışlardır. Araştırma bulgularına göre, çalışmada ortaya çıkan diğer önemli inançlardan biri, ÖAİ'nin değerlendirmesinin öğrencilerin öğrenmelerini teşvik etme ve motivasyonlarına katkı sağlama açısından değerli olduğu yönündedir. Katılımcılar, değerlendirmenin öğrencilerin öğrenmelerini teşvik etmede önemli olduğunu belirtmişlerdir. Örneğin, Selim, öğrencilerin öğrenme sürecine katkıda bulunan not almanın önemini vurgulamıştır.

Çalışmada ortaya çıkan bir başka inanç, ÖAİ'nin değerlendirmesinin ölçülebilir olduğu yönündedir. Bu sonuçlar, öğretmenlerin ÖAİ değerlendirmesine yönelik inançlarını inceleyen diğer benzer bir çalışmanın bulgularıyla uyumludur. Ortaya çıkan bir başka inanç, ÖAİ'nin değerlendirmesinin motivasyon eksikliği olduğu yönündedir. Bu, Fitriyah ve Jannah'ın (2021) çevrimiçi değerlendirmenin EFL sınıflarında etkilerini incelediği araştırmalarıyla uyumludur. Son olarak, çalışmada ortaya çıkan bir inanç da ESP değerlendirmesinin materyal adaptasyonunu gerektirdiği yönündedir. Katılımcılar, çevrimiçi eğitimde değerlendirme uygulamalarını yeniden tasarlama ihtiyacının ortaya çıktığını vurgulamışlardır. Basturkmen ve Bocanegra-Valle (2018), ÖAİ öğretmenleri için öğretim materyali tasarlamanın yaygın bir görev olduğunu belirtir.

Benzer bir şekilde, yarı yapılandırılmış görüşmeler analiz edilerek öğretim görevlilerinin ÖAİ değerlendirme inançlarını etkileyen faktörler araştırıldı. Öğrenci motivasyonu, okul politikası ve öğretmen performansı, eğitmenlerin ÖAİ değerlendirme inançlarını etkileyen faktörler olarak ortaya çıktı.

Özetle, bu çalışma, üniversite düzeyindeki öğretim görevlilerinin ÖAİ'nin değerlendirmesi konusundaki inançlarını incelemiştir. Ancak, bu vaka çalışması, bir devlet üniversitesinin hazırlık programına sınırlıdır. Bu nedenle, bulgular, özel üniversite ders veren ve değerlendiren tüm eğitmenlere genelleştirilemez. Araştırma, daha fazla katılımcı ekleyerek ve farklı veri toplama araçları kullanarak genişletilebilir ve bu vaka çalışması, ÖAİ'nin değerlendirme inançlarına yönelik daha fazla araştırmayı teşvik edebilir.

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Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

This study was conducted with the approval of Gazi University Ethics Commission dated 15.03.2023 and numbered 2023/302.